

Commitment to Diversity

Millikin University is committed to creating a campus culture that respects and values diversity. At Millikin, diversity is seen in broad terms, including race, ethnicity, socio-economic status, gender, disability, national origin, religion, sexual orientation, and age.

Through the recruitment of diverse students, staff, faculty, and administrators and by creating an environment that values diversity, Millikin seeks to provide an engaged learning community in which diversity enhances the total educational experience. Millikin University is committed to:

- Creating a diverse campus population,
- Fostering a campus atmosphere where diversity is valued, and
- Generating a campus learning community that embraces diversity.

Millikin continually develops policies and procedures and allocates resources in ways consistent with these commitments. It is the policy of Millikin University to afford equal opportunity for all persons without distinction or discrimination based on race, ethnicity, socio-economic status, gender, disability, national origin, religion, sexual orientation, or age.

Any person having inquiries concerning Millikin University's compliance with the regulations implementing Title VI or section 504, may contact the Vice President for Business and Finance at Millikin University. Inquiries concerning Title IX may be directed to the NCAA Compliance Officer & Senior Women's Administrator. 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.

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: 217-424-6211. 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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University Calendar for Traditional Undergraduate Program

Fall Semester 2011

Registration/Validation	July 1-August 21
First Week	August 17-21
Last Day to withdraw Registration and Not be Charged	August 21
Classes Begin	August 22
Last Day to Register.....	August 29
Last Day to Add a Class.....	September 1
Labor Day Holiday	September 5
Fall Family Weekend	September 23-25
Last Day to Exercise P-D-F Option	September 30
Homecoming.....	October 7-9
Fall Break	October 13-16
Classes Resume.....	October 17
Last Day to Drop a Class and Receive W	November 1
Scheduling Day	November 1
Early Registration for Spring Semester and January Term	November 2-December 9
Thanksgiving Recess	November 19-27
Classes Resume.....	November 28
Last Day of Classes.....	December 9
Study Days	December 10-11
Final Examinations	December 12-16
December Graduation	December 11

January 2011 Immersion Jan 2-21

Spring Semester 2012

Registration/Validation	January 1-22
Martin Luther King Jr. Holiday	January 16
Last Day to withdraw Registration and Not be Charged	January 22
Classes Begin	January 23
Last Day to Register.....	January 30
Last Day to Add a Class.....	February 2
Last Day to Exercise P-D-F Option	March 2
Spring Break	March 10-18
Classes Resume.....	March 19
Last Day to Drop a Class and Receive W	April 3
Scheduling Day	April 3
Early Registration for Fall Semester and Summer Term	April 4-May 11
Good Friday and Easter Recess	April 6-9
Classes Resume.....	April 10
Last Day of Classes.....	May 11
Study Days	May 12-13
Final Examinations	May 14-18
Commencement for PACE and MBA graduates	May 19
Traditional Undergraduate Baccalaureate and Commencement.....	May 20

Summer Term 2012 (See separate catalog for course offerings)

Summer Immersion Starts.....	May 21
Full Summer Term.....	June 4-July 27
Independence Day Holiday (closed).....	July 4
Last Day for Classes and Examinations.....	July 27

Please Note: The University Calendar for the PACE-delivered undergraduate curricula and the MBA and MSN graduate program have variations from the above “University Calendar for Traditional Undergraduate Program.” For more information, please confer with an academic advisor in those areas.

College of Arts and Sciences

Humanities

English Education, B.A.
 English - Literature, B.A.
 English - Writing, B.A.
 History, B.A.
 Philosophy, B.A.
 Spanish, B.A.
 Social Sciences Education, B.A.

Natural Sciences

Applied Mathematics, B.A., B.S.
 Mathematics Tracks:
 Applied Mathematics
 Secondary Education
 Actuarial Science
 Biology, B.A., B.S.
 Biology Tracks:
 Allied Health
 Traditional
 Molecular/Cell Biology
 Biology Education, B.A., B.S.
 Chemistry, B.A., B.S.
 Chemistry Emphases:
 ACS Certified Degree
 Biochemistry Emphasis
 Business Emphasis
 Research Emphasis
 Chemistry Education, B.A., B.S.
 Physics, B.A., B.S.

Social Sciences

Communication, B.A., B.S.
 Communication Tracks:
 Public Relations
 Mass Media /Journalism
 Organizational Communication
 Sport Communication
 Human Services, B.A, B.S.
 PACE Organizational Leadership, B.S.
 Political Science, B.A.
 Psychology, B.S.
 Sociology, B.A., B.S.

College of Fine Arts

Art

Art: Studio, B.A., B.F.A. *
 Art Therapy, B.F.A. **
 Graphic Design/Computer Art,
 B.F.A.
 *Specialist Teaching Certificate
 Available.
 **Interdisciplinary major with
 degree conferred by College of Fine
 Arts.

Music

Commercial Music, B.M.
 Music, B.A.
 Music Business, B.M.
 Music Education, B.M., Instrumental
 Emphasis
 Music Education, B.M., Vocal
 Emphasis
 Music Performance, B.M.,
 Instrumental Emphasis
 Music Performance, B.M.,
 Piano Emphasis
 Music Performance, B.M.,
 Vocal Emphasis

Theatre

Musical Theatre, B.F.A.
 Theatre, B.A.
 Theatre, B.F.A., Acting Emphasis
 Theatre, B.F.A., Design &
 Production Emphasis
 Theatre, B.F.A., Stage
 Management Emphasis
 Theatre, B.F.A., Theatre
 Administration Emphasis

College of Professional Studies

Exercise Science and Sport

Athletic Training, B.A., B.S.
 Health, Fitness and Recreation,
 B.A., B.S.
 Sport Management, B.A., B.S.
 Physical Education, B.A., B.S.

School of Education

Elementary Education, B.A., B.S.
 Early Childhood Education,
 B.A., B.S.

School of Nursing

Nursing, B.S.N.

Tabor School of Business

Accounting, B.S.
 Entrepreneurship, B.S.
 Finance, B.S.
 Information Systems, B.S.
 International Business, B.S.*
 Management, B.S.
 Marketing, B.S.
 *(Dual Degree) requires completion
 of a second Tabor Major and a
 semester studying abroad in Paris,
 France at the Ecole Superieure de
 Gestion (ESG).

Interdisciplinary

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

Academic Minors

Applied Mathematics
 Biology
 Chemistry
 Communication
 Dance
 Economics
 English
 Entrepreneurship
 Environmental Studies
 Ethics
 Finance
 French
 Gender Studies
 History
 Information Systems
 International and Global Studies
 Management
 Music
 Philosophy
 Physics
 Political Science
 Psychology

Sociology
 Spanish
 Theatre
 Writing

Special Programs

Pre-Chiropractic
 Pre-Dentistry
 Pre-Engineering
 Pre-Law
 Pre-Medical Technology
 Pre-Medicine
 Pre-Occupational Therapy
 Pre-Optometry
 Pre-Pharmacy
 Pre-Physical Therapy
 Pre-Physician Assistant
 Pre-Veterinary Science
 School Nurse Certification
 Post-baccalaureate Teach Licensure
 (select program)

Honors Programs

Honors Scholars
 James Millikin Scholars
 Long-Vanderburg Scholars
 Presidential Scholars

Professional Adult Comprehensive Education Program (PACE)

Accounting, B.S.
 Management, B.S.
 Early Childhood Education, B.S.
 Elementary Education, B.S.
 Nursing Completion Program,
 R.N. to B.S.N
 Organizational Leadership, B.S.

Graduate Programs

Master of Business Administration,
 M.B.A.
 Master of Science in Nursing,
 M.S.N.
 M.S.N. Tracks:
 Clinical Nurse Leader
 Nurse Educator
 Nurse Anesthesia
 Master's Entry Into 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 of the North Central Association of Colleges and Schools. The most recent re-affirmation of that accreditation was in 2007. For further information regarding this accreditation, contact North Central Association of Colleges and Schools 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 of the North Central Association of Colleges and Schools, various programs hold discipline-specific accreditation.

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

The School of Nursing, in the College of Professional Studies, is accredited by the Commission on Collegiate Nursing Education. The Millikin University and Decatur Memorial Hospital Nurse Anesthesia Program holds COA (Council on Accreditation of Nurse Anesthesia Educational Programs) accreditation.

The School of Education, in the College of Professional Studies, is accredited by the Illinois State Board of Education and the National Council for the Accreditation of Teacher Education (NCATE).

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

The Chemistry program, in the College of Arts and Sciences, Department of Chemistry is accredited by the American Chemistry Society.

The Athletic Training major, in the College of Professional Studies, Department of Exercise Science and Sport is accredited by the Commission on Accreditations of Athletic Training Education.

Our Vision

To Be Recognized as a Distinctive Midwestern University, delivering professional preparation grounded in and inspired by the liberal arts.

- where theory, practice, and reflection guide our curriculum;
- where integrated learning, collaborative learning, and engaged learning dominate our culture; and
- where students, faculty, staff, and administrators are engaged and stimulated.

Our Mission

To Deliver on the Promise of Education at Millikin, we prepare students for

- professional success,
- democratic citizenship in a global environment, and
- a personal life of meaning and value.

Millikin University Student Learning Goals

All university-wide learning goals directly support the Millikin University Mission, commonly referred to as “the three prepares”:

(1) Millikin students will prepare for professional success; (2) Millikin students will prepare for democratic citizenship in a global environment; and (3) Millikin students will prepare to discover and develop a personal life of meaning and value.

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.
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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 appreciate the intellectual and aesthetic contributions that the visual, dramatic, and/or performing arts make to their ability to understand themselves and others and to 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.

Our Educational Distinctive: The Millikin Program of Student Learning

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

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

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

The four components of the Millikin Program of Student Learning (MPSL) include: (1) the first year experience, (2) the sequential university studies requirements, (3) the non-sequential university studies requirements, and (4) an intensive major area of study in pursuit of student growth and professional success. All students are required to complete a minimum of 124 credits to graduate, including at least 39 credits at the 300 level or above.

The Millikin University First-Year Experience

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

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

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

Sequential University Studies

All Millikin students take a sequence of university studies courses designed to provide a challenging development through the first three years of study at Millikin. Three learning threads are introduced and developed through the sequential requirements: (1) ethical reasoning, (2) reflection, and (3) intensive writing. The sequential courses—IN140, IN150, IN151, IN250, IN251 and IN350—form a common learning experience for undergraduate students at Millikin. The first year courses emphasize ethical reasoning and academic inquiry along with related skills necessary for academic success, including critical writing, reading, research, and communication. In the second year all Millikin students take IN250 United States Cultural Studies and IN251 United States Structural Studies. Taught by faculty from across the disciplines, all students engage in ethical reasoning related to the study of the diversity of cultures, institutions, and social structures in the United States. In the third year, we challenge all Millikin students to examine global issues through IN350, which is taught by faculty from across the disciplines. The sequential university studies requirements deliberately challenge students to prepare for academic success, to understand our own country's multicultural realities and to make connections to the international global society of the contemporary world.

Non-Sequential University Studies

The non-sequential University Studies requirements may be taken by students any time throughout their undergraduate experience at Millikin. These requirements insure a breadth of learning from a variety of academic disciplines and approaches to inquiry, including (1) a quantitative reasoning course, (2) a fine arts course, (3) a natural science with a laboratory experience, (4) an oral communication studies course, and (5) an international cultures and structure studies. Through course advising, students can select and shape the direction of these non-sequential university studies requirements to complement and supplement learning opportunities in their majors.

The Major

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

Immersion and Summer School Opportunities

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

PACE, Professional Adult Comprehensive Education

www.millikin.edu/pace

Assistant Director Melanie Stimeling (217) 420-6778

Mission

We empower adult learners to meet personal and professional goals by integrating education into life, and we strengthen our community by facilitating lifelong learning.

Values

- R Respect
- E Empowerment
- A Accountability
- L Lifelong Learning
- I Initiative
- T Team Commitment
- Y You

Majors

The following Millikin University majors, leading to a Bachelor of Science degree, are available through PACE in an evening/accelerated format:

- Accounting
- Early Childhood Education
- Elementary Education
- Nursing (RN-BSN)
- Organizational Leadership

Certification only for individuals with baccalaureate degrees is also available in:

- Early Childhood Education
- Elementary Education
- Secondary Education
- K-12 Physical Education

Program Structure/Format

Most PACE courses are delivered in an accelerated format, typically lasting five to ten weeks (depending on the major and course) for a three credit hour course. Fewer weeks are generally required for 1 or 2 credit hour courses and more weeks for 4 credit hour courses. Classes in the major generally meet only one night per week from 6:00 P.M.-10:00 P.M. Once admitted into the PACE program, a student will begin the courses that are required of all Millikin University students in order to graduate (University Studies Requirements and Electives). Once the majority of University Studies Requirements are complete, students in the Education and Organizational Leadership programs will be placed in a cohort of approximately 12-25 students where the course in the major are offered sequentially for the cohort. Students generally enroll in one course at a time while completing the required courses in their major. The PACE academic year consists of two semesters: Fall, July-December and Spring, January-June. Students may start in any 5 week session throughout the year. Students in PACE are considered full-time students if they enroll in and successfully complete a minimum of 12-15 credit hours in each semester.

In accelerated programs, the first assignment is usually prepared prior to the first night of class and is due at the first class meeting. The final assignment may be due one week after the last night of class. Consequently, students should expect some overlap in coursework as one class ends and another begins. Students are expected to devote an estimated 15-20 hours per week to outside work per 3 credit hour course.

Since adult learners frequently bring career and work experience to the classroom, PACE courses often offer opportunities for students to make connections from case studies, assignments, and projects to their particular place of employment or chosen field.

University Studies Requirements

Described in traditional 4-year format; sequence may vary for transfer and PACE students.

Sequential Requirements (18 credits):	
IN140 University Seminar	3
IN150 Critical Writing, Reading & Research 1	3
IN151 Critical Writing, Reading & Research 2	3
IN250 United States Cultural Studies	3
IN251 United States Structural Studies	3
IN350 Global Issues	3
Non-Sequential Requirements (19-21 credits):	
Fine Arts	3
International Cultures & Structures 1	3-4
International Cultures & Structures 2	3-4
Natural Science with a Lab	4
Oral Communication Studies	3
Quantitative Reasoning	3

Sequential Course Requirement Threads

The sequential course requirements provide an interdisciplinary series of connected learning experiences for all Millikin students. Sequential course requirements include IN140, IN150, IN151, IN250, IN251, and IN350. The sequential courses build on the following threads for ongoing student engagement and learning: (1) **Reflection**—all sequential elements engage our students in reflection. (2) **Ethical Reasoning**—all sequential elements except IN150/151 engage our students in ethical reasoning. (3) **Writing Intensive**—all sequential elements in the University Studies program except IN140 are writing intensive.

Reflection: At Millikin, student reflection is one of the distinguishing features of our teaching mission; evidence of effective use of student reflection in teaching is recognized by the conferral of the Teaching Excellence award on faculty at the annual Honors Convocation. Because student reflection is a Millikin teaching and learning distinctive, it should be one of the main goals that runs vertically through the University Studies program. Reflection is integrated into IN140 through a service learning project. Reflection is one of the four learning goals being delivered and assessed in IN150/IN151. Reflection is one of the goals for IN250, IN251 and IN350.

Ethical Reasoning: All sequential elements except IN150/151 deliberately engage our students in ethical reasoning. Students will use ethical reasoning to analyze issues that impact their personal lives as well as their local, national, and global communities.

Writing Intensive: All sequential elements in the University Studies program except IN140 are writing intensive. Writing intensive courses include elements of instruction such as (1) Integrated writing and critical thinking activities to promote learning; (2) Instruction and coaching as students write; (3) Guided revision for at least one formal writing assignment; (4) Assessment of the quality of the writing by the characteristics of effective prose, including grammar, organization, and support; (5) Written work which represents a substantial portion of the grade; and (6) Referrals to the Writing Center and support for students needing help with grammar and other elements of composition.

Sequential University Studies Course Requirements & Learning Goals

IN140. University Seminar* (3) First semester freshman year: This course is an introduction to academic inquiry at the college level. Seminar topics vary across sections. Each section engages students in critical and ethical reasoning, includes a service learning component, and addresses specific orientation topics.

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

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

* This course is waived for PACE students.

IN150. Critical Writing, Reading, and Research I (3) First semester freshman year. Course is designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Students are asked to read and critique texts actively, deliberately, and carefully; to write polished, informed essays for personal, public, and/or specialized audiences; and to reflect on the uses of reading and writing in their public and personal lives to better understand

themselves, their communities, and the world. Library research component is introduced and integrated into the course. Section offerings vary in approach.

IN151. Critical Writing, Reading, and Research II (3) Second semester freshman year. Course is designed to position students as successful writers, readers and researchers as they move into advanced coursework. In addition to continuing to develop reading and writing skills introduced in the first semester course, students will be asked to conduct research to participate in academic inquiry. Each student will write a research paper that demonstrates the ability to incorporate resources and contribute to academic discourses and communities. An extended and intensive library research component is integrated into the course. Section offerings vary in approach. Pre-requisites: IN 150.

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

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

United States Studies Courses (IN250 & IN251) The two-course US Studies requirement, taken during the sophomore year, explores both cultural (IN 250) and social-structural (IN 251) aspects of the United States. Students will develop their understanding of democratic citizenship, with a focus on ethics and justice, as it relates to topics that affect the United States. These courses include a research component, are writing intensive, and require exploration of primary sources (e.g., texts, scores, performances, artifacts, etc.). A democratic society is a collaborative and participatory enterprise in which the legitimacy of public authority rests on the consent of the citizenry. Responsibilities of democratic citizenship include making informed decisions about voting, demonstrating knowledge about public affairs, engaging in civil discourse, understanding and actively participating in democratic political processes, being able to analyze and evaluate news and information, cultivating and effectively advocating opinions on matters of public policy, understanding and evaluating diverse opinions, supporting free speech, being involved in community service that addresses public problems, and recognizing that an individual's actions affect the world.

IN250. United States Cultural Studies (3) Sophomore year. United States Cultural Studies courses explore the diversity of cultures in the United States, including historical perspectives that inform contemporary understandings of diversity issues. "Culture" refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisite: sophomore standing.

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

1. Analyze diverse cultures in the United States through the use of discipline-appropriate sources;
2. Reflect on ethical and social justice issues characteristic of a diverse democratic society; and
3. Demonstrate an engagement in activities essential to responsible democratic citizenship in the United States.

IN251. United States Structural Studies (3) Sophomore year. United States Structural Studies courses explore the diversity of groups and institutions in the United States, including historical perspectives that inform contemporary understandings of diversity issues. "Social structures" refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisite: sophomore standing.

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

1. Analyze social structures within the United States through the use of discipline-appropriate sources;
2. Reflect on ethical and social justice issues characteristic of a diverse democratic society; and
3. Engage in activities essential to responsible democratic citizenship in the United States.

350. Global Issues (3) Junior year. Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). Prerequisite: junior standing.

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

1. analyze a topic of global importance and associated ethical and social justice issues through substantive research, including examination of primary sources;
2. reflect on how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally; and
3. engage in activities characteristic of democratic citizenship in a global environment.

Non-Sequential University Studies Course Requirements & Learning Goals

Fine Arts (3) In fine arts courses students appreciate the intellectual and aesthetic contributions that the visual, dramatic, and/or performing arts make to their ability to understand themselves and others and to their capacity to enjoy their own and others' creative processes and products. Students develop an understanding of themselves and the ability to reflect on and express their thoughts and

feelings responsibly. This non-sequential requirement can be met with any fine arts course that blends experiential, theoretical, and reflective approaches. Examples include Art 101, 107, 121, 122, and 235; Music History 100, 101, 213; Theatre 103 and 107. Three credits of Applied Music, Music Organizations or Dance, or a combination thereof, also satisfies this requirement.

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

1. demonstrate engagement in the creative process;
2. demonstrate the ability to respond to and reflect on the aesthetic experience of the arts; and
3. demonstrate connections between aesthetic experience and the larger cultural context of creation.

Natural Science with a Lab (4) In a natural science with a lab course, students utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving. Examples include, but are not limited to, Biology 102, 105/155, 108/158, 125, 130, 204; Chemistry 102, 106, 121/151; Physics 100/104, 101/105, 106, 111/171 or 151/171; or any approved Lab-Science course.

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

1. use logic and the scientific method to analyze the natural world and solve problems;
2. analyze issues in science which are important both personally and globally; and
3. connect theories and descriptions found in lectures and textbooks with real-world phenomena utilizing appropriate technology in laboratory and field environments.

Oral Communication Studies (3) One three-credit course in oral communication is required. This requirement may be satisfied by taking Communication 200 Public Speaking or Communication 242 Business and Professional Communication. Majors in the Tabor School of Business must take Communication 242. This requirement should be completed during the Freshman or Sophomore year.

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

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

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

Quantitative Reasoning (3-4) Quantitative reasoning courses teach students how to utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving. This requirement may be fulfilled with any three or four credit math course numbered above 106. In addition, Philosophy 213 (Critical Thinking: Logic) and Sociology/Psychology 201 (Statistical Methods in the Behavioral Sciences) will fulfill the Quantitative Reasoning requirement.

Students with an ACT-Math score greater than or equal to 25 or an SAT-Math score of 570 or above or who score a 3 or above on Millikin's Math Placement exam are eligible to enroll in a qualified Quantitative Reasoning course. A Math Score of 22 allows a student to enroll in MA 125, Math in the World which qualifies as a Quantitative Reasoning course. If a student does not meet the requirement for placement in a qualified Quantitative Reasoning course, he or she must enroll in the appropriate level math course based on the score or the score earned after taking the Math Placement exam. Students can re-take the math placement exam for a maximum of 3 times.

If a student does not score a 3 or higher but completes Math 106 or an equivalent course, he or she will be allowed to enroll in an approved Quantitative Reasoning course at Millikin.

Transfer students may meet the Quantitative Reasoning requirement with a qualified course transferred from a previous school or by completing the Associate of Arts or Science degree. However, if the student is required to take additional math at Millikin, he or she must obtain a score of 3 or higher on the Math Placement exam, or must successfully complete Math 106 or an equivalent course, or must provide evidence of qualifying ACT or SAT math scores.

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

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

International Cultures and Structures (6-8) this two-course requirement focuses on cultures and social structures outside the United States. It may be satisfied by courses in modern language, internationally focused courses from a variety of disciplines, study abroad courses, or a combination of these. "Culture" refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. "Social structures" refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Each course must address culture and/or social structure.

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

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

Guidelines for Internships and Cooperative Work Experiences (applies to Traditional Program only.)

For the purpose of maintaining academic standards and consistency throughout the University, the following guidelines shall apply to the awarding of academic credit for internship and cooperative work experience.

1. The work experience must be directly related to the student's major or minor program and provide a viable educational experience. This means there must be a significant educational component over and above what would be required for a routine part-time job. Prior approval of the Department Chair or Program Adviser and Dean of the appropriate school is mandatory. Forms for this purpose may be secured from the deans of the respective schools.
2. Since the student is expected to contribute to, as well as learn from the experience, the student must be properly prepared for the work assignment. Fulfilling prerequisites, therefore, normally restricts such experiences to students at the junior and senior level.
3. The educational objectives, which a student hopes to realize through this experience, must be clearly stated and definite arrangements made for close supervision of student work so that progress can be monitored. The Millikin faculty sponsor is expected to make an on-site supervisory visit.
4. The supervisor, in consultation with the Millikin faculty member in charge of the internship or cooperative program, must make a detailed evaluation of the student's work, and it is upon this in-depth evaluation that a letter grade is assigned.
5. Normally, a student must work a minimum of 40 hours to receive one (1) unit of academic credit. In no case can a student earn more than 12 credits for work experience.
6. In majors other than those designated for teacher certification, eight credits are the maximum allowable for internships. Internships in a minor are limited to four credits or less.
7. **Credit is not awarded after-the-fact for work experience already completed except by proficiency exam where appropriate.**
8. The student pays the normal tuition charge for the credits to be received upon completion of the work experience. Financial aid is available during the fall or spring semester to these students whether living on or off-campus, providing they are enrolled at Millikin on a full-time basis. Students may or may not be compensated in a work experience, depending upon the nature of the duties and the policy of the employer. The primary consideration is the quality and appropriateness of the work experience.

Admission

Traditional New (Freshman) Student Admission

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

The Admission Office carefully reviews the credentials of each candidate, emphasizing the candidate's secondary school record, and results on the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the American College Test (ACT) administered by the American College Testing program. Applicants for admission should take the SAT or ACT near the end of the junior year in high school, or no later than December of the senior year, and arrange for the results to be sent directly to Millikin. (Institutional Code: 1470 for SAT and 1080 for ACT). Complete information on test locations, test dates and procedures for taking the examination are available from high school counselors as well as websites for the testing agencies.

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

Admission is based on at least 15 (preferably 16) units of work completed at an accredited secondary school that fulfill the school's graduation requirements. The General Education Development (GED) test may be considered in lieu of the secondary school record in certain circumstances. In general, freshman candidates who present an above average secondary school record (GPA of at least 2.5 on a 4.0 and rank in top half of graduating class), satisfactory scores on either the SAT (at least a 980 combined verbal/math score) or ACT (at least a 20 composite score), and favorable recommendations are considered scholastically acceptable. Students who fall below these credentials will be reviewed on a case-by-case basis by the Committee for Students and Academic Standards.

Credit in Escrow

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

Advanced Placement (AP)

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

International Baccalaureate (IB)

Millikin University recognizes the International Baccalaureate program and awards six to eight semester credits for each higher level examination score of 5, 6, or 7. Credit will be awarded in general areas depending upon the subject completed by the student. No

credit will be awarded for subsidiary exam results. The University Registrar will make final decisions regarding acceptance of IB credit. Exemptions from specific courses will be granted subject to departmental recommendation.

Credit by Examinations

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

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

Students completing majors in education cannot receive CLEP credit in English. Credits may be applied to University Studies requirements or counted as elective credit.

A maximum of 30 semester credit hours from non-classroom experiences through a combination of nationally recognized exams and proficiency examinations may be applied toward the degree.

Special Admission Policies

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

Theatre/Musical Theatre BFA Programs. To be admitted to one of the BFA programs in Theatre or Musical Theatre, a student must first meet the admissions standards of the University, then complete a successful audition or interview with appropriate theatre and dance facility. Students must pass a second audition/interview at the end of their freshman year to continue in BFA programs.

Tabor School of Business. Three units of mathematics are recommended for students who plan to enroll in the business curricula at Millikin. The Tabor School of Business has special admission requirements for majors in the junior and senior years of study, and for minors. These are described in the Tabor School of Business section of this Bulletin.

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

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

School of Nursing. Admission in the Nursing major is based upon the following equally important factors: 1) the candidate's secondary school record, including one unit each of laboratory courses in biology and chemistry, and two units of mathematics; 2) satisfactory performance on either the ACT or the SAT; and 3) rank in the top quarter of his/her high school graduating class. The Director of the School of Nursing will review records of applicants at variance with these expectations. Each student is evaluated individually. In order to be admitted as a pre-nursing major, the student's credentials must predict completion of the pre-nursing curriculum with at least a 2.5 (C+) grade point average. Performance at this level is required for admission to the junior and senior level professional courses.

International Student Admission

Millikin University encourages international students to apply and welcomes their participation to enrich educational opportunities for all students. International students should request an application and documentation requirements from the Office of Admission or complete an application online at www.millikin.edu/admission/international. Because of the detailed information and the special processing required for a foreign national, an application for admission and all supporting documents must be received at least three (3) months prior to the term for which admission is desired. An international student must meet the regular admission requirements of the University and comply with the following:

- **Academic Records.** Official academic credentials must be submitted with the application for admission. This includes mark sheets, grade reports, or transcripts of all secondary and post-secondary work completed. All academic records must list each course and grade(s) received. Documents must be original, bearing the official seal of the institution and the signature of the Registrar, or designated official, or each photocopy submitted must bear an original certification and original ink signature of the Registrar or designated official. If the academic document is not recorded in English, it must be accompanied by a certified English translation that is a literal and complete interpretation of the original document.
 - **Transfer Credit.** International students who wish to transfer credit for academic work completed at another institution must provide complete documentation of such work prior to enrollment. These required documents include a transcript (recording all courses taken and grades received) and a description of each course taken, required textbooks, and details on the home country's system of education. A certified English translation is required for all documents and course descriptions. **An independent transcript evaluation as provided by World Education Services (WES), or similar agency, is preferred.** Transcripts are evaluated on a course-by-course basis to determine if credits will be accepted as an equivalent to courses offered at Millikin.
 - **Certification of Finances.** An International Certification of Finances form must be completed before the Certificate of Eligibility (Form I-20) is issued. The University is required by immigration authorities to carefully check financial
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resources of each student prior to issuing the Form I-20. Therefore, it is important to understand the cost of attending Millikin and have the necessary funds to support an entire academic year of enrollment. The Certification of Finances form must be completed, signed by the student and sponsor (if applicable), and must bear an official stamp and signature of a bank official. The total amount of funds reported on this form must be readily available to the student.

In addition, all international students receiving funds from a sponsor or scholarship, grant or loan program must submit a signed copy of the award letter or signed affidavit from an authorized person, indicating the amount, duration and any additional requirements for receipt of the funding.

- **English Proficiency.** English proficiency test results are required of all applicants whose native language is not English. A minimum score of 550 on the paper-based TOEFL (or 79 on the internet-based TOEFL) is required for admission. Please make arrangements to take the TOEFL before applying for admission. For information, visit the TOEFL Web site at www.ets.org/toefl. **An equivalent English proficiency exam and/or professional recommendation may be accepted in lieu of the TOEFL on a case-by-case basis.**

If possible, it is recommended that International students take the Scholastic Aptitude Test (SAT) and request official scores be sent to Millikin (Institutional Code 1470).

- **Health Information.** A completed Health Information form is required by University Health Services, plus proof of immunity from vaccine preventable diseases.
- **Health Insurance.** Millikin requires that all international students purchase health insurance in order to help pay for major medical expenses. The health insurance policy should be kept active as long as the student is enrolled in the University. After admission, International students will be contacted by the Center for International Education (CIE) with additional information regarding health insurance availability and requirements.

Transfer Student Admission

Students wishing to transfer to Millikin are required to submit official transcripts for study completed at high school and college or university levels. It is desirable, but not necessary, to also submit an official record of scores on the Scholarship Aptitude Test (SAT) or American College Test (ACT). Generally, students will be favorably considered for admission if they are in good standing at the institution from which they wish to transfer, and have earned a minimum cumulative grade point average of C or better. Admission to the Tabor School of Business requires a minimum GPA of 2.5. Admission to Teacher Education requires a minimum GPA of 2.70. Admission to the School of Nursing requires a minimum GPA of 3.0. Admission to Athletic Training requires a minimum GPA of 2.5.

Transfer Credit Policy FAQ's

- Are 'D/s' Accepted in Transfer?
 - No, grades must be a C- or higher
- Are Transfer grades included in the overall GPA?
 - No, only earned credits of courses accepted are counted toward the degree
- Are Students allowed to repeat failed courses at another institution?
 - Yes, however the repeated course in transfer will not replace the initial grade.
 - Students repeating previously graded courses cannot improve their GPA at Millikin either, but can demonstrate competency depending on what grade their program requires for the repeated course.
- Are graduation honors calculated on transfer credits and your institution credits?
 - No, honors are calculated on Millikin grades and credits only.
 - Students must earn no less than 33 credits on Millikin campus prior to earning their degree and qualifying for honors.
- What qualifies credits for acceptance in transfer?
 - Normally college level courses taken at other national or regional 2 or 4 year colleges or University recognized by the Department of Education.
 - General education-type courses are reviewed and accepted or rejected by the Office of the Registrar in consultation with the transfer coordinator and PACE office.
 - Courses in the major may require departmental approval unless through common practice or articulation agreements the course has been accepted previously.
- Who determines what courses transfer?
 - Registrar
 - Assistant Registrar
 - Transfer Coordinator
 - Academic Departments
- Is there a limit to the total credits that can be accepted in transfer towards a Millikin Degree?
 - For the traditional baccalaureate program, once a student reaches 66 credits in combination of previously transferred credits and credits earned at Millikin, no additional credits can be accepted towards the degree.
 - For students enrolled in the Adult Education program (PACE) additional credits beyond 66 can be accepted provided the student earns a minimum of 33 credits on residence.
- Are credits and grades earned off-campus in an approved study abroad program accepted and counted in the Millikin GPA?
 - Yes, provided the program is approved by the University
- Is there a policy regarding the acceptance of Associate of Arts or Associate Science degrees from 2-year institutions?
 - Yes, students who enroll at Millikin with an earned Associate of Arts or Science degree from an accredited college or university automatically meet the all Sequential Requirements; except Global Studies and all Non-sequential requirements in the University Wide General Education program. Exceptions to this rule include Education, Business, Nursing and other programs with specific requirements in these two areas. Consultation with the Transfer Coordinator or Registrar can answer any questions involving this rule.

- Is there a policy regarding students who have earned a previous accredited degree?
 - Yes, students who have earned a 4-year degree from an accredited University or College meet ALL university wide general education requirements. They are however held to specific requirements in their selected major/program.
- Is there a policy on Aging Credit?
 - Yes, Millikin University will accept academic credit from accredited colleges and universities for University Studies/General Education courses without time limit.
 - For courses in the student's major program, however, academic credits will only be accepted if earned in the previous 10 years. Academic departments may specify other time limits for their programs or for specific courses within their programs. Students may appeal academic credit decisions to the appropriate Academic Dean.
- Is there a limit to the number of credits that can transfer towards the major?
 - All transfers are required to complete a minimum of 12 credits at Millikin in the chosen major(s)
 - Transfer students in Nursing must complete a minimum of 20 credits at Millikin in nursing, including enrollment in Senior Seminar.

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

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

Professional Adult Comprehensive Education (PACE) Admissions Process

The curriculum at Millikin University is designed for capable working adults who will respond to and benefit from the challenges of an accelerated format to complete a bachelor's degree. Applications for admission are accepted throughout the academic year as students may begin classes throughout the semester. Please note that courses in the major typically start at the beginning of each academic semester.

Admission is based upon a thorough and comprehensive review of the on-line application and complete academic background. Generally, students will be favorably considered for admission if they are in good standing at the institution from which they wish to transfer and have earned a minimum cumulative grade point average of C or better.

Individuals interested in being considered for admission should submit the following:

- PACE Application form (on-line)
- Official transcripts from all previously attended institutions
- Official high school transcript or GED (for students without previous college credit)
- Please note: Bachelor of Science in Nursing applicants must be Registered Nurses

Special Admission Policies

Acceptance into the PACE program does not automatically guarantee acceptance into specialty programs. The Tabor School of Business, School of Education, and School of Nursing each have special admission requirements.

Adult Amnesty Program (transfer policy)

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

Academic Amnesty Policy (applies to previous Millikin Students)

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

The student:

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

Students, who are granted Academic Amnesty, will:

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

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

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

NOTE: This petition must be accompanied by an Application for Re-admission which is available through the Registrar's Office.

Expenses

Educational Costs

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

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

Annual Tuition and Fees for the Traditional Undergraduate Student

Full-time Tuition (12 to 18 credit hours per term).....	\$27,852
Residence Hall Space (average room/apartment rate)	\$4,887
Full Board Contract.....	\$3,780
Comprehensive Fee (onsite)	\$22/credit
Comprehensive Fee (offsite).....	\$11/credit
First Week Fee (first-year students only).....	\$100
Graduation Fee (graduating seniors only).....	\$75
Private Applied Music Lesson Fees/per credit hour	\$100
Transfer Registration Deposit (Nursing)	\$200

Tuition and Fees for PACE Students

Registration Deposit.....	\$150
Tuition and Comprehensive Fee, per semester credit hour	\$417
Graduation Fee.....	\$75

Tuition and Fees for Graduate Studies Students

Masters of Business Administration (MBA)

Registration Deposit.....	\$200
Tuition Costs, per credit hour	\$681
Graduation Fee.....	\$75

Masters of Science in Nursing (MSN)

Registration Deposit (applied to tuition).....	\$200
Tuition Cost per credit hour	\$655
Graduation Fee.....	\$75

Nurse Anesthesia Program

Registration Deposit	\$1,000
Tuition Cost per credit hour.....	\$700
Graduation Fee.....	\$75

Special Fees

Heavy Schedule (Overload): Students may register for up to 18 credit hours per term at the normal, full-time undergraduate tuition rate specified above. Any student registering for more than 18 hours per term is considered to be in a heavy schedule or "overload" situation. Once a student reaches 19 credits, they will be charged an additional \$931 per billable hour. (Note: A student who desires to register for a heavy schedule must have both the Dean and advisor's signature on the registration form.)

Light Schedule (Part-time): Students carrying fewer than 12 credit hours per term pay tuition at the rate of \$931 per hour.

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

Supervised Teaching: \$300 per semester.

Transcript Fees: There is a charge for all official transcripts. Transcripts for currently enrolled students will be charged \$2.00 per copy. Former Millikin students will be charged \$5.00 per copy. The appropriate fee must accompany the transcript request. Checks should be made payable to Millikin University. Official Transcripts must be requested in writing from the Office of the Registrar. Transcripts are issued provided all financial obligations at the University have been met. All requests must be signed and dated by the student and must include the following:

- Student's full name (including any name changes that may have occurred)
- Student's current address and phone number
- Student's Social Security number
- Student ID if available (this would apply to more recent students or alumni only)
- Date of Graduation, or last date of attendance
- Degree earned, if applicable
- Name, address, and phone number, if the transcript is to be sent to a third party
- Number of copies to be sent

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

Parking Fees: \$50 per year for juniors and seniors; \$100 per year for freshmen and sophomores; \$50 per year for commuters. NOTE: Freshmen and sophomores must petition to have a car on campus. For more information concerning parking, please see the section on Facilities and Parking.

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

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

Some programs with enrollment caps (i.e. the School of Nursing) have higher advanced tuition deposits which are non-refundable regardless of the date of cancellation.

Transfer students into the School of Nursing BSN program are required to pay an advanced tuition deposit of \$200 that reserves their space in NU 202.

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

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

- Nurse Educator \$200
- Clinical Nurse Leader \$200
- Master's Entry into Nursing Practice \$200
- Nurse Anesthesia \$1000

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

Professional Adult Comprehensive Education (PACE) Advanced Tuition Deposit (ATD) Once accepted into the PACE program, the applicant is required to pay an advance tuition deposit of \$150, which reserves matriculation. The full deposit will be credited to the first semester's tuition costs. This deposit is required to permit planning for the proper ration of faculty to students, course offerings, and space use each term. The deposit is refundable until 30 days prior to the start of each academic term. (June 1st for the fall term and December 1st for the spring term) and is NOT transferrable to another term. Although consultation of course advisement is allowable and encouraged prior to submission of the ATD, registration for courses will not be finalized until the ATD is paid. Registration will close two weeks prior to the start of classes. Refer to the Expenses section in this Bulletin for tuition and program costs. The costs for books and supplies are an additional expense as well as any specific course related fees (i.e., lab fees, etc.).

Room Reservation Fee: Returning students who will be living in a University residence hall are required to pay a \$150 room reservation fee in the spring of each year to ensure residence hall space for the following fall. The room reservation fee is non-refundable after May 1st.

Miscellaneous Expenses

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

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

Method of Payment

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

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

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 Registrar’s Office to complete the necessary procedures and forms.

For students who receive Federal financial aid and withdraw before 60% of the semester is completed, the amount of aid allowed will be pro-rated based on Federal Title IV refund regulations. The order of return of Title IV federal funds is as follows: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loans, Federal Graduate PLUS Loan, Federal PLUS Loans, Federal Pell Grant, Federal SEOG Grant, Federal TEACH Grant, other assistance for which a return of funds is required. State of Illinois MAP Grant and Millikin gift assistance are pro-rated according to the tuition refund schedule. If the student withdrawal occurs after 60% of the semester is completed, the recipient is allowed to retain 100% of aid.

Students who withdraw their registration prior to the first day of classes will not be charged tuition, fees or room and board. Current students who do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term. Students who withdraw from the University on the first day of classes and thereafter, will receive a refund of charges assessed by the University in the following manner:

Traditional Undergraduate Programs Withdrawal/Refund Policy

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

Traditional undergraduate Programs Time of Withdrawal and Refund Schedule:

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

An administrative fee of \$100 will be assessed on all withdrawals. Traditional undergraduate students who withdraw after the end of the sixth week, for any reason, will not receive any refund on tuition and fees.

Professional Adult Comprehensive Education (PACE) Drop, Withdrawal, and Refund Policy

If a student wishes to drop or withdraw from a class, he/she must notify their Academic Advisor in writing or by completing an official Drop/Add form. If a student is withdrawing from all courses remaining in the semester, the student must contact the PACE office for an official exit interview. A student may reapply to the University according to the standard readmission process.

Professional Adult Comprehensive Education (PACE) Time of Drop, Withdrawal, and Tuition Refund

- Prior to the first day of class = 100% (less non-refundable Advance Tuition Deposit)
- On the first day of class and prior to the second day of class = 50%
- On or after the second day of class = 0%
- PACE students who do not drop or withdraw officially prior to the start of classes will be liable to pay tuition and fees in accordance with the policy above.

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

Tabor School of Business MBA (Graduate) Drop, Withdrawal, and Refund Policy

- 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 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.

Tabor School of Business MBA (Graduate) Time of Drop, Withdrawal, and Tuition Refund

- Prior to the first day of class = 100% (less non-refundable Advance Tuition Deposit)

- On the first day of class and prior to the second day of class = 50%
- On or after the second day of class = 0%
- Students who do not withdraw officially from the MBA prior to the start of classes will be liable to pay tuition and fees for that term in accordance with the policy above.

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

School of Nursing MSN (Graduate) Drop, Withdrawal, and Refund Policy

- If a student withdraws from a class in the term, he/she must notify the Registrar's office in writing. A student must reapply to the program according to the standard application process. The Graduate Program will determine the student's ability to rejoin the program at a later date, while assessing the applicability of any previous work completed.
- Students who withdraw their registration prior to the first day of the term will not be charged tuition. The \$200 and/or \$1000 deposit/enrollment fee is non-refundable.

School of Nursing MSN (Graduate) Time of Drop, Withdrawal, and Tuition Refund

For Track 1 (NE) and Track 2 (CNL) students.

- Prior to the first day of class = 100% (less non-refundable Registration Deposit)
- On the first day of class and prior to the second day of class = 50%
- On or after the second day of class = 0%
- Students who do not withdraw officially from the (MSN) NE or CNL tracks prior to the start of classes will be liable to pay tuition and fees for that term in accordance with the policy above.

For Track 3 (MENP) and Track 4 (NAP) students.

- Prior to the first week of class 100% (less non-refundable Registration Deposit)
- There is no proration for the MSN students in cohorted groups (MENP, NAP).
- Students who do not withdraw officially from the (MSN) MENP or NAP tracks prior to the start of classes will be liable to pay tuition and fees for that term.

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

Financial Aid

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

Types of Financial Aid

There are many different sources of student financial aid. Some sources must be repaid (loans) and some are gift assistance (grants and scholarships). Chances are a student's financial aid package will consist of a combination of different types. More than \$20 million is awarded annually from University resources and endowed scholarship funds to students who demonstrate a financial need at Millikin. Awards vary based on the student's level of financial need as determined by the FAFSA each year. Additional information regarding specific student financial aid programs that Millikin students are eligible to receive is provided by the Student Financial Aid Office.

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

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

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

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

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

1. Financial aid is awarded on an annual basis and is subject to review each academic year. April 1st is the deadline by which current students must file their FAFSA for renewal of their need-based aid. Applications filed after this date will be awarded aid on an available basis. Students new to Millikin must file the FAFSA by March 1st.
 2. Millikin University funds are awarded to full-time traditional students who have not yet attained a bachelor's degree. Limited financial aid resources are available for students enrolled on a part-time basis from non-University sources.
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3. Duration of eligibility for financial aid is determined by the specific source of the aid.
 - University funds are available for 4 undergraduate years (or 8 semesters) to students enrolled on a full-time basis. University funds are available only during the Fall and Spring terms and are not available for Summer and Immersion terms. Students requiring more than 8 semesters to complete their degree, may petition for additional terms of aid eligibility in writing to the Registrar and the Director of Student Financial Aid.
 - Most students at Millikin will complete their undergraduate degree on average, in 4 years or 8 semesters. Transfer students may require additional semesters beyond their eligibility for financial aid based on the degree program and the completion of accepted transfer work. Transfer students should work closely with the Registrar's Office, their advisor and the Student Financial Aid Office to determine if they will be eligible for financial aid during all of their required semesters at Millikin.
4. Financial aid from any source may be renewed from year to year provided the student demonstrates financial need, meets individual program requirements and makes minimum progress towards completion of his/her academic program. **See Satisfactory Academic Progress Requirements in this section.**
5. Millikin talent and merit awards may be made to students with no demonstrated financial need.
6. Continuing Millikin students can expect to receive the amount of financial aid originally awarded to them as an incoming student unless: their financial need increases or decreases from year to year; and/or the April 1 priority filing date for the FAFSA is missed. Students will be notified annually beginning in April of their financial aid awards for the upcoming academic year.
7. Financial aid eligibility for students studying in off-campus programs will vary according to the individual program. Students planning to participate in an off-campus program should contact the Director of Student Financial Aid for eligibility.

Coordination of Financial Aid. Any awards provided from Millikin funds are restricted for tuition only and are subject to coordination with awards from other sources also restricted to cover tuition only charges. Coordination of tuition restricted awards will be considered individually and adjustments will be made within program guidelines.

Financial Aid: Satisfactory Academic Progress Requirements

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

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

Minimum Grade Point Average

A student must maintain an overall GPA according to the schedule listed below in order to remain eligible for financial aid.

Individual colleges and some financial aid programs may have higher standards. In those cases, the college or program standards will supersede university requirements.

Minimum GPA schedule:

After 2 semesters - 1.5
 After 4 semesters - 1.8
 After 6 semesters - 2.0

Minimum Hours Earned

To be considered making adequate progress toward a degree, a student must complete 67% of the hours he/she attempts each term. For students in the Traditional Programs, all hours on file with the Registrar's Office by the "Last Day to Add a Class" deadline for the term, will be included in the evaluation. For students in the PACE or Graduate Programs, all hours on file with the Registrar's Office according to the respective refund/withdraw schedules will be included in the evaluation. Hours completed with a passing letter grade or grade of P will be considered as hours earned. Hours attempted will include the above, as well as, the following grades: F, XF, W, I.

Maximum Time Frame

Eligibility for financial aid is limited to total attempted hours which cannot exceed 150% of the credit hours required to achieve a first undergraduate degree. The majority of programs require 124 hours for graduation, therefore, $124 \times 1.5 = 186$ attempted hours allowed for financial aid eligibility. Every semester in which you are enrolled in school will be counted, even semesters when you do not receive financial aid. Transfer hours from other institutions accepted by the university will count toward the maximum credit hour limit. For graduate programs, hours required for graduation will vary. Refer to individual program curriculum.

Evaluation Schedule

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

Financial Aid Warning:

If you are placed on *Warning*, you will continue to receive financial aid. However, you will be evaluated at the conclusion of the next semester. Warning status requirements are to complete 75% of the hours attempted for the term and complete the term with a 2.25 GPA or bring your cumulative GPA in line with the Minimum GPA Schedule to retain your eligibility for subsequent semesters. Upon evaluation, if you have met the above requirements, you will be removed from warning status. If you do not meet either requirement, your financial aid eligibility will be canceled.

Cancel Status

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

Appeal Process:

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

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

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

Financial Aid Probation

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

5. Grade level classification is determined according to the following schedule of credits earned. A student must earn at least:
- 24 credits to be classified as a sophomore;
 - 54 credits to be classified as a junior; and
 - 88 credits to be classified as a senior.

General Graduation Requirements

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

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

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

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

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

Tabor School of Business majors must maintain both an overall GPA and a major GPA of 2.5. One grade of D is allowed in the Major. Grades of C- and above are required for the Business Core. See the Tabor School section for more information.

Nursing majors must maintain an overall GPA of 2.5

Athletic Training majors must maintain an overall GPA of 2.5

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 graduation ceremonies does not obligate the University to confer a degree unless all requirements have been satisfactorily completed.

Application for degree

All students must file a completed a signed Application for Degree indicating the term of graduation with the Office of the Registrar as soon the student has completed a total of 80 credits but no later than the beginning of the semester prior to semester the student plans on completing the degree(s). The form is available in the Registrar's Office or on-line at <http://www.millikin.edu/registrar/>. 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 Graduation 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 graduation ceremonies. This form is available in the Registrar's Office or on-line.

The student must have the petition approved by his/her adviser, 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.

PACE students who wish to participate in the December Commencement, must have all degree work completed by the end of the PACE fall term. PACE students who wish to participate in the May Commencement must have all work completed by the end of PACE spring term.

MSN students who wish to participate in the December Commencement must have all degree work completed by the end of the MSN fall term. MSN students who wish to participate in the May Commencement must have all work completed by the end of the MSN spring term.

The Registrar's Office provides degree audits to all students who complete a minimum of 80 credits. Individual degree audits can be obtained by scheduling an appointment with the Registrar's Office or with the Office of Academic Development. 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 will receive training on this and many other electronic support systems at Millikin during their orientation or upon request from the Registrar's Office.

The Registrar will notify all students who complete a minimum of 80 credits that a degree evaluation has been run and stored on their individual 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 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 catalog, including but not limited to the requirements for graduation.", Section 1.2.3.1 Teaching, General and Academic Advising.

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

Graduation Honors

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

Residency Rule

Candidates for all degrees in the traditional program must earn at least 33 of their last 45 credits in residence at Millikin, including work taken in Summer Session. Students can transfer an unlimited number of credits and grades from affiliated programs such as the Institute for the International Education of Students (IES), the Urban Life Center in Chicago, the Washington Semester or other university approved off campus study programs. The Residency rule does not apply to these programs. The grades received in these programs are calculated in the overall Millikin GPA.

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

Students in the PACE program may continue to transfer credit to Millikin from accredited institutions until graduation.

Completing the Degree Off-Campus

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

Degrees Offered

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

Master's in Business Administration (M.B.A.), conferred on graduates of the Tabor School of Business and Master of Science in Nursing (M.S.N.), conferred on graduates of the School of Nursing programs.

Academic Policies and Grading System

Full-time Students

Undergraduate students enrolled in 12 to 18 credits in a regular semester or 6 credits during an immersion or summer term are classified as full-time. Students enrolling in more than 18 credits are considered to be in overload and will be charged additional tuition. See the Financial Aid section for more details.

Part-time Students

Undergraduate students enrolled for 11 credits or less in a regular semester, or for 5 credits or less in a Summer Session, are designated as part-time. These students fall into two classifications: part-time degree-seeking students, and part-time non-degree seeking students. Part-time students seeking a degree at Millikin must maintain the requirements for good academic standing. The requirements for good academic standing do not apply to non-degree seeking part-time students.

Auditing a Course

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

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

Music Credit

Only 10 credits of applied music may be counted toward undergraduate degrees other than degrees in Music.

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

One Credit for Sport Participation

No more than eight one-credit activity courses can be counted toward the degree. No more than 1, one-credit activity course can be taken each semester. This does not apply to labs associated with academic courses.

Types of Academic Activities

Laboratory: A time devoted to experiments, fieldwork or demonstrations required as all or part of a course.

Workshop: A class built totally around a format of experiments, tests or demonstrations.

Directed Study: This 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.

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.

Internship: A time designation for a period in which a student receives academic credit for serving an apprenticeship (usually off the University campus) under qualified and approved supervision. Students must complete 40 hours of work to receive 1 credit of internship.

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.

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.

Seminar: A regularly scheduled course generally enrolling 20 or fewer students that requires students to present papers, reports or otherwise assume responsibility for orally presenting and defending the results of their scholarship.

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.

Interrupted Residency

Students who return to Millikin after leaving for five years or more, or who re-enter with a transfer of at least 12 semester credits must meet graduation requirements outlined in the Bulletin of the year of their reentry. (Credit earned by correspondence, extension courses, summer school, and in evening school at other institutions does not fall under this interpretation.) Students who continue their work after a brief interruption may do so under graduation requirements in effect at the time of their first registration, or may elect new Bulletin requirements on approval of the Registrar.

Students who interrupt their residency are expected to meet current requirements for good standing and changes in special curricula partially set by outside agencies.

Change of Major/Special Programs/Degree Requirements

Students entering Millikin for the first time must meet graduation requirements listed in current or future Bulletins for the particular degree program they plan to follow.

Students, who return to Millikin after leaving for five years or more, must meet all new graduation requirements outlined in the Bulletin for the year of re-entry.

Academic Major

Each degree seeking student must complete an academic major. Requirements for each major are listed in appropriate sections of this Bulletin. Students must declare their major(s) by the time they complete 60 credits.

Interdepartmental Majors consist of three areas of study with 18 credits of 300/400 level course work in the primary area, which must come from the College of Arts and Science. The remaining two areas must equal 12 credits each with as much upper level credit as possible. See the College of Arts and Sciences for more detail.

Courses and degree requirements are subject to change through normal academic channels. Degree requirements are effective according to the date of entry to the institution, while major requirements are effective according to the date of official declaration of the major. Any additions to the curriculum for the ensuing year are updated in the on-line bulletin.

A student can adopt new catalog requirements if they wish. They must declare the change in requirements by completing a "Change of Major" form on-line or obtained in the Registrar's Office. Students cannot mix and match old and new degree requirements.

With permission of the department chair, major requirements can be substituted with other courses in the department or courses accepted in transfer from other accredited institutions. The Registrar's Office must be notified of all course substitutions as soon as the department approves these. This is essential to maintain accurate student files.

Academic Minor

The University provides the opportunity for each student to complete an academic minor in addition to the academic major. The minor consists in most cases of a minimum of 21 credits, with at least nine credits earned in courses numbered 300 or above. Students wishing to complete a minor should consult the chair of the department in which they wish to minor.

Students who wish to complete a minor in business management must apply to the Tabor School of Business and complete 24 credits in a prescribed curriculum and maintain a grade point average at least 2.5 in courses taken in the Tabor School of Business.

Rules for Double Majors:

- Students must declare one of the two majors as the primary major.
- Each major change must be approved by each College/School involved.
- The primary major determines the degree and college home, as well as any additional school/college requirements, (e.g., Education, Nursing, Business, Athletic Training).
- Students must meet GPA, certification requirements and core requirements for both majors.
- Departments or divisions may have additional requirements or restrictions that must be met. (e.g. entrance auditions for fine arts or state exams for teacher education, double dipping between the two majors).
- Degree requirements are effective according to the date of entry to the institution, while major requirements are effective according to the date of official declaration of the major.
- Students will be assigned an advisor for each major chosen from the appropriate departments.
- Students must be in good standing to declare a second major.
- Permission to transfer work back to Millikin to complete either of the two majors must be cleared by the Registrar and appropriate College or School. The residency rule applies in all cases; 33 out of the last 45 credits must be completed at Millikin.
- One degree is awarded in the case of double majors. Both majors are printed on the diploma as well as on the official transcript.
- The addition of a third major (or fourth) can be declared and completed provided all the above rules are met. It should be noted that it is very rare for a student to complete more than two majors within 8 semesters. Students should explore requirements carefully before adding a 3rd or 4th major.

Guidelines for Double Degrees:

Students seeking a second degree must meet all degree requirements as listed in the current catalog for both degrees and earn no less than 33 additional credits at Millikin to qualify for the second degree. Students may complete more than one degree program

simultaneously. For example, a student may complete a B.A. and a B.S. within one college or complete a degree in one of the professional schools as well as a degree in the College of Arts and Sciences. Students must meet **all GPA requirements and complete all of the work required for both degrees** as determined by the faculty in the college or school in which the degree is offered. Consult with appropriate Dean's offices for specific information. Two diplomas are awarded in the case of double degrees.

Transfer Credit Policy for Currently Enrolled Students

Credit will be accepted from other accredited four-year or two-year colleges or universities to fulfill degree requirements at Millikin provided the residency rule of completing 33 credits out of the last 45 credits in the degree at Millikin is not violated. Credits only are accepted from accredited colleges or universities. **Only courses receiving a grade of C- or higher will be accepted in transfer** letter grades and points will not be included in the Millikin overall grade point average (GPA).

Credits completed with a grade of C- or above from a two-year community college will be accepted provided the student has not completed 66 credits or more towards their Millikin degree. Letter grades for courses accepted in transfer will not be calculated in the Millikin overall GPA. In some cases additional credits can be accepted from two-year community colleges based under special circumstances. Appeals to accept credit from two-year community colleges after the Millikin student has earned 66 credits should be made directly to the Registrar. The Registrar in consultation with the student's adviser or academic Dean will determine the need to exceed the 66-credit rule. The 66-credit rule applies to traditional undergraduate students in the regular day degree program.

Transfer credit for students enrolled in the Professional Adult Comprehensive Education (PACE) program will be evaluated and accepted from accredited four year or two year colleges or universities based on the student's professional background and degree program. In many cases Millikin will accept more than 66 credits from community colleges as long as the residency rule of 33 credits completed on campus is fulfilled. Again, courses with grades below C- will not be accepted. Letter grades and points will not be accepted or computed into the Millikin Overall GPA, only Millikin courses are computed into the GPA.

Students returning for a second degree.

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

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

Aging Credit Rule

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

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

Transferring Credit from Affiliated Off-Campus Programs

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

Transferring On-line Courses for Current Millikin Students

On-line courses through accredited universities or colleges can be accepted towards the completion of a Millikin degree. On-line courses taken at a Community College may not be accepted to Millikin if the student has earned 66 credits or more from any combination of credits either at Millikin or from previous transfer work. Credit hours will transfer; letter grades will be posted as Pass (P) provided the grade is not below a C-.

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	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Passing	1.0
D-		0.7

F	Failure	0.0
XF	Failure due to Academic Dishonesty	0.0

Grade	Definition
P	Pass (no quality points)
W	Withdrawal (no penalty) awarded only during first ten (10) weeks of the semester
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 Registrar's Office of any extensions granted prior to the end of the 8th week.

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 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	I	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 both semesters. Millikin does not round up to the nearest 10th, but instead displays three places past the decimal. For example if a student has earned an overall GPA of 3.499 and graduation honors requires a 3.5 the student **would not** qualify for honors.

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

Repeated Courses

When a student repeats a course at Millikin, only the last grade received will be counted in determining the student's grade point average. A course may be repeated only once to improve a grade. The previous grade will appear on the student's transcript, but will not be averaged into the student's overall 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 as a Pass (P) and will not affect the overall grade point average.

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

Academic Honors

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

Pass/Fail Option

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

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

Pass/Fail Courses

1. May include required University Studies courses.
2. May not be in the student's major field, except with the written permission of the Department Chair or major coordinator.
3. May not include core courses or Mathematics 120 and 220 for students majoring in Tabor School of Business, except with the written permission of the Dean of the School. Students majoring in the College of Fine Arts may not include core courses in the School of Music except with the written permission of the Dean of the School.
4. Are open only to full-time students with at least a 3.0 cumulative grade point average and junior (54 – 87 credits) or senior standing (88 credits or higher).
5. May include some courses in addition to the above limits. These courses (e.g., internships, experimental courses) in the judgment of the faculty member with concurrence of the appropriate Academic Dean, may be graded on a pass/fail basis for all students registered in that course.
6. The pass/fail option may not be appropriate for students who intend to pursue advanced degrees at graduate or medical schools, or who may transfer prior to the completion of their bachelor's degree. Students should consult their adviser before taking advantage of this option.

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

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

Students considering taking courses under the pass/fail option are advised to discuss this option with their advisors. Students should be aware that some highly competitive graduate, medical, dental and law schools may not be willing to consider for admission those students with pass grades on their official transcripts.

Normal Progress Toward a Degree

Please refer to the Financial Aid Section for this information.

Requirements for Good Academic Standing

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

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

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

Academic Probation

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

While on Academic Probation, students are not permitted to be enrolled in more than 17 credits, without the written permission of their academic advisor.

Academic Dismissal (Suspension)

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

<i>Required Millikin Semesters of Study</i>	<i>Minimum G.P.A.</i>
After two semesters	1.5
After four semesters	1.8
After six semesters	2.0

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

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

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

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

Suspension for Excessive Withdrawals

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

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

Official Withdrawals

Students withdrawing from a course during the first 10 weeks of a semester receive a grade of W for the course or courses being dropped. Withdrawal from a class after the 10th week of the semester will in most cases result in a grade of F.

Occasionally students may be involved in circumstances beyond their control (e.g., prolonged illness) that prevent them from completing the necessary withdrawal procedures. In such cases, a student may be withdrawn administratively through a procedure that begins with the University Registrar. Final approval for special withdrawals rests with the Dean of Students.

Professional Adult Comprehensive Education (PACE)**Drop, Withdrawal, and Grade Policy**

- If a student wishes to drop or withdraw from a class, he/she must notify their Academic Advisor in writing or by completing an official Drop/Add form. If a student is withdrawing from all courses remaining in the semester, the student must contact the PACE office for an official exit interview. A student may reapply to the University according to the standard readmission process.
- If a student drops a course prior to the first day of class, the course will not appear on the student's transcript.
- Withdrawals occurring on the first day of class but prior to the last day of class result in the course appearing on the student's transcript with the grade of "W."
- Students are not permitted to withdraw on or after the last day of class. The course will remain on the student's transcript. The student will receive the grade that is earned.
- Students who stop attending class and fail to withdraw in a timely fashion will receive an "F" for the course.

Example: If the last day of the course is on Thursday from 6:00-10:00 P.M., students MUST contact their academic advisor before midnight on Wednesday.

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

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 through the Office of the Registrar.

Applications are available on-line or upon request from the Registrar's Office. 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-admissions must meet the following criteria for approval:

1. The Director of the Student Service Center 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 Registrar's Office 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 Services will review all re-admission applications for eligibility. There is no guarantee that aid received by the student previous to leaving Millikin will be at the same level or distribution between gift assistance, loans or work-study.

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

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.

Academic Integrity -Student Rights and Responsibilities

Academic institutions exist for the pursuit of truth and for development of students. As members of the academic community, students will be encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth. Free inquiry, free expression and responsible use thereof are essential to any community of scholars.

Each member of the academic community has both rights and responsibilities that derive from the agreed standards of the community. By virtue of the student's basic purpose in joining the academic community, the primary right and responsibility of the student is to cherish and exercise the freedom to learn. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and respect general conditions conducive to freedom to learn is shared by all members of the academic community.

The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity are defined as follows:

These kinds of offenses violate academic integrity.

- a. **Cheating** on quizzes or examinations occurs when any student is found using or attempting to use any book, paper, or other article, or assistance from fellow students, or any other unfair or unlawful means, such use being intended to deceive the person in charge of the quiz or examination with reference to his or her work. No student may substitute for another student in any quiz or examination. No books, notes, papers or related articles shall be brought into or used at any quiz or examination unless specifically authorized by the person in charge. All such books, papers, or other authorized articles are subject to inspection, and no other use shall be made of books or papers than that authorized. The possession at any quiz or examination of any articles the use of which is prohibited will be regarded as evidence of guilt. Conversation or other communication between students in examinations and quizzes is forbidden.
 - b. **Collusion** occurs when students willfully give or receive unauthorized or unacknowledged assistance. Both parties to the collusion are considered responsible.
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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; and (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.

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses. They will make the determination as to whether the student violated the Academic Integrity Policy. Should the faculty member determine that the violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation. Consequences could range from failure for the assignment to failure for the course. If the faculty member determines that failure for the course is the appropriate consequence, he/she will decide between giving an F for failure or an XF. If an XF is assigned it signifies failure due to academic dishonesty and is indicated on the student's transcript. If the consequence is anything but an XF, the faculty member will inform the student in writing and forward a copy of the letter to the Registrar and to the Dean of Student Development. This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs.

Before assigning an XF, the faculty member will review the situation with the chair and/or director and dean. If an XF is assigned for the course, the faculty member's letter of explanation becomes a permanent part of the student's record, and the XF remains as a permanent grade, which cannot be removed from the transcript. However, students may repeat the course for credit toward graduation.

If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook. Some programs and majors have more explicit ethical standards which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University.

Attendance

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

Absences due to illness of the student, serious illness or death in the immediate family, or religious holidays, or extenuating circumstances generally carry no penalty. Students are expected to notify their 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 Health Service.

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

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

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

PACE Program 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 a PACE course will be notified they should drop the course or they may be assigned a failing grade for the course*. It is the student's responsibility to contact their academic advisor and complete the necessary paperwork. A student who officially drops from a course prior to the last day of class will receive the grade of "W" on their transcript. Students who fail to officially drop will receive a grade of an "F" on their transcript.

*Examples:

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

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

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

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

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

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

The instructor may set additional requirements for a course but will not modify the minimum PACE program attendance policies. 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 beyond schedule course dates.

Registration/Validation/Advising

Early Registration

For Traditional Students in the Day Program:

Traditional undergraduate students are required to meet with their advisor and work out a plan of study for the coming term during "Early Registration". The Office of the Registrar announces dates and times for advising and registration. On-line registration is available to current undergraduates during early registration or drop/add periods. Students register by class or honors groups during specific announced times and dates with seniors, and other special designated groups first and then the juniors, sophomores and freshman classes following. An open registration or drop/add period is available after the last day for freshman on-line registration, until the last day of the semester.

Freshmen initially register for their first semester after attending an Orientation and Registration program in June. New transfer students are manually registered for their first semester at Millikin by the Registrar's Office after meeting with an advisor.

Early registration for the summer term and fall semester occurs in the preceding spring semester. Early registration for the January term and spring semester is held during the preceding fall semester. Each individual department handles advising days and times.

An open on-line drop/add period occurs starting about 2 weeks prior to the start of the semester through the first 10 days of the semester.

Graduate students are registered by the Registrar's Office. On-line registration is not available for the Master's degree programs.

For Students in the PACE Program:

Registering/Adding Classes

Each student is enrolled in courses on a semester basis. The student arranges registration and enrollment for each course with his or her academic advisor. The student is financially responsible for all courses that he or she is enrolled in for each semester. It is the student's responsibility to know which courses he or she is enrolled in each semester. Student may access their account and schedule through MU Online.

Students who wish to add a course may after the semester's registration process is complete must notify their advisor in writing or by completing an OFFICIAL Add/Drop Form with advisor's signature. Notification will be considered official on the date the written notification is received by the PACE office. Billing will be adjusted according to add/drop policy.

In order for students to be properly prepared, students will not be allowed to register for a class if there is less than two (2) weeks before the first class meeting.

Credit Hour Limitation

All PACE students may register for up to 18 credit hours per academic semester. Will be approved only in extraordinary circumstances by the PACE Assistant Director.

Dropping Classes

PAE students who wish to drop a course after the semester's registration process is complete must notify their advisor in writing or by completing an OFFICIAL Add/Drop Form. Notification will be considered official on the date the written notification is received by the PACE office. Billing will be adjusted according to add/drop policy.

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

Validation

All returning undergraduates (PACE and Traditional) and Graduate students must validate their registration prior to the first day of class for the fall or spring semester. Validation is set-up via MU Online at <https://muonline.millikin.edu>. Students who do not validate 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 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 adviser for assistance in developing a Plan of Study, and for continued advice and counsel throughout the student's years at Millikin. The student and adviser will work collaboratively to develop the student's Plan of Study, which will be reviewed and revised throughout the student's undergraduate years. This advising is an integral and continuous part of the educational process.

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

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

The adviser-student relationship is important. Mutual confidence, respect and understanding between the adviser 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 catalog. 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 catalog Policies and Procedures for Faculty.

Advisors have access to degree evaluations for students assigned to them via MU online.

Student Records Policy

College students' rights of privacy and access regarding their education records are articulated in the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department Education concerning alleged failures by the University to comply with the requirements of FERPA.
- Complaints may be addressed to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington DC.

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.

Placement Testing – Summary**Advanced Placement**

In general, we do not recommend that students take the ENG LANG/COMP test since all new freshmen at Millikin are required to take a Freshman Seminar and Critical Writing, Reading and Research Courses and that test will not waive the (CWRR I) requirement. A passing score will be awarded as an English Elective for 3 credits.

Millikin requires students to take a lab-science course, a quantitative reasoning course, a literature course (selected majors), a fine arts course, a U.S. Studies course, and to select one “track” to follow in a second language, semiotic systems or cultures and societies as part of their graduation requirements. Some students automatically fulfill these requirements based on their chosen majors. Several of the AP tests fulfill these requirements. Some examples of credit, given scores of 3, 4 or 5:

TEST	MU COUNTS	CREDITS	GRADES
Lab-Science:			
Biology	BI 102 – Topics in Biology	4	PASS
Chemistry	CH 111 – Chemistry Elective Credit	4	PASS
Physics B	PY 111 – Physics Elective Credit	4	PASS
Physics C	PY 111 – Physics Elective Credit	4	PASS
Env. Science	BI 130 – Environmental Biology	4	PASS
<i>(Test Score of 3 or higher for all of the above)</i>			
TEST	MU COUNTS	CREDITS	GRADES
Quantitative Reasoning:			
Statistics	MA 120 – Elem Probability & Statistics	3	PASS
<i>(Test score of 3 or higher)</i>			
Calculus AB or BC	MA 160 – Quantitative Reasoning	3	PASS
<i>(Test Score of 3 or higher on AP Calculus AB exam or an AB subscore of 3 on the AP Calculus BC exam)</i>			
Calculus AB	MA 140 – Calculus I	4	PASS
Calculus BC	MA 140, MA 240 – Calculus I & II	4-8	PASS
<i>(Test score of 4 or 5 for Calculus AB or BC exam)</i>			
Economics:			
Econ-Mac	EC 100 – Principles of Macroeconomics	3	PASS
Econ-Micro	EC 110 – Principles of Microeconomics	3	PASS
<i>(Test score of 3 or higher required)</i>			
English:			
Eng Lit/Comp	EN 120 – Approaches to Literature	3	PASS
<i>(satisfies literature requirement for A&S degrees requiring it)</i>			
Eng Lang/Comp	EN 111 – English Elective Credit	3	PASS
<i>(Test score of 3 or higher required)</i>			
Political Science:			
Govt. & Pol. US	PO 105 - American Politics for Non-Majors	3	PASS
Govt. & Pol. Comp	PO 100 – Introduction to Politics	3	PASS
<i>(Test score of 3 or higher required)</i>			
History:			
European Hist.	HI 201 – Rise of Modern Europe	3	PASS
U.S. History	HI 203 – U.S. History to 1865	3	PASS
<i>(satisfies U.S. Studies requirement)</i>			
World History	H I00 – Intro to Modern World	3	PASS
<i>(can count as historical studies course)</i>			
<i>(Test score of 3 required)</i>			
Psychology:			
Psychology	PS 130 – Intro to Psychology	3	PASS
<i>(will count toward major, or as a free elective)</i>			
<i>(Test of score of 3 required)</i>			
Modern Languages:			
Spanish Lang	SP 103 – Beginning Spanish I	4	PASS
French Lang	FR 103 – Beginning French I	4	PASS
German Lang	GR 103 – Beginning German I	4	PASS
<i>(Test score of 3 or higher is required)</i>			
Spanish Literature	Placement no Credit	0	No Credit
<i>(A test score of 4 or 5 will place the student into 300 level language course)</i>			
Music:			
Music Theory	MT 111 – Music Theory I	2	PASS
Ear Training	MT 113 – Ear Training I	2	PASS
<i>(Test score of 4 or 5 required)</i>			
Art:			
Art History	AR 111 – Art Elective Credit	3	PASS
Art General	AR 111 – Art Elective Credit	3	PASS
Art Drawing	AR 111 – Art Elective Credit	3	PASS
Art 2-D Design	AR 111 – Art Elective Credit	3	PASS
<i>(Test score of 3 or higher required all of the above)</i>			
<i>(will fulfill the fine arts requirement)</i>			

CLEP

Students must be out of High School for at least three years to qualify for CLEP credit. The following applies to credit for CLEP exams:

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

CLEP credit does not apply towards requirements in the Major.

Subject	Millikin Course ID	Required Score	Credit Awarded
American Literature	EN 231/232	50	6
Analyzing and Interpreting Literature	English Lit Elective	50	3
English Composition with Essay	IN 150/151	50	3-6
English Literature	EN 321/322	50	6
Humanities	Literature Elective	50	3
Humanities	Fine Arts	50	3
French Language Level 1	FR 103	50	4
French Language Level 2	FR 114	62	4
Spanish Language Level 1	SP 103	50	4
Spanish Language Level 2	SP 114	66	4
American Government	PO 100	50	3
History of the US I: Early Colonization to 1877	HI 203	50	3
History of the US II: 1865 to Present	HI 204	50	3
Macroeconomics	EC 100	50	3
Microeconomics	EC 110	50	3
Introduction to Psychology	PS 130	50	3
Social Sciences and History	Social Science Electives	50	6
Introduction to Sociology	SO 100	50	3
Western Civilization I: Ancient Near East to 1648	HI 101	50	3
Western Civilization II: 1648 to Present	HI 100	50	3
Biology	BI 102	50	4
Calculus	MA 140	50	4
Chemistry	Physical Science Elective	50	4
College Algebra	MA 114	50	4
College Mathematics	Quantitative Reasoning	50	3
Natural Sciences	Physical/Biological Sciences	50	6

DANTES (DSST)

Millikin gives credit for DANTES Subject Standardized Tests. Credit is based on the subject area and can satisfy either General University Wide course requirements or in some cases courses required by a specific major. Official test scores must be sent to the Office of the Registrar for evaluation. Only students who have been out of High School of 3 years can apply this credit towards a Millikin degree. No credit can be given for courses in the Major. Only scores of 50 points or higher will receive credit.

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

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

International Baccalaureate Policy

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

College of Arts & Sciences

Dean Randy Brooks • (217) 424-6205

Philosophy of the College of Arts & Sciences

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

What are the Arts & Sciences?

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

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

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

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

Celebrating Performance Learning in the College of Arts & Sciences

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

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

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

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

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

Writing & Publishing – Students in the writing and publishing program can concentrate on journalism, creative writing, professional writing, literature, or English Education. In addition to courses on the art of publishing and web publishing, students in this program

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

Ethical Reasoning & Political Action – Students in Political Science or Philosophy engage in ethical reasoning and political action. This program is designed for students interested in careers in politics or law. Beyond classes on political science research methods or traditions of argumentation, students learn to apply their abilities through simulations and competitions such as Moot Court, Model Illinois Government and Model United Nations. Millikin University students have routinely been among the highest achieving participants in these competitions. Ethical reasoning is a main thread throughout the University Studies courses, so it is not surprising that this program provides instruction to all Millikin University students on ethical reasoning and democratic citizenship in a global environment. This program also supports instruction on ethical reasoning in the Tabor School of Business.

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

Academic Organizations and Majors

The College of Arts and Sciences is composed of three divisions and 11 academic departments. The College offers a variety of majors leading to the Bachelor of Arts (B.A.) degree or the Bachelor of Science (B.S.) degree. Additional degree programs are outlined in the Honors Programs section of this Bulletin and several Pre-Professional and Interdisciplinary programs are noted in the section on Special Academic Programs.

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

Humanities

Dr. Stephen Frech, Chair
*English - Education, B.A.**
English - Literature, B.A.
English - Writing, B.A.
*History, B.A.***
*Social Sciences, Secondary Teaching B.A.***
Philosophy, B.A.
Spanish, B.A.

Natural Science and Mathematics

Dr. Joe Stickles, Chair
*Applied Mathematics, B.A., B.S.**
*Biology, B.A., B.S.**
*Chemistry, B.A., B.S.**
Mathematics with Secondary Teaching Certification, B.A., B.S.
Physics, B.A., B.S.

Social Sciences

Dr. Jeffrey Brand, Chair
Communication, B.A., B.S.
Human Services, B.A., B.S.
Political Science, B.A.
Psychology, B.S.
Sociology, B.A., B.S.

Interdisciplinary

Interdepartmental, B.A., B.S.

*Teacher certification available.

**Teacher certification available in Social Sciences,
 Secondary Education, with emphasis on teaching history.

Exploratory Studies

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

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

Degree Requirements

Academic Minors

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

Graduation Requirements

College of Arts and Sciences

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

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

- a. Historical Studies. Any one course offered by the history department (prefix: HI), an approved course in philosophy (PH200, 201, 202, 203, 204, 300, 301, 302, 303, 304, 310), an approved course offered within the University Studies curriculum (designated sections of IN250, 250, 350, or from within the ICS distribution requirement), or another course approved by the College such as MA320 History of Mathematics.
- b. Literature. Any one course in literature from among EN120, 220, 222, 231, 232, 233, 234, 241, 242, 250, 321, 322, 325, 331, 340, 350, 360, 366, 420; SP321, 323, 324, 481, 482; an approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

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

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

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

The Bachelor of Science (B.S.) degree has a science distribution requirement. All students are required to complete 4 credits in science for University Studies. Candidates for the B.S. degree in the College of Arts and Sciences are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematics, or physics, in addition to the University Studies requirements. A mathematics major is required to take at least four natural science courses for the B.S. degree. Credits earned in Mathematics 100 and 106 count toward graduation, but do not count toward the Science Distribution Requirement. Bachelor of Science degree students, particularly those planning to go to graduate school or better prepare themselves for international awareness, may want to choose modern language courses as electives.

Behavioral Sciences

James St. James (Chair)

Behavioral Sciences Department Faculty

Full-Time: Linda Collinsworth, Mary Garrison, Kenneth H. Laundra, James St. James, Larry Troy, Kay White

Adjunct: Mark Bridge, Dennis Crowley, Pixie Fennessey, Amanda Pippitt

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

Human Services

Department Chair: James St. James

Full-Time: Mary Garrison, Kay White

Major in Human Services

This program leads to a Bachelor of Arts degree or a Bachelor of Science degree, and is designed for the student who intends to pursue a career in the Human Services professions. It will provide a strong background for those students who wish to enter the human services field immediately after graduation at the bachelor's level. It will also provide an excellent preparation for those students seeking a master's degree in social work. Students will obtain practical application experience in the required Capstone Internship course.

The following courses are required:

Sociology 100, Introduction to Sociology
 Psychology 130, Introduction to Psychology

Statistics and Research

Psychology or Sociology 201, Statistical Methods in Behavioral Science,
 Sociology 221, Methods of Social Research, or Psychology 202, Experimental Psychology

Psychology

Psychology 310, Principles of Psychopathology

Sociology

Sociology 224, Poverty and Welfare
 Sociology 351, The Family

Human Services

Sociology 314, Social Work Theory and Practice
 Sociology 315, Human Behavior and the Social Environment
 Sociology 317, Practice with Diverse Populations
 Sociology 325, Social Work Ethics
 Sociology 370, Intervention with Individuals
 Sociology 371, Intervention with Families and Groups
 Sociology 460, Capstone Internship

Electives - only one is required

Sociology 200, Introduction to the Helping Professions
 Psychology 204 or Sociology 204, Social Psychology
 Sociology 310, Racial and Ethnic Group Relations
 Sociology 311, Juvenile Delinquency
 Sociology 316, Social Issues in Health Care
 Sociology 318, Social Gerontology
 Sociology 319, Introduction to Child Welfare
 Sociology 321, Community Mental Health
 Sociology 330, Sociology of Gender
 Sociology 361, Criminology
 Sociology 480, Advanced Internship

ADDITIONAL OPPORTUNITIES FOR MAJORS**Independent Study. (1-3)**

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

Teaching Assistantship (3)

SO370, Methods of Intervention: Individual; SO317, Practice with Diverse Populations; SO 321, Community Mental Health; and SO360, Clinical Use of Horses.

Experiential Spring Break: Human Services Connection (1-3)

Each year during spring break senior human services majors will have the opportunity to join faculty in an experiential learning experience. Each trip will offer a new destination that will allow students the opportunity to incorporate the skills they have learned through their human services coursework into practice in preparation for professional practice in the human services field. Students will be expected to participate in the planning and execution of the trip from beginning to end. This course can be taken for non-credit or credit. Pre-requisite: junior or senior standings.

Psychology

Department Chair: James St. James

Full-Time: Linda Collinsworth, James St. James

Adjunct: Mark Bridge, Dennis Crowley, Pixie Fennessey

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

Major in Psychology

Psychology is the scientific discipline with a diverse domain that encompasses variables from the most basic (e.g., neuroanatomy and neurochemistry) to the interactional (e.g., sociocultural) levels. The discipline employs the scientific method to understand mind and behavior, and also delivers clinical and consulting services derived from this empirical base. A major in psychology leads to a Bachelor of Science Degree and is designed for the student seeking a liberal arts degree or graduate study leading to a Master's degree or a Ph.D. in experimental (e.g., cognitive, learning, physiological, quantitative, industrial/organizational, memory, etc.) or clinical areas of psychology. This degree is the preferred path to a career as a practitioner, researcher, or psychology professor. Emphasis is in the scientific skills and basic research areas of psychology. Students interested in a degree that prepares them for counseling at the bachelor's or master's level should consult the Human Service major.

The following courses are required:

Discipline Foundation

PS130, Introductory Psychology

Research Methods and Quantitative Analysis

PS201, Statistical Methods in Behavioral Sciences

PS202, Experimental Psychology

PS301, Advanced Statistical Methods

PS304, Advanced Experimental Psychology

PS450, Experimental Psychology Capstone

Core Competencies: Choose 1 course from each area, plus one more from any area.

Biopsychology Core

PS303, Physiological Psychology

PS315, Sensation and Perception

Cognitive/Learning Core

PS331, Principles of Learning

PS332, Memory & Cognition

Developmental/Social Core

PS204, Social Psychology

PS340, Life-Span Development

PS318, Personality Theory

Applied Psychology Core

PS305, Industrial/Organization Psychology

PS306, Tests and Measurements

PS310, Principles of Psychopathology

Minor in Psychology

A minor must meet the following requirements:

PS130, Introductory Psychology

PS201, Statistical Methods in the Behavioral Sciences or its equivalent, e.g. Mathematics 120

PS202, Experimental Psychology

Four additional courses in psychology, three of which must be at the 300 level or above.

Independent Study

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

Capstone Research Project

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

Teaching Psychology In Secondary Schools

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

Sociology

Department Chair: James St. James

Full-Time: Larry Troy, Kenneth H. Laundra

Adjunct: Pixie Fennessey, Amanda Pippitt

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

Major in Sociology

A major in sociology provides the student with an understanding of the social causes of human behavior, as well as a familiarity with the basic processes of social life. Toward this end, course work focuses on both theoretical approaches to the study of human behavior and empirical research methods, including survey research and computer analyses. Students may choose to pursue a Bachelor of Arts or a Bachelor of Science degree. The sociology curriculum serves students who wish to 1) pursue graduate study in sociology; 2) pursue social service as a career; 3) develop skills for careers in such fields as social, political or market research; and 4) complement academic specialization in other fields (such as business, communication, law and nursing) with the group-level perspective on social behavior which is increasingly being demanded of professionals and managers. Students anticipating graduate study in sociology and social research are encouraged to elect additional course work in history, political science, mathematics.

Required Courses

Sociology 100, Introduction to Sociology

Basic Skills

Sociology 201, Statistical Methods in the Behavioral Sciences

Sociology 221, Methods of Social Research

Sociology 250, Approaches to Sociological Theory

Fundamentals

Sociology 310, Racial and Ethnic Group Relations

Sociology 320, Social Stratification or Sociology 224, Poverty and Welfare

Sociology 330, Sociology of Gender

Capstone Course

Sociology 450, Sociological Analysis

Students must choose three other sociology courses.

Minor in Sociology

A minor must complete the following courses:

Sociology 100, Introduction to Sociology

Sociology 201, Statistical Methods in the Behavioral Sciences

Sociology 221, Methods of Social Research

Sociology 250, Approaches to Sociological Theory

In addition, the student must take three additional courses at the 300 or above level in sociology.

Independent Study. For students in any program having specific needs that are not covered in any of the regular courses that are available, independent study may be taken. These may take the form of tutorials, directed readings, or special independent projects. The student may enroll for up to two such projects in the department (with the approval of the supervising faculty member and the Chair of the Department) for one to three credits each. The numbers used are in sequence: i.e., the first Independent Study course in sociology for a particular student is numbered 395; the second is 396, etc.

Teaching Sociology in Secondary Schools

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

Biology

Judy Parrish (Chair)

Biology Department Faculty

Full-Time: Samuel Galewsky, Cynthia Handler, David Horn, Jeffrey Hughes, Gregg Marcello, Roslyn O'Conner, Judy Parrish, Marianne Robertson, Jennifer Schultz-Norton, Sangeetha Srinivasan, Travis Wilcoxon

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

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

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

Secondary Education. Students interested in obtaining Illinois certification to teach science, with a designation in biology for grades nine through twelve, must obtain a B.S. or B.A. degree in biology and meet the curricular requirements of the secondary education program (refer to the teacher education section in this Bulletin). Biology majors in secondary education must take two botany courses (Biology 125, Local Flora; Biology 308, Plant Physiology; and/or Biology 326, Plant Biology). Either Anatomy and Physiology I (BI 206) or Essentials of Anatomy and Physiology (BI 204) is required and fulfills either the Morphology or Function Content Category. Students must also take Biology 110 along with ED 425 to meet state requirements in Earth Science and Astronomy. Students who complete the requirements for the biology major in the secondary education program will be qualified to teach high school science at the freshman level (biology, chemistry, physics, earth science, and astronomy) as well as teach upper level biology courses.

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

Environmental Studies Minor The Environmental Studies minor is an interdisciplinary minor that will promote informed democratic citizenship in a global environment by enhancing one's knowledge of the relationship between humans and the natural world. A minimum of 21 credit hours is required, with at least 9 credits earned in courses numbered 300 or above. Students wishing to complete this minor must have their programs approved by the Environmental Studies Minor Committee. See the complete description of the minor in the Special Academic Programs section of the bulletin.

Pre-Professional Programs.

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

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

Pre-Physical Therapy. Millikin's pre-physical therapy (PT) program prepares students for physical therapy clinical work they will complete elsewhere. Most clinical programs require that students earn the bachelor's degree before transferring to a masters or doctoral program in physical therapy. These students will complete all Millikin requirements for the biology major as well as all MPSL and all College of Arts and Sciences requirements.

For specific course requirements, students should consult the appropriate advising sheet and talk to the pre-professional advisor. It should be noted that most accredited schools of physical therapy require an excellent undergraduate academic record. These programs are quite competitive and favor students in the four-year program.

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

Students choosing to complete four years at Millikin in preparation for study in occupational therapy complete all requirements for the biology major as well as all MPSL and College of Arts and Sciences requirements.

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

The pre-medical technology program requires completion of a minimum of 92 credits at Millikin. Upon acceptance and successful completion of a year of required course work at the accredited professional school, students earn a B.S. degree from Millikin University.

Students choosing to complete four years at Millikin prior to entering a medical technology program at an accredited hospital must complete all requirements for the appropriate Millikin major as well as all MPSL and College of Arts and Sciences requirements. Thirty-three of the final 45 credits must be taken at Millikin before transfer to the accredited hospital. Students may choose to major in either biology or chemistry and are advised by a faculty member in the appropriate field.

Medical technology programs are competitive and usually require a cumulative grade point average of at least 2.75 for admission.

Major in Biology

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

Biology Content Categories and Courses meeting each

1. Ecology

- BI 220/320, Field Ecology (PT/OT and Allied Health only)
- BI 314, Ecology
- BI 323, Animal Behavior
- BI 340, Conservation Biology
- BI 380, Ecological Journey

2. Taxonomy

- BI 303, Entomology
 - BI 307, Parasitology
 - BI 325, Vertebrate Biology
 - BI 326, Plant Biology
 - BI 328, Ornithology
 - BI 330, Microbiology
-

- BI 360, Virology
- BI 380, Ecological Journey
- BI 404, Evolution
- 3. **Morphology**
 - BI 204, Essentials of Anatomy and Physiology (Secondary Education only)
 - BI 206, Human Anatomy and Physiology I (Secondary Education, PT/OT, PA, and Allied Health only)
 - BI 207, Human Anatomy and Physiology II (PT/OT, PA, and Allied Health only)
 - BI 301, Comparative Anatomy
 - BI 302, Histology
 - BI 303, Entomology
 - BI 304, Developmental Anatomy
 - BI 322, Neurobiology
 - BI 325, Vertebrate Biology
 - BI 326, Plant Biology
- 4. **Function**
 - BI 204, Essentials of Anatomy and Physiology (Secondary Education only)
 - BI 206, Human Anatomy and Physiology I (Secondary Education, PT/OT, PA, and Allied Health only)
 - BI 207, Human Anatomy and Physiology II (PT/OT, PA, and Allied Health only)
 - BI 301, Comparative Anatomy
 - BI 304, Developmental Anatomy
 - BI 306, Comparative Animal Physiology
 - BI 308, Plant Physiology
 - BI 312, Immunology
 - BI 322, Neurobiology
 - BI 328, Ornithology
 - BI 413, Advanced Cell Biology
- 5. **Molecules/Cells**
 - BI 300, Genetics
 - BI 302, Histology
 - BI 305, Molecular and Cell Biology
 - BI 312, Immunology
 - BI 330, Microbiology
 - BI 360, Virology
 - BI 407, Molecular Genetics
 - BI 413, Advanced Cell Biology
- 6. **Reproduction**
 - BI 300, Genetics
 - BI 307, Parasitology
 - BI 323, Animal Behavior
 - BI 404, Evolution
 - BI 407, Molecular Genetics

Traditional Track

Required courses:

Biology 105/155, Ecology and Evolution
 Biology 108/158, Diversity of Life
 Biology 300/350, Genetics
 Biology 305/355, Molecular and Cell Biology
 Biology 481 or 482, Senior Seminar

Required supporting courses:

Chemistry 121/151, General Chemistry
 Chemistry 224/152, General Inorganic Chemistry
 Chemistry 301/251, Organic Chemistry I *
 Physics 111/171, and 112/172, College Physics I and II or 151/171 and 152/172, University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 391 and 392 may count toward the 36 biology credits needed for the major.

Students in the Traditional Track are encouraged to take at least one course in plant biology, either Biology 326, Plant Biology, or Biology 308, Plant Physiology

Recommended Courses:

Mathematics 114, Functions
 Mathematics 140, Calculus I**
 Mathematics 120, Elementary Probability and Statistics, or Psychology 201, Statistical Methods in the Behavioral Sciences

*A second semester of Organic Chemistry.
 (Chemistry 302/252) or Biochemistry
 (Chemistry 331) is recommended.

**Mathematics 140, Calculus I, is recommended for all biology majors in the traditional track. Many professional schools and most graduate schools require at least one semester of calculus for admission.

Molecular/Cell Biology Track

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

Required courses:

Biology 105/155, Ecology and Evolution
Biology 108/158, Diversity of Life
Biology 300/350, Genetics
Biology 305/355, Molecular and Cell Biology
Biology 407, Molecular Genetics
Biology 481 or 482, Senior Seminar

Required supporting courses:

Chemistry 121/151, General Chemistry
Chemistry 224/152, General Inorganic Chemistry
Chemistry 301/251, Organic Chemistry I
Chemistry 302/252, Organic Chemistry II
Chemistry 331, Biochemistry
Physics 111/171 and 112/172, College Physics I and II, or 151/171 and 152/172, University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 391 and 392 may count toward the 36 biology credits needed for the major.

Recommended courses:

Biology 391/392, Research
Mathematics 140, Calculus I
Mathematics 120, Elementary Probability and Statistics, or Psychology 201, Statistical Methods in the Behavioral Sciences
Chemistry 303, Physical Chemistry I
Chemistry 354, Biochemistry Laboratory
Chemistry 432, Advanced Biochemistry

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

Biology 105/155, Ecology & Evolution
Biology 108/158, Diversity of Life
Biology 300/350, Genetics
Biology 305/355, Molecular and Cell Biology
Biology 481 or 482, Senior Seminar

Required supporting courses:

Chemistry 121/151, General Chemistry
Chemistry 203/205, Essentials of Organic and Biochemistry
Chemistry 224/152, General Inorganic Chemistry
Physics 111/171 and 112/172, College Physics I and II or 151/171 and 152/172, University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 391 and 392 may count toward the 36 biology credits needed for the major.

Twelve biology credits must be at or above the 300-level. Exercise Science 310, Kinesiology, may count as three credits toward the minimum 36 biology credits needed for a biology major in the Allied Health Track.

Recommended courses:

Mathematics 114, Functions
Mathematics 140, Calculus I

Mathematics 120, Elementary Probability and Statistics or Psychology 201, Statistical Methods in the Behavioral Sciences

Other recommended courses:

Psychology and sociology courses such as Psychology 130, Introductory Psychology; Psychology 310, Principles of Psychopathology; Psychology 340, Lifespan Development; and Sociology 100, Introduction to Sociology; should be scheduled in consultation with the biology advisor.

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

Pre-Medical Technology*Required courses:*

Biology 105/155, Ecology and Evolution
Biology 108/158, Diversity of Life
Biology 206, Human Anatomy and Physiology I
Biology 207, Human Anatomy and Physiology II

Biology 230, Principles of Microbiology, or Biology 330, General Microbiology
 Biology 300/350, Genetics
 Biology 305/355, Molecular and Cell Biology and lab
 Biology 312, Immunology
 Biology 314, Ecology (or other Ecology Content Category course)
 Chemistry 121/151, General Chemistry
 Chemistry 224/152, General Inorganic Chemistry
 Chemistry 301/251, Organic Chemistry I
 Chemistry 302/252, Organic Chemistry II
 Physics 111/171 and 112/172, College Physics I and II or 151/172 and 152/172

Clinical Courses in Medical Technology

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

Clinical Chemistry I

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

Clinical Chemistry II

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

Clinical Hematology

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

Clinical Immunohematology

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

Clinical Immunology

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

Clinical Microbiology I

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

Clinical Microbiology II

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

Special Topics in Clinical Laboratory Science

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

Clinical Management and Education

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

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

Undergraduate Research

Undergraduate research in which students and faculty collaborate on a research project is one of the cornerstones of the Millikin experience in biology. As such, biology majors are encouraged to participate in a research experience before they graduate. To prepare for doing research, students typically take Research Methods (BI 291) in their sophomore year. Then, after identifying a faculty member to work with and a specific project to work on, students register for research credit (BI391, 392). Up to six research credits can be applied to the 36-48 credits needed for a biology major.

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

James Millikin Scholars Program

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

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

Leighty Science Scholars

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

- Major in one of the sciences (biology, chemistry, or physics)
- Scored 27 or higher on the ACT or 1200 or higher on the SAT

- Have a cumulative high school grade point average of 3.5/4.0 or higher
- Rank near the upper 10% of his/her high-school graduating class

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

Summer Undergraduate Research Program (SURF)

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

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

Off-Campus Research

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

Minor in Biology

Students may obtain a minor in biology by completing a minimum of 21 credits in biology. These credits must include the core sequence (Biology 105/155, 108/158, 300/350, and 305/355) and two courses from Biology Content Categories.

Biology 102, Topics in Biology; Biology 125, Local Flora; Biology 130, Environmental Biology; and Biology 220/320, Field Ecology, do not count toward a biology minor.

Students wishing to complete a minor in biology should have their programs approved by the Chair of the Biology Department.

Chemistry

George Bennett (Chair)

Chemistry Department Faculty

Full-Time: Ed Acheson, Paris Barnes, George Bennett, Kate Fritts, Clarence Josefson, Anne Rammelsberg

Adjunct: Gwendalyn Baumann, Pat Higgins, Randall Kok, Lynette Nehmer

The Committee on Professional Training of the American Chemical Society (ACS) has certified the program in chemistry.

The mission of Millikin University is to prepare students for 1) Professional success; 2) Democratic citizenship in a global environment; and 3) A personal life of meaning and value. Within that mission, the curriculum of the Department of Chemistry is designed to equip each student to 1) demonstrate the skills to solve problems and communicate through writing and speaking; 2) discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities; and 3) develop the capacity to address real-world scenarios in which chemistry plays a role.

Chemistry is the study of the composition and behavior of substances. It is an experimental science consisting of ways to ask questions and to seek answers about the natural universe. A large number of chemical problems are practical, relating to immediate and often pressing human problems. For example, natural resource development, environmental protection and biotechnology all involve chemistry as an essential component.

Chemistry is a major pursued by students with a variety of career interests including research, teaching, industry and the health professions. Pre-Health programs for chemistry majors include medicine, dentistry, veterinary medicine, medical technology and pharmacy.

Chemistry majors often pursue graduate work and many ultimately attain the doctoral degree. The major facilitates entry into graduate studies in a wide variety of related areas including biochemistry, pharmacology, toxicology, chemical engineering, patent law, materials science, energy development, nutrition, environmental science, microbiology, industrial hygiene and health-care administration. Majors choosing industrial or government careers can move smoothly into management, sales or personnel areas and are also well-prepared for executive training at the graduate level, for example, in master of business administration (M.B.A.) programs.

Pre-Professional Programs: Medical, Dental and Veterinary Medicine. The Department of Chemistry is committed to providing the very best education possible for students interested in pursuing careers in the health professions. The Biochemistry Emphasis is a very practical option. This option provides broad training across the sciences for students without the burden of double majoring. The selection of courses has been tailored to ensure training in areas of importance in medical, dental, and veterinary school preparation over the course of four years. Although students can opt for a certified ACS major, it is our recommendation that pre-Health students complete the minimum requirements plus University Physics and two semesters of Calculus as preparation for entrance examinations. There is no admission advantage to having additional science courses; instead, students should seek to broaden themselves by choosing challenging electives from the humanities, fine arts and social sciences. Pre-Health students are expected to take advantage of the review sessions and advising offered by the Director of Pre-Professional Programs. Suggested electives include Modern Language, Philosophy, and Psychology.

Pre-Pharmacy. Most accredited pharmacy schools require at least two years of pre-pharmacy work for admission to their professional programs. The required preparation consists of basic science major courses as well as foundational courses in other areas. The recommended curriculum is similar to the first two years of a chemistry major and typically includes one or two semesters of mathematics, two years of chemistry, two years of biology and a year of physics.

After a minimum of two years, a student normally transfers to a pharmacy school, where four years of professional studies lead to a Doctor of Pharmacy degree.

Since some pharmacy schools require the Pharmacy College Admissions Test (PCAT) and others recommend it, students in this program should consider taking the standardized aptitude test in January of their sophomore year.

Millikin and the Chicago College of Pharmacy (CCP) at Midwestern University have a Dual Acceptance Program whereby selected students who successfully complete the specified course work at Millikin will be granted early acceptance to CCP. Students must rank in the top quartile of their high school graduating class and must score in the top quartile on a College Entrance Exam (ACT: 28) to be eligible. Students not accepted to CCP retain their acceptance at Millikin.

Students interested in pre-pharmacy can secure further information from the Director of Pre-Professional Programs.

Major in Chemistry

Students interested in chemistry may elect to pursue a program leading to either a B.A. or B.S. degree. The major consists of 37 to 48 credits. In addition to the requirements listed below, students must either take Chemistry 121 or receive proficiency credit for the course. Students receive proficiency credit in one of three ways:

1. A score of 3, 4, 5 on the Advanced Placement exam.
2. Passing the department administered proficiency exam.
3. A grade of C or better in Chemistry 224

In order to permit proper course sequencing, it is important to declare a major and select an advisor as early as possible.

The core course sequence is required of all students. Since chemistry is a versatile field of study, chemistry majors have many options after completing the core courses for the major. Students will select one of four emphases based on interests and career goals. Most majors, whether headed for a professional career in chemistry or one of the other fields mentioned, are well advised to devote many, and perhaps all, of their electives to additional work in modern languages, humanities, fine arts, and social sciences.

Core Courses

(required for all chemistry majors):

Chemistry 151, Introductory Chemistry Laboratory I
 Chemistry 152, Introductory Chemistry Laboratory II
 Chemistry 224, General Inorganic Chemistry
 Chemistry 232, Analytical Chemistry
 Chemistry 251, Intermediate Chemistry Laboratory I (Analytical-Organic)
 Chemistry 253, Intermediate Chemistry Laboratory III (Analytical-Inorganic)
 Chemistry 254, Introduction to Research
 Chemistry 301, Organic Chemistry I
 Chemistry 302, Organic Chemistry II
 Chemistry 303, Physical Chemistry I
 Chemistry 391, 392, 491, or 492, Undergraduate Research
 Chemistry 481 or 482, Chemistry Seminar

Research Emphasis would also take:

Chemistry 252, Intermediate Chemistry Laboratory II (Organic-Inorganic Synthesis)
 Chemistry 304, Physical Chemistry II
 Chemistry 351, Advanced Chemistry Laboratory I
 Chemistry 352, Advanced Chemistry Laboratory II
 Chemistry 353, Advanced Chemistry Laboratory III
 Chemistry 406, Advanced Inorganic Chemistry
 Chemistry 420, Instrumental Analysis

Biochemistry Emphasis would also take:

Biology 305, Molecular and Cell Biology
 Biology 355, Molecular and Cell Biology Lab
 Chemistry 331, Biochemistry
 Chemistry 354, Biochemistry Laboratory
 Chemistry 432, Advanced Biochemistry

Seven additional credits in lecture or lab from upper level Chemistry and selected Biology courses.

Business Emphasis would also take:

Economics 100, Principles of Macroeconomics
 Economics 110, Principles of Microeconomics
 Accounting 230, Introduction to Accounting I
 Management 300, Principles of Management
 Marketing 300, Marketing Principles and Practices
 Marketing 310, Personal Selling or MS240 Organizational Information Systems

Secondary Education Emphasis would also take:
Chemistry 106, Elemental Geosystems
One year of Physics
Biology 105/155, Ecology and Evolution with lab
Biology 108/158, Diversity of Life with lab
Requirements for teacher education.

ACS Certified Degree would also take:
The requirements for Research Emphasis plus
Chemistry 331, Biochemistry
A minimum of three additional credits selected from the following courses:
Chemistry 354, Biochemistry Laboratory
Chemistry 422, Spectroscopy and Advanced Instrumentation
Chemistry 432, Advanced Biochemistry
Chemistry 491 or 492, Senior Research

James Millikin Scholars

James Millikin Scholars who major in chemistry are expected to take IN491, Honors Study Project, to complete requirements for the Honors Program. James Millikin Scholars, who are not chemistry majors, are welcome to do independent work with a faculty member in the department. Supervisors may be outside the department of chemistry, with the consent of the Chair of the Department of Chemistry. There will be three components to the six credits in IN491:

1. Chemistry 254, Introduction to Research, to be taken before beginning the research project;
2. Chemistry 391 or 392, Undergraduate Research;
3. Chemistry 481 or 482, Chemistry Seminar (or Biology 481 or 482, Senior Seminar), to be taken in the senior year. The results of the project will be presented orally. Students are expected to participate in the entire seminar course.

Honors in Chemistry

A student will be eligible for honors in chemistry at graduation if the student meets the following requirements: a grade point average of 3.25 or greater; a written thesis of honors caliber based on undergraduate research; and presentation of the results of the research at a meeting of a scientific society.

Designation of honors caliber requires the unanimous vote of a three-person evaluation team appointed by the Department of Chemistry. The team consists of two Chemistry Department faculty members and one other representative, preferably chosen from another institution or the Research and Development Department of an industrial company.

Undergraduate Research

On-campus research: Research is done on a single project over a period of two semesters. The supervising faculty member will usually be a faculty member of the chemistry department although, with consent of the Chair of the Department of Chemistry, the faculty mentor may come from another science department.

Off-campus research: With prior consent of the Chair of the Department of Chemistry, appropriate projects done in the summer or during the regular school year at a site off-campus may qualify as an Honors Study Project. Semester-long programs at Argonne or other federal laboratories would qualify as would summer programs at graduate universities and medical schools, summer programs at federal laboratories, and cooperative industrial work in research and development departments. Credit for undergraduate research is given for a minimum of six laboratory hours per week over two semesters or equivalent. At least one semester of research must be done on campus.

Minor in Chemistry

A minor in chemistry may be earned by completing a minimum of 21 credits in chemistry courses numbered 151 or higher including at least 9 credits in courses numbered 300 or higher, but excluding Chemistry 203 and 205, Essentials of Organic and Biochemistry and Chemistry 314, Pharmacology. At least 4 credits in the minor must be laboratory courses or undergraduate research. Three of the upper-division credits may be earned by taking Biology 407, Molecular Genetics; Physics 362, Experimental Physics; or Physics 406, Quantum Mechanics.

Communication

Jeffrey D. Brand (Chair)

Communication Department Faculty

Full-Time: Jeffrey D. Brand, Nancy Curtin, W. Thomas Duncanson, Samuel D. Meister

Adjunct: Candace Baker, Melinda Rueter, D. Ann Jones, Laurel Marling, David Laube, Diane Shankwitz, Brandon Hensley, Johnny Robinson

The drive to communicate forms the basis for human social behavior and is a critical element of any organization or field of employment, regardless of technological advancement or changes. The study of communication provides the student with the knowledge and skills necessary to succeed in a rapidly changing society.

Communication majors move on to careers in the human services, media, sales, counseling, training and development, public relations, business, and publishing. Recent graduates are now working for radio and TV stations, attending graduate school, planning media events, working in universities, organizing PR campaigns, trading commodities and much more. A strong liberal arts background and intensive work in all aspects of communication uniquely qualify graduates for these positions.

The major in communication builds upon a critical foundation that blends theory, methodology, and practice to prepare students for more serious study in their own area of interest. This foundation introduces students to the theories and methods central to the investigation and understanding of communicative processes and provides them with the tools for more intensive study of areas such as media production, public relations, relational communication, organizational culture, and social issues. A broad range of additional coursework provides students with the tools for exploring these areas and others germane to their intellectual and career interests.

Students are encouraged to engage in practical application of their studies. All students have the opportunity to work at the campus radio station, WJMU. Both access to the Media Arts Center and work on the newspaper is possible with appropriate coursework. Off campus experiences, via internships, service learning projects, or study abroad programs, are particularly valuable for the major or minor.

The major consists of a minimum of 34 to a maximum of 43 credits in communication courses and 3 hours of additional tool courses. No more than three credits can be taken in Communication Laboratory and count toward the major or minor. No more than 6 hours of internship will count toward the major.

A student can earn either a B. A. or B. S. degree in the Communication major. Please refer to The Bachelor of Arts (B.A.) and The Bachelor of Science (B. S.) degree requirements listed at the end of the College of Arts & Sciences section of the bulletin.

Major in Communication

All majors must take the following foundation courses (16 credit hours):

Communication 101, Introduction to Communication Theory
 Communication 107, Argument and Social Issues
 Communication 200, Public Speaking
 Communication 204, Investigative Methods in Communication
 Communication 308, Communication Ethics and Freedom of Expression, or other approved ethics course
 Communication 480, Capstone Experiential Learning Seminar (1 credit)

In consultation with the faculty advisor, students select an additional 18 credits in communication electives, 9 of which must be numbered 300 or above, and 3 credits writing beyond the IN 150/151 courses. Students may choose to take an elective track in the major consisting of 18 hours of study in one of three areas: public relations, mass media/journalism, or organizational communication. All majors are required to take a senior internship in a professional area of interest.

Track 1: Public Relations

Communication 341, Organizational Culture
 Communication 456, Applications in Public Relations
 Communication 351/English 315/English 316, one approved writing course beyond IN 150/151 and department tool requirement
 Communication 260, 306, 360, 401, Communication elective course approved by advisor
 Communication 471, Internship in public relations field
 Communication xxx, additional Communication elective

Track 2: Mass Media/Journalism

Communication 225, Issues in Mass Media
 Communication 425, Media Law and Policy
 Communication 260, 306, 360, 401, Communication elective course approved by advisor
 A. Mass Media Concentration
 Communication 314 or 324, Advanced Production Course, Audio or Video
 Communication 472, Internship in media field
 Communication xxx, additional Communication Elective
 B. Journalism Concentration
 Communication 351 or English 315, Topics in Writing for Communication Professions or Newswriting II, beyond tool requirement
 Communication 472, Internship in journalism field
 Communication xxx, additional Communication elective

Track 3: Organizational Communication

Communication 310: Small Group Communication
 Communication 341, Survey of Organizational Communication
 Communication 342, Applications in Organizational Communication
 Communication 343 or 344, Conflict or Leadership
 Communication 260, 360, 401, Psychology 305, or approved management course with advisor approval
 Communication 474, Internship in organizational communication field

Track 4: Sport Communication (PR Concentration)

Communication 456, Applications in Public Relations
 Communication 341, Organizational Culture
 Communication 356, Sport Communication
 Exercise Science 205, Foundations of Sport Management
 Communication 475, Internship in sport communication field
 Communication 3xx, Exercise Science 460, Marketing 300, Marketing 307, Additional Communication, Marketing, Exercise Science Elective with Advisor Approval

Track 4: Sport Communication (Media Concentration)

Communication 225, Issues in Mass Media

Communication 425, Media Law and Policy

Communication 356, Sport Communication

Communication 314/324 or English 315, Advanced Production Course: Audio or Video or Newswriting II

Communication 475, Internship in sport communication field

Communication xxx, English xxx, 3-1 hour labs in journalism, radio or video for sports

Minor in Communication

The minor in communication requires a minimum of 21 credits, including CO101, Introduction to Communication Theory; CO200, Public Speaking or CO242, Business and Professional Communication; and at least 9 credits in courses numbered 300 or above. Students wishing to complete a communication minor must consult with the Department Chair.

English

Stephen Frech (Chair)

English Department Faculty

Full-Time: Purna Banerjee, Carmella Braniger, Randy Brooks, Judi Crowe, Devon Fitzgerald, Stephen Frech, Michael W. George, Michelle Jewett, Tony R. Magagna, Anne Matthews, Michael O’Conner, Robert Wells, Peiling Zhao

Adjunct: Julialicia Case, Huey Freeman, Vicky Gilpin, David Matthews, Judy Rooney, Sue Weinstein

With an emphasis on learning by reflective action, Millikin offers three English majors: (1) writing, (2) literature and (3) English education. We emphasize student performance as writers, readers and teachers of English—offering an educational journey through great works of the past, exploring intriguing writings of the present, and preparing students to write, edit, publish or teach in the future. Millikin English students engage in the process of making meaning with texts AND learn by reflecting on those language processes.

Contemporary English studies integrate text analysis (critical reading) and text production (writing and publishing). Our English faculty and students consider multicultural contexts as well as employ the latest digital technologies for editing and publishing.

The major in English studies at Millikin serves both the liberal arts student with a strong interest in literature and writing as well as the student who plans to enter a profession such as teaching, web design, journalism, publishing, library science, medicine, professional writing, business, or law. English is an excellent preparation for any profession or career that requires clear thinking and writing. English studies provide a rich understanding of human experience, culture, and contemporary issues. The Department offers courses in the writers and cultural traditions of England and America, as well as international literature in translation, contemporary rhetoric, professional writing, creative writing, film, journalism, web publishing, and print media publishing.

The Core Curriculum

All majors in English studies take the 1 credit “Introduction to Millikin English Studies” the first semester they become an English major. All English majors also complete 18 credits in literary and rhetorical traditions, at least 6 credits in advanced writing studies and at least 3 credits in computer publishing technology. Each of our three English majors also requires a minimum of 12 additional advanced studies credits within the specified major. The core curriculum provides a strong foundation in literary, rhetorical, and cultural traditions. The core also ensures that all English majors graduate with expertise in advanced writing and the use of computer publishing technologies.

Writing Major Requirements

All writing majors take the 1 credit “Introduction to Millikin English Studies,” 1 credit Sophomore Writing Portfolio, 18 credits in literary traditions and an additional 9 credits of advanced writing courses in one of our three areas of concentration: (1) Journalism, (2) Professional Writing, Publishing & Rhetoric, or (3) Creative Writing. Writing majors have 3 credits in applied writing theory, and the capstone requirement for a writing major is a 3 credit senior writing portfolio. Writing majors take 3 additional hours of advanced writing outside their area of concentration and 3 hours in publishing technology. Students often complete a professional writing internship and several 1 credit writing roundtable workshops.

1 credit Introduction to Millikin English Studies

EN105 Introduction to Millikin English Studies

1 credit Sophomore Writing Portfolio

EN290 Sophomore Writing Portfolio

18 credits in Literary & Rhetorical Traditions

Although many English students fulfill the literary and rhetorical traditions requirement with survey courses, there are additional designated course options within each category. See the department course descriptions each semester to determine which tradition requirement is fulfilled by particular courses that semester.

3 credits in Classical & Medieval Traditions

EN241 Western Classical Traditions required for writing majors

3 credits in Shakespeare

EN325 Studies in Shakespeare

3 credits in English Traditions to 1700

usually EN321 Major English Authors 1

3 credits in English Traditions from 1700-Modernists

usually EN322 Major English Authors 2

- 3 credits in American Traditions to 1900
usually EN231 American Literature Through Twain
- 3 credits in Literature & Culture from 1900 to the Present
see topics offered or take EN232 American Literature After 1900

3 credits in Publishing Technology

All three English majors require 3 credits in computer publishing technology. The following courses can count as publishing technology studies.

- EN270 Computer Aided Publishing
- EN351 Web Publishing
- EN382 Advanced Publishing Projects

3 credits in EN310 Applying Writing Theory

- EN310 Applying Writing Theory

3 credits in EN410 Senior Writing Portfolio

- EN410 Senior Writing Portfolio

9 credits in an Advanced Writing Concentration

Students majoring in writing are required to develop an area of advanced writing expertise. Writing majors take at least three advanced writing studies courses (9 credits) in one of three tracks: (1) Journalism, (2) Professional Writing, Publishing & Rhetoric, or (3) Creative Writing. Writing majors also take at least one advanced writing course from another area of writing expertise.

Advanced Writing Journalism courses include:

- EN215 Journalism: News Writing I
- EN315 Journalism: News Writing II
- EN316 Journalism: Feature Writing
- EN380 Topics in Journalism
- EN480 Professional Writing Internship (in Journalism)

Advanced Professional Writing, Publishing & Rhetoric courses include:

- EN200 Writing Seminar
- EN210 Business and Professional Writing
- EN270 Computer Aided Publishing
- EN300 Advanced Writing Topics
- EN305 Web Publishing
- EN382 Advanced Publishing Projects
- EN480 Professional Writing Internship (in professional writing, rhetoric or publishing)

Advanced Creative Writing courses include:

- EN200 Writing Seminar
- EN201 Introduction to Creative Writing
- EN301 Advanced Creative Writing
- EN480 Professional Writing Internship (in creative writing or literary publishing)

3 credits in an Advanced Writing Outside Your Concentration

Take at least one 3 credit course outside your area of advanced writing concentration from any of the courses listed in the other areas of advanced writing studies.

Literature Major Requirements

All literature majors take the 1 credit "Introduction to Millikin English Studies", 18 hours in literary traditions and an additional 9 hours of advanced literary studies. Literature majors are also required to take 6 hours of advanced writing courses and 3 hours in publishing technology. All literature majors are required to take EN202 Writing About Literature as the introductory course for the literature major. EN202 counts as one of the advanced writing courses for literature majors. Literature majors are required to take EN420 Seminar in Literature during their senior year as a capstone experience in literary studies. Although it is not required, literature majors are also encouraged to take a course in international literature. Many literature majors also complete EN470 Teaching Writing Internship, especially if they are planning to pursue graduate studies, or they take up to 6 elective credits in English studies. Literature students often complete an internship or several 1 credit roundtable workshops.

1 credit Introduction to Millikin English Studies

- EN105 Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

Although many English students fulfill the literary and rhetorical traditions requirement with survey courses, there are additional designated course options within each category. See the department course descriptions each semester to determine which tradition requirement is fulfilled by particular courses that semester.

- 3 credits in Classical & Medieval Traditions
usually EN241 Western Classical Traditions
- 3 credits in Shakespeare
EN325 Studies in Shakespeare
- 3 credits in English Traditions to 1700
usually EN321 Major English Authors 1

3 credits in English Traditions from 1700-Modernists

usually EN322 Major English Authors 2

3 credits in American Traditions to 1900

usually EN231 American Literature Through Twain

3 credits in Literature & Culture from 1900 to the Present

see topics offered or take EN232 American Literature After 1900

9 credits in Advanced Literary Studies

Each literature major selects at least three advanced literary studies courses (9 credits) in different genres or literary history from four possible areas:

EN340 Studies in Poetry

EN350 Studies in Drama

EN360 Studies in Fiction

EN366 Studies in Literary History

3 credits in EN420 Seminar in Literature

EN420 Seminar in Literature (topics vary each spring)

6 credits in Advanced Writing Studies

EN202 Writing About Literature

Literature majors must take EN202 Writing About Literature as one of their advanced writing studies courses. The following courses can count as the second required advanced writing studies:

EN200 Writing Seminar

EN201 Introduction to Creative Writing

EN210 Business and Professional Writing

EN215 Journalism: News Writing I

EN300 Advanced Writing Topics

EN301 Advanced Creative Writing

EN315 Journalism: News Writing II

EN316 Journalism: Feature Writing

EN380 Topics in Journalism

EN480 Professional Writing Internship

3 credits in Publishing Technology

All literature majors are required to take 3 credits in computer publishing technology. The following courses can count as publishing technology studies.

EN270 Computer Aided Publishing

EN305 Web Publishing

EN382 Advanced Publishing Projects

English Education Requirements

All English Education majors take the 1 credit “Introduction to Millikin English” and 18 hours in literary traditions and an additional 13 hours of required English Education courses, including a 3 hour senior capstone internship in teaching writing. English Education majors are required to take 6 hours of advanced writing courses and 3 hours in web publishing. In addition, they take 6 hours of communication courses.

All English Education students take several Education courses (see the secondary education requirements), culminating in a semester of student teaching and senior teaching portfolio. To prepare for professional success as a teacher, English Education majors complete 32 hours of education courses.

1 credit Introduction to Millikin English Studies

EN105 Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

English Education majors fulfill the traditions requirements with the following designated traditions courses.

3 credits in Classical & Medieval Traditions

EN375 History of the English Language required for English ed majors

3 credits in Shakespeare

EN325 Studies in Shakespeare

3 credits in British Literature

Usually EN321 Major English Authors 1 or EN322 Major English Authors 2

3 credits in International Literature

EN335 International Literature required for English ed majors

3 credits in American Traditions to 1900

EN231 American Literature Through Twain required for English ed majors

3 credits in Literature & Culture from 1900 to the Present

EN222 Adolescent Literature required for English ed majors

13 credits in the following Advanced English Education Studies

EN232 American Literature from 1900 to the Present

EN235 Language Arts Methods for Secondary Schools

EN310 Applying Writing Theory

EN425 Advanced Methods of Teaching Language Arts
EN470 Teaching Writing Internship

6 credits in Communication Studies

CO200 Public Speaking
CO310 Small Group Communication

6 credits in Advanced Writing Studies

EN202 Writing About Literature
EN275 Modern English: Varieties and Structures

3 credits in Publishing Technology

EN305 Web Publishing

Minor in English

The minor in English consists of any 21 credits in English. Nine of the 21 credits must be in courses numbered 300 and above. Critical Writing, Reading, and Research courses (IN150 and IN151) do not count towards the minor. English minors are encouraged to take EN420 Senior Literature Seminar as the capstone course for the minor.

Minor in Writing

The minor in writing consists of 21 credits in English. Fifteen of these credits must be in writing courses. Nine of the 21 credits must be in courses numbered 300 and above. Critical Writing, Reading, and Research courses (IN150 and IN151) do not count towards the minor. Writing minors are encouraged to take EN410 Senior Writing Portfolio as the capstone course for the minor.

Honors in English

A student who majors in Writing, Literature or English Education may earn Honors in English at graduation by maintaining a 3.7 grade point average in all English courses and a 3.5 overall grade point average. Honors in English recognizes excellent academic achievement throughout the graduating student's undergraduate English studies. Each eligible graduating senior is invited to share a sample of excellent work at the Honors in English Award Showcase at the end of each semester.

English Courses (EN courses) That Fulfill the CAS Literature Requirement

Note that EN courses in writing and publishing do not fulfill the literature requirement of the College of Arts and Sciences. The following courses do fulfill the literature requirement: EN120, EN220, EN222, EN231, EN232, EN233, EN234, EN241, EN250, EN321, EN322, EN325, EN331, EN340, EN350, EN360, EN366, EN420 and approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

History

Dan Monroe (Chair)

History Department Faculty

Full-Time: Timothy Kovalcik, Dan Monroe, Brian Mullgardt
Adjunct: William Keagle, Elisheva Perelman, Robert Sampson

The Department of History seeks to provide students of all majors at Millikin with a sense of the past -- with an understanding and appreciation of the political, economic, and social/cultural development of the modern world. It provides its majors with a broad knowledge of world, European, East Asian and United States history and offers them a variety of specialized courses in each field. The department seeks to develop reasoning, writing, and speaking skills that prepare students for public school teaching, graduate school and college teaching, historical research and writing, government and social service, law school and the law, and careers in business. The historian is a person who endeavors to understand the complexity of the human experience, to learn from it, and to explain and interpret it. The department emphasizes the primacy of *critical thought* in the practice of the craft of history.

Honors in History: A student will be eligible for honors in history at graduation if he or she maintains a GPA of 3.5 or higher in the major and submits a senior honors thesis that receives a grade of "A". A recommendation for honors will be based upon history faculty evaluation of the thesis and an oral examination on it by a committee selected by the history faculty, which may include members of other departments.

Major in History

The major in history consists of 33 to 36 credits and leads to the B.A. degree. A major must meet the following requirements:
Either History 201 and 202 (Rise of Modern Europe, to and since 1700) or History 203 and 204 (American History, to and since the Civil War) (6 credits total)

Six elective courses, four of which must be at the 300 level or above (18 credits)

One 400-level content seminar (3 credits)

History 480, Historiography and Research (3 credits)

History majors must take at least one course in each of the following three areas: U.S., European, Non-Western or Global.

Major in Social Science, Secondary Teaching

The Social Science Education major is dedicated to the development of outstanding secondary history and social studies teachers. All Millikin University education programs have obtained national accreditation through NCATE, including the Social Science Education

major. To receive national recognition, our program is accredited through the National Council for the Social Studies (NCSS). Of course, the program also meets all State of Illinois standards and is accredited by the State of Illinois (ISBHE).

Social Science Education majors complete a liberal arts history major of at least 33 credits. Nine of these 33 history credits are in world history, nine are in American history, three credits are in a history seminar (400-level), three credits are in Historiography (480), and at least twelve credits are upper division (300+) history electives. Social Science Education majors are advised by the history department faculty. The following twenty-four credits are required for all students pursuing the secondary education certificate:

HI 202 Rise of Modern Europe since 1715
HI 203 U.S. History to 1865
HI 204 U.S. History since 1865
HI 206 Cultural Geography
HI 310 Topics in U.S. History
HI 400 Seminar in History
HI 425 Methods in Teaching History
HI 480 Historiography

The remaining nine credits are electives:

Three 300 level courses (one of which must be European, global or non-western, HI 320, 340 or 360)

In addition to these history courses, the Social Science Education major also requires the following courses (24 credits):

SO 100 Introduction to Sociology
PO 105 American Political System
EC 100 Macroeconomics OR EC 110 Microeconomics
SO 120 Introduction to Anthropology
PS 130 Introduction to Psychology
PO 240 Local and State Politics OR HI207 State and Local History

Upon completion of this program, teachers will be certified (endorsed) to teach these subjects in Illinois:

American History
World History
Political Science, Economics, Sociology or Psychology
Social Science (see the Middle Grades endorsement requirements)

Students completing a major in another teaching field may add a second teaching field in social sciences by completing at least 24 credits in social science education courses. Interested students should contact the education department for state required courses and Millikin suggested courses.

Minor in History

The minor in history requires the completion of 21 credits:

- * At least six credits at the 300 level or above
- * At least three credits at the 400 seminar level

Human Services

See listing under Behavioral Sciences

The Interdepartmental Major (IDM)

Randy Brooks (Dean of the College of Arts and Sciences)

For reasons including broad interests or career aspirations that do not fall categorically into a single major, students may seek out alternative options for earning a bachelor's degree. The Interdepartmental Major (IDM) is an individualized program of study designed to meet the needs of these students. Through the integration of knowledge from disparate disciplines, students create a curriculum that focuses on their interests and plans.

A student interested in this program should seek out a faculty advisor, who will work with him or her to construct an individualized program that meets the student's educational objectives, fulfills the requirements of University Studies and the College of Arts and Sciences, and demonstrates academic credibility to the University. Students may elect either a BA or BS degree in this major.

1. The Interdepartmental Major must include a minimum of 45 credits including:
 - a. A minimum of 18 credits from one department within the College of Arts and Sciences (the primary department) and a minimum of 12 credits from each of two other departments within the University.
 - b. At least 15 of the 18 credits earned in the primary department and 6 of the 12 credits earned in each of the other departments must be in courses numbered 300 or above.
 - c. A capstone course (IN495 or a capstone course approved for a major sponsored by the primary department) that includes a senior project and a reflection on what has been learned through this interdisciplinary study.
 2. The student is responsible for writing a rationale for pursuing the interdepartmental major. This rationale should be developed in close consultation with a faculty member from the College of Arts and Sciences. This rationale must include:
 - a. a narrative, naming and describing the major and how it fits into the student's plans or aspirations;
 - b. a description of at least 3 key learning outcome goals for the major;
 - c. a description of how the learning outcome goals will be assessed through the capstone course; and
 - d. a tentative program that includes the courses selected from each of the three departments.
-

3. The program must be approved by a committee of the chairs of all relevant departments (or their designees) and by the Dean of the College of Arts and Sciences. The committee, in consultation with the student, will select an advisor. Subsequent revisions of the course plan must be approved by the advisor after consultation with this committee.
4. A copy of the IDM program must be filed with the Registrar's Office and any subsequent changes in program or substitutions of courses in any of the three areas needs to be reported to the Registrar in a timely manner.

Mathematics

Daniel R. Miller (Chair)

Mathematics Department Faculty

Full-Time: Randal S. Beck, Brittney M. Gillespie, Eun-Joo Lee, Daniel R. Miller, James V. Rauff, Joe A. Stickles Jr., Paula R. Stickles

The Department of Mathematics includes the disciplines of mathematics and statistics. The department offers majors and minors in Applied Mathematics. The curriculum is structured to meet the overlapping needs of students who fall in one or more of the following categories:

- those who plan to become high school mathematics teachers;
- those who plan to become actuaries;
- those who intend to pursue graduate work in mathematics and related fields; and
- those who will apply mathematics in the natural sciences, social sciences, business or other areas.

Information on AP Credit

Students may receive credit for one or more mathematics courses by taking Advanced Placement (AP) exams.

- A score of 4 or 5 on the AP Statistics Exam earns credit for MA120 - Elementary Probability and Statistics
- A score of 4 or 5 on the AP Calculus AB Exam earns credit for MA140 - Calculus I
- A score of 4 or 5 on the AB subscore of the AP Calculus BC exam earns credit for MA140 - Calculus I
- A score of 4 or 5 on the AP Calculus BC exam earns credit for MA140 - Calculus I and MA240 - Calculus II

Additionally, a score of 3 on the AP Calculus AB exam or an AB subscore of 3 on the AP Calculus BC exam earns credit for MA110 – College Algebra which meets the prerequisite for MA 114. .

Mathematics Major Requirements

Students planning to major in mathematics may earn either a B.A. or B.S. degree. Mathematics major should be prepared to enroll in Mathematics 140, Calculus I, or a higher course during the first semester at Millikin. Mathematics 100, 106, 112, 113, 114, 117, 120, and 125 do not count toward a major or minor.

All majors are required to complete the common foundation courses. This foundation is comprised of the following five mathematics courses.

- MA140 Calculus I
- MA240 Calculus II
- MA208 Discrete Mathematics
- MA303 Linear Algebra
- MA304 Probability and Mathematical Statistics

The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation.

There are three options for students interested in a mathematics major.

- Applied Mathematics
- Applied Mathematics with emphasis in Actuarial Science
 - The actuarial science track is identified by the Society of Actuaries' website as a introductory undergraduate actuarial science program. Additionally, some courses in this track have been approved by the Society of Actuaries to earn Validation by Educational Experience (VEE) credit.
- Mathematics with Secondary Education Certification
 - The secondary mathematics education program is nationally recognized by NCATE.

Below are the additional requirements for each of the three options.

Applied Mathematics Major

Students interested in immediate employment in a mathematical area or in further study in mathematics should elect this option. In addition to the foundation requirements, students must take

- MA305 Differential Equations
- MA313 Numerical Analysis
- MA340 Calculus III
- MA403 Abstract Algebra
- MA440 Advanced Calculus

- MA499 Senior Seminar
- Two courses selected from
 - MA308 Theory of Computation
 - MA314 Advanced Mathematical Statistics
 - MA320 History of Mathematics
 - MA420 Mathematical Logic
 - MA472 Internship
 - MA491,492,493,494 Independent Study
- A minimum of 15 additional credit hours in a discipline to which mathematics is applied. Students' areas of application will be made in consultation with their academic advisors.

Applied Mathematics Major with Emphasis in Actuarial Science

The actuarial science track is identified by the Society of Actuaries' website as a introductory undergraduate actuarial science program. Additionally, some courses in this track have been approved by the Society of Actuaries to earn Validation by Educational Experience (VEE) credit. Students interested in becoming an actuary should elect this option. In addition to the foundation requirements, students must take

- MA215 Introduction to Actuarial Science
- MA220 Statistical Methods*
- MA225 Time Series*
- MA313 Numerical Analysis
- MA314 Advanced Mathematical Statistics
- MA340 Calculus III
- MA499 Senior Seminar
- EC100 Macroeconomics*
- EC110 Microeconomics*

Additionally, the following courses are highly recommended.

- AC230 Introduction to Financial Accounting
- AC240 Introduction to Managerial Accounting
- MK300 Introduction to Marketing
- FI340 Introduction to Financial Management*
- FI352 Investments

***Approved VEE Courses at Millikin University**

The following courses have been approved by the Society of Actuaries for VEE at Millikin University:

VEE Economics - EC100 and EC110

VEE Applied Statistical Methods – MA220 and MA225

VEE Corporate Finance – FI340

Students who have completed this option and all highly recommended courses will be prepared to take the first two Actuarial Examinations (1/P and 2/FM) of the Casualty Actuarial Society and the Society of Actuaries.

Students who complete any two of the courses FI354, FI365, FI361, EC310, EC312 or EC322 in addition to all of the highly recommended courses will earn a minor in Finance from the Tabor School of Business.

Mathematics Major with Secondary Education Certification

The secondary mathematics education program is nationally recognized by NCATE. Students interested in teacher certification should elect this option. In addition to the foundation requirements, students must take

- MA301 College Geometry
- MA320 History of Mathematics
- MA403 Abstract Algebra
- MA425 Methods of Teaching Mathematics in Grades 6 through 12
- MA471 Internship in Methods of Teaching Mathematics
- Two courses selected from:
 - MA305 Differential Equations
 - MA313 Numerical Analysis
 - MA314 Advanced Mathematical Statistics
 - MA340 Calculus III
 - MA420 Mathematical Logic
 - MA440 Advanced Calculus
 - MA491 Independent Study

Teacher certification in the State of Illinois mandates students earn a C or better in all required mathematics and education courses. Teacher certification also requires specific coursework in education and other areas. See the School of Education section for details. In addition to courses required by the School of Education for secondary certification, ED440 and ED450 are required for a middle school endorsement. Students should consider preparation in a second teaching field to increase the breadth of their knowledge and the probability of finding a teaching position upon graduation. Past experience indicates that biological, physical or general sciences, or physical education (coaching) combinations with mathematics are sought by schools.

Minor in Applied Mathematics

A minor in applied mathematics is an excellent complement to majors in the natural sciences, social sciences and business. To receive a minor in applied mathematics a student must successfully complete the following course of study.

- MA140 Calculus I
- MA240 Calculus II
- MA208 Discrete Mathematics
- MA303 Linear Algebra
- At least two other mathematics courses numbered 300 or higher

Middle School Mathematics Endorsement for Elementary Education Majors

Elementary education majors may earn a middle school endorsement in mathematics by following this option. In addition to courses required by the School of Education for elementary certification, ED440 and ED450 are required for a middle school endorsement. See the School of Education section for details.

- MA112 Mathematics Content for Elementary School Teachers I **OR** MA113 Mathematics Content for Elementary School Teachers II
- OR** MA120 Elementary Probability and Statistics
- MA140 Calculus I
- MA208 Discrete Mathematics
- MA301 College Geometry
- MA320 History of Mathematics
- MA425 Methods of Teaching Mathematics in Grades 6 through 12

Mathematics Concentration for Elementary Education Majors

Elementary education majors may earn a concentration in mathematics by taking a total of 15 credit hours in mathematics excluding MA100 and MA106, six of which must be from 300-level or above courses.

Modern Languages

French, Italian and Spanish
Eduardo Cabrera (Chair)

Modern Languages Department Faculty

Full-Time: Elizabeth Amaya, Eduardo Cabrera, Luis Peralta, Paul Toure

Adjunct: Francesca Tescione

The educational philosophy of the Department of Modern Languages faculty is to prepare students to be proficient in the language(s) of their study. Millikin graduates have continued in the fields of education, international business and government. All language students are encouraged to spend at least one semester in an accredited study-abroad program. The University is affiliated with the Institute for the International Education of Students, which has centers around the world.

The Modern Languages Department offers elementary and intermediate language instruction, advanced courses in oral and written expression and culture, as well as study of literature. Course work is conducted in the target language.

An evaluation of students' high-school transcripts is to be made by the department faculty prior to initial enrollment in a language course.

Major in Spanish

To earn a major in Spanish, a student must complete a minimum of 21 credit hours above Spanish 223, including Spanish 480, Spanish Advanced Conversation and Composition (major capstone).

Minor In Spanish

To earn a minor in Spanish, a student must complete a minimum of 12 credit hours above Spanish 223.

Minor In French

To earn a minor in French, a student must complete a minimum of 12 credit hours above French 223.

Italian – The Department of Modern Languages offers courses in Italian but no major or minor is offered.

Bachelor of Science in Organizational Leadership

(PACE (Professional Adult Comprehensive Education) delivery of the undergraduate nursing curriculum is an accelerated program of study for adult learners.)

Organizational Leadership provides working professionals with the tools to become more valuable members and potential leaders of organizations. Students develop advanced skills in communication, negotiation, team building, critical thinking, and creative problem solving. The major integrates theory and practice in order to foster understanding of the interrelationship between leadership, power, and influence, while emphasizing socially responsible leadership and ethical decision-making in organizational communities. Delivery of the Organizational Leadership curriculum is an accelerated program of study for adult learners.

The 124 semester credit hours required for the Bachelor of Science degree in Organizational Leadership are made up of 3 parts:

- 1.) Major Courses
- 2.) General Education/University Studies Courses (Sequential and Non-Sequential)
- 3.) Elective Courses

1) Major Course Requirements (42 Total Semester Credit Hours)

OL 240, Technology and Data Analysis in Organizational Decision Making (3)
OL 300, Principles of Adult Learning (3)
OL 301, Organizational Development through Human Resources (3)
OL 306, Organizational Behavior (3)
OL 310, Group and Team Dynamics (3)
OL 340, Introduction to Finance and Budget in Organizations (3)
OL 344, Organizational Leadership (3)
OL 350, Leadership Ethics (3)
OL 375, Organizational Creativity, Innovation, and High Performance (3)
OL 385, Leadership, Diversity and Multiculturalism (3)
OL 400, Project Management (3)
OL 450, Organizational Leadership Capstone (3)
CO 242, Business and Professional Communication (3)
CO 343, Communication and Conflict (3)

2) University Studies Requirements**Sequential Requirements (15 credits)**

IN150, CWRR I (3)
IN151, CWRR II (3)
IN 250, US Studies I (3)
IN 251, US Studies II (3)
IN 350, Global Issues (3)

Non-Sequential Requirements (16 credits)

Quantitative Reasoning (3)
Fine Arts (3)
Natural Science w/Lab (4)
Intl. Cultures & Structures I (3)
Intl. Cultures & Structures II (3)

3) Elective Courses

The remaining credit hour requirement may be fulfilled with elective courses.

Philosophy

Robert E. Money, Jr. (Chair)

Philosophy Department Faculty

Full-Time: Michael D. Hartsock, Robert E. Money Jr., Eric S. Roark

The philosophy major is designed to meet the requirements of four classes of students: (a) those who have no professional interest in philosophy but who wish to approach a liberal education through the discipline of philosophy; (b) those who want a composite or interdepartmental major in philosophy and the natural sciences, behavioral sciences, humanities, or fine arts; (c) those who want an intensive study of philosophy preparatory to graduate study in some other field, e.g. law, theology, medicine, or education; and (d) those who are professionally interested in philosophy and who plan to do graduate work in the field and then to teach or write. Students with a professional interest in philosophy are urged by the Department to give early attention to courses in the history of philosophy sequence, logic, and ethics.

Major in Philosophy

A major consists of a minimum of 30 credits and leads to the B.A. degree. The following courses are required:

PH 110, Basic Philosophical Problems
PH 213, Critical Thinking: Logic
PH 400, Seminar in Philosophy

Plus three of the following courses:

PH 300, Ancient World Wisdom
PH 301, The Golden Age of Greece
PH 303, The Modern World (17th-18th centuries)
PH 304, The Contemporary World of Philosophy (19th-21st centuries)

In addition, the philosophy major must take at least twelve credits of electives within the Department.

Ethics Track within the Philosophy Major

Philosophy offers an "ethics track" within the philosophy major. The ethics track reinforces and substantially extends Millikin's emphasis on ethical reasoning and issues of social justice. A student seeking to complete the ethics track within the philosophy major must complete 30 credits. The following courses are required:

PH 110, Basic Philosophical Problems
PH 211, Ethical Theory and Moral Issues
PH 213, Critical Thinking: Logic
PH 215, Business Ethics
PH 217, Bioethics
PH 219, Environmental Ethics
PH 300, Ancient World Wisdom or PH301, Golden Age of Greece

PH 305, Philosophy of Law or PH310, Political Philosophy or PH311, Metaethics
 PH 400, Seminar in Philosophy
 Plus one elective 300-level philosophy course

Pre-Law Track within the Philosophy Major

Philosophy also offers a “pre-law track” within the philosophy major. We have developed a track within our philosophy major to provide students with the courses that emphasize the skills and the knowledge content that will make it both likely that they will get into law school and that they will succeed both there and later as lawyers.

The pre-law track of the philosophy major consists of a minimum of 30 credits and leads to the B. A. degree. The following courses are required:

PH 110, Basic Philosophical Problems
 PH 211, Ethical Theory and Moral Issues
 PH 213, Critical Thinking: Logic
 PH 221, Appellate Legal Reasoning
 PH 305, Philosophy of Law
 PH 310, Political Philosophy
 PH 400, Seminar in Philosophy

Plus 3 elective courses from among any philosophy courses, PO 234 Civil Liberties, or PO 330 Constitutional Law.

Minors in Philosophy

A student seeking a philosophy minor is required to complete 18 credits. The student can elect to complete either the standard philosophy minor (“philosophy minor”) or the philosophy ethics minor (“ethics minor”). The standard philosophy minor emphasizes the history of philosophy. The ethics minor emphasizes ethical reasoning, the understanding of ethical theory, and the application of ethical theory to specific domains (e.g., business, medicine, the environment, politics, etc.). Both minors are described below.

Philosophy Minor

A student seeking the philosophy minor is required to complete 18 credits. 9 credits must come from among the following courses in the history of philosophy:

PH 300, Ancient World Wisdom
 PH 301, Golden Age of Greece
 PH 303, Modern Philosophy (16th-18th centuries)
 PH 304, Contemporary Philosophy (19th-21st centuries)

In addition, the student must complete 9 credits of electives in philosophy.

Ethics Minor

A student seeking the ethics minor is required to complete 18 credits. The following course is required:

PH 211, Ethical Theory and Moral Issues (3 credits)

Two of the following “applied ethics” courses are also required:

PH 215, Business Ethics
 PH 217, Bioethics
 PH 219, Environmental Ethics

In addition, the student must take nine credits from among the following courses:

Any additional applied ethics course offered by the Philosophy Department (i.e., PH215, PH217, or PH219)

PH 221, Appellate Legal Reasoning
 PH 301, Golden Age of Greece
 PH 305, Philosophy of Law
 PH 310, Political Philosophy
 PH 311, Metaethics

PH 400, Seminar in Philosophy (with appropriate content and approval of the Chair)

Any one course outside the Philosophy Department focusing on ethics, including: CO 107, Argument and Social Issues; CO 308, Communication Ethics and Freedom of Expression; SO 325, Social Work Ethics; BI 414, The Human Side of Medicine; or another course in ethics outside the Department and approved by the Chair of the Philosophy Department.

Physics

Eric Martell (Chair)

Physics Department Faculty

Full-Time: Eric Martell, Casey Watson

Physics is, in many ways, the oldest and most fundamental of the sciences. Physicists study the natural world - from the exceedingly small, trying to understand what the basic building blocks of everything are, to the astronomically big, trying to understand the history and structure of the universe as a whole, and everything in between. Studying physics will train you to think critically and to analyze and solve complex problems, skills which will serve anyone well in any career. Simply put, a major in physics can take you anywhere. Students majoring in physics go on to graduate schools in physics and engineering, positions in industry, business, and medicine, and become, among other things, researchers, professors, doctors, ministers, and MBA's.

Because of the myriad options that students with physics degrees have after graduation, the Physics department offers B.S. and B.A. degrees which are designed to fit each student's needs. Each physics major, in conjunction with his or her advisor, will choose a program of courses that will best serve their post-graduation plans. For those students who plan on advanced work in physics, engineering, or astrophysics, the coursework would be heavier on physics and mathematics. Students who want to pursue a career in

another field would take a core group of physics courses as well as certain upper-level courses in other areas (say, biology courses for a student going into biophysics or medicine, business courses for someone going into consulting, etc.). The necessary forms and some sample programs are available on the departmental web site. In general, each physics major will enroll in PY 151, PY 171, and MA 140 in the fall semester of the freshman year, and PY 152, PY 172, and MA 240 in the following semester, and then develop a program from there.

Major in Physics

To receive a B.A. or B.S. in Physics from Millikin University, a student must complete at least 36 hours in approved courses, where 27 hours will be a core set of physics courses, and the remaining 9+ hours must be at the 300 level or higher. The courses may or may not be in physics, but they must be agreed upon jointly between the student and the advisor before the end of the student's junior year. Regardless of the departments where the courses come from, whichever courses are chosen should reflect the academic rigor and emphasis on analytical thinking present in advanced physics courses. Students will also need to satisfy the college and university requirements for B.A. and B.S. degrees.

Required Courses

All Physics majors will take the following core courses:

Course Name	Course Number	Number of Hours
University Physics I	PY 151	3
Physics Laboratory I	PY 171	1
University Physics II	PY 152	3
Physics Laboratory II	PY 172	2
Modern Physics	PY 253	4
Experimental Physics I	PY 262	4
Analytical Mechanics	PY 352	3
Electromagnetism I	PY 403	3
Quantum Mechanics	PY 406	3
Senior Research	PY 482	2
	Total	27

Traditionally, a student will take PY 151/171 and 152/172, along with MA 140 and 240 (Calculus I and II) as a freshman. PY 253, 262, 351, 403, 406, and other advanced Physics courses will be offered every other year, in general, so when a student takes those courses will depend on when they enter the program. For example, a student entering in Fall 2010 would take PY 253 (and probably PY 325 – Mathematical Physics) in their sophomore year, PY 262, 403, and often PY 362 and 404 in their junior year, and then PY 352 and 406 in their senior year. All Physics majors are required to perform at least one semester of independent research as a senior, usually during the spring. A student also has the option of doing a more extensive project (which would cover both semesters) for more credit.

The following Mathematics and Chemistry courses (or their equivalent) are also required:

Course Name	Course Number	Number of Hours
Calculus I	MA 140	4
Calculus II	MA 240	4
Calculus III	MA 340	4
Differential Equations	MA 305	3
General Chemistry	CH 121	3
Intro Chemistry Lab I	CH 151	1
General Inorganic Chem.	CH 224	3
Intro Chemistry Lab II	CH 152	1
	Total	23

It is also highly recommended that Physics majors take at least one course in Biology.

Individualized Component

From this point on, the student will have a choice of how to complete their major. In consultation with their advisor, they will choose at least 9 additional hours (which is traditionally three courses), at the 300 level or higher, which best fit the student's career goals.

Some examples are given below:

1. Graduate School in Physics

A student wishing to attend graduate school in Physics would choose at least three (probably more) of the following courses:

Course Name	Course Number	Number of Hours
Mathematical Physics	PY 325	3
Physical Chemistry I/Lab	PY 303/CH 351	3-4
Physical Chemistry II/Lab	PY 304/CH 353	3-4
Experimental Physics II	PY 362	3
Electromagnetism II	PY 404	3

In addition, the student would most likely take:

Course Name	Course Number	Number of Hours
Linear Algebra	MA 303	3
Numerical Analysis	MA 313	3

Many Physics majors who attend graduate school in Physics also major in Mathematics, which would require additional Math courses.

2. Pre-medicine

A student wishing to attend medical school to pursue a career in medicine or in medical Physics, could take the following courses, in addition to any prerequisites:

Course Name	Course Number	Number of Hours
Genetics w/Lab	BI 300/350	4
Molecular and Cellular Biology w/Lab	BI 305/355	4
Biochemistry	CH 331	3
Comparative Anatomy	BI 301	5
Histology	BI 302	4
Molecular Genetics	BI 407	4
Advanced Cell Biology	BI 413	3

The specific set of courses needed for graduate school in the health professions will differ, depending on which field is of interest. These courses should be coordinated between the student, their academic advisor, and the pre-professional advisor.

3. Business/Consulting

A student wishing to go into business or pursue a career in consulting or finance (this is a somewhat popular option for students with graduate degrees in Physics, could choose from the following courses:

Course Name	Course Number	Number of Hours
Principles of Management	MG 300	3
Financial Markets and Institutions	FI 301	4
Investments	FI 352	3
International Trade and Finance	FI 354	3
Corporate Finance	FI 364	3
Marketing Principles and Practices	MK 300	3
Marketing Research	MK 320	3

Students wishing to earn a B.A. degree are required to meet the proficiency equivalent of three semesters of a modern language.

Students whose interests lie both outside as well as inside physics should consult with the Department Chair concerning double major or minor requirements.

Pre- Engineering Programs

In addition to offering a major in physics, the physics department also coordinates a dual-degree pre-engineering program, where a student would receive two degrees for five (or more) years of education – one from Millikin (usually in Physics) and one from Washington University in a chosen field of engineering. Students desiring to complete a dual-degree engineering program with Washington University should complete (at least) PY 151/171 and 152/172, MA 140, 240, 340, 305, and CH 121, 224, 151, and 152, in addition to a number of courses in the humanities and social sciences. These courses are also required for students desiring to transfer to an engineering program after two years of study at Millikin. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details. Students wishing to pursue a career in medicine or other health professions can also major in physics and follow a program developed jointly with the physics department as well as the director of pre-professional studies.

Minor in Physics

Students seeking a minor in physics must complete a minimum of 21 credits in physics courses, including Physics 151/171, 152/172, and nine credits at the 300 or 400 level. Note: PY 325, Mathematical Physics, can count towards the 21 credit requirement, but not the nine credit upper-level requirement.

Political Science

Bobbi Gentry (Acting Chair)

Political Science Department Faculty

Full-Time: David Jervis, Bobbi Gentry

Adjunct: Richard Dunn

Study Political Science at Millikin offers students opportunities of a lifetime. In Political Science, we have our students practice what they have learned in the classroom with our classes in Model Illinois Government, Model United Nations, and Moot Court. In our

courses, we offer a variety of topics involving real world problems and policy solutions. Our courses help to prepare students for a world of complex demands and inform students about the meaning of democratic citizenship.

By preparing our students for active citizenship and lifelong involvement, we are training the leaders of tomorrow. The skills that our students learn are thinking about their world in a critical way, writing and arguing in persuasive way, and studying research techniques in quantitative and qualitative methods to be able to evaluate the political world.

All students in our program are required to complete an internship which allows many of our students to make contacts for their future, practice the skills learned in the classroom, and preparing students for life after college.

We encourage our students to enhance their learning experience with study abroad programs, programs from the Washington Center for Internships, and a variety of extracurricular activities in a wide variety of Political Science student clubs and organization.

Major in Political Science

A student must complete 41 credits including the following courses:

Political Science 105 The American Political System

Political Science 221 Introduction to International Relations

Political Science 280 Methods of Political Research

(OR: Mathematics 120 Elementary Probability and Statistics AND Mathematics 220 Statistical Methods)

Political Science 371 Internship

Political Science 410 Political Science Professional Development

Political Science 450 Senior Thesis

Economics 100 Principles of Macroeconomics

Other courses may be chosen as electives according to the student's particular interest. For instance,

Students interested in International Relations could also take:

Political Science 220 Current American Foreign Policy

Political Science 320 International Law and Organizations

Political Science 321 Global Issues

Political Science 322 Topics in Comparative Politics

Political Science 323 Topics in World Politics

Political Science 324 Politics of the Developing World

Students interested in Legal Studies could also take:

Political Science 235 Introduction to the Criminal Justice System

Political Science 305 Philosophy of Law

Political Science 315 Supreme Court in American Politics

Political Science 330 Constitutional Law

Political Science 334 Civil Liberties and the Constitution

Students interested in American Politics/Public Policy could also take:

Political Science 224 Group Influence in America

Political Science 240 State and Local Government

Political Science 244 Campaigns and Elections

Political Science 248 The American Presidency

Political Science 340 The American Congress

Political Science 356 Topics in Public Policy

Minor in Political Science

A minor may be completed by fulfilling 21 credits of which at least nine are earned in courses numbered 300 or above. The Department strongly encourages minors to take PO 105 The American Political System. Students wishing to complete a minor must consult with the Department Chair.

Students interested in teaching political science in high schools should see the program in social sciences described in the History Department section of this Bulletin. These students are required to take Political Science 240 State and Local Government and Political Science 105 The American Political System.

Psychology

See listing under Behavioral Sciences

Spanish

See listing under Modern Languages

Sociology

See listing under Behavioral Sciences

College of Fine Arts

Interim Dean Laura Ledford • (217) 420-6499

Philosophy

The College of Fine Arts recognizes the importance of developing effective responses to both the aesthetic and intellectual aspects of human experience. The College views liberal education and professional competence in the arts as being goals closely related, compatible and worthy of lifelong pursuit. While the College offers career training in the techniques and disciplines unique to the artistic crafts and professions, it also prescribes for its majors those disciplines taught in other departments considered essential for rounding out the artist's education.

Mission

The College of Fine Arts is committed to the instruction of both aspiring professionals in the performing and creative arts and those who wish to enrich their aesthetic experience or to develop an avocation. Opportunities for all students to grow aesthetically and to increase in sensitivity to their cultural environment are provided by the College's curricular, co-curricular and extracurricular contributions to the campus and surrounding communities.

Learning Goals:

1. Promote the highest level of competence in craft while encouraging creative ability, critical judgment and persistent search for aesthetic and intellectual truth.
2. Instill in students an understanding of the theory and history as well as the practice of the arts.
3. Develop critical abilities of students in the fine and performing arts that enable them to continue beyond Millikin as life-long learners and professionals.
4. Foster in students a capability to engage the intellectual and emotional truths of the human experience reflected in the arts.

Art

Lyle Salmi, Chair

Art Education, K-12, B.F.A.*

Art: Studio, B.A, B.F.A.

Art Therapy, B.F.A.*

Graphic Design/Computer Art, B.F.A.

* Interdisciplinary major with degree by College of Fine Arts

School of Music

Stephen Widenhofer, Director

Music, B.A.

Music Business, B.M.

Music Education, B.M.

Instrumental emphasis

Music Education, B.M.

Vocal emphasis

Commercial Music, B.M.

Music Performance, B.M.

Instrumental emphasis

Music Performance, B.M.

Piano emphasis

Music Performance, B.M.

Vocal emphasis

Theatre and Dance

Laura Ledford, Chair

Musical Theatre, B.F.A.

Theatre, B.A.

Theatre, B.F.A.

Acting emphasis

Theatre, B.F.A.

Stage Management emphasis

Theatre, B.F.A.

Design/Technical emphasis

Theatre B.F.A.

Theatre Administration emphasis

Talent Awards

Talent awards are offered annually to entering students through evaluation of their achievements and competencies in music, theatre and dance at an audition, or in art through review of a portfolio containing examples of actual work, slides or photographs. These awards are offered on scheduled dates and by appointment throughout the year.

Further information and exact dates of auditions and portfolio reviews may be obtained by writing the Art Department, the Department of Theatre and Dance, or the School of Music or by calling Millikin's general information number at 1-800-373-7733,

then pushing 3 (in Illinois). Or phone the School of Music at 217-424-6300; Theatre and Dance at 217-424-6282; or the Art Department at 217-424-6227. See also www.millikin.edu/cfa.

Degree Requirements

Graduation Requirements: College of Fine Arts

All students in the College of Fine Arts are required to complete the University-wide requirements and the requirements for a major within the College.

Art

Lyle Salmi (Chair)

Art Department Faculty

Full-Time: Shelley Cordulack, Annette Russo, Lyle Salmi, James Schietinger, Edwin G. Walker

The Art Department is located in Kirkland Fine Arts Center. Five large studios, a photographic darkroom, a lighting studio, an art history lecture room, a projection room and three art galleries provide a total environment designed to enrich the educational atmosphere of each Millikin student. The ceramics and metal sculpture studios provide for ceramic and three-dimensional art experiences. Graphic design and computer graphics studios are located on the lower level of the Staley Library and offer ideal studio space for these important areas. Assessment of learning goals occurs constantly throughout the curricula but specifically during Sophomore and Senior reviews for all art majors. For details, please visit www.millikin.edu/art

State-of-the-art computer graphics equipment in the art program includes a variety of high-end Apple Macintosh systems. Additional equipment includes color printers, laser printers, video and digital cameras, and editing systems. Industry standard software including Photoshop, InDesign, Illustrator, and MacroMedia are taught to provide students with skills necessary to meet the demands of an ever-expanding technologically based society. Computers are the creative tools of choice for many artists today. Students need access to these tools in order to meet the demands of today's job market.

Perkinson, Studio and Lower galleries in Kirkland feature invitational exhibits of national prominence. A multi-media classroom supplements the teaching of art history and art appreciation courses.

Mission Statement

The mission of the Millikin University Art Department is to assist the evolution of talented students in the pursuit of excellence in the visual arts with a focus on the intellectual, aesthetic, and professional development of its students and faculty. The department emphasizes learning through individual attention in a positively oriented environment.

All students must submit a portfolio for review in order to be admitted into the program. In addition to being an admission requirement, the portfolio is also used to grant art talent awards. The B.A. degree requires 39 credits in art plus the B.A. requirements listed in the College of Arts and Sciences section of this Bulletin. The B.F.A. degree requires 60 to 70 credits in art plus a one-person senior show or in special circumstances, a collaborative group show.

Art: Studio Major

Students may choose either the Bachelor of Arts (B.A.) degree, or the Bachelor of Fine Arts (B.F.A.) degree. The B.A. degree requires at least 39 credits in art plus the B.A. requirements listed in the College of Arts and Sciences Section of this Bulletin. The B.F.A. degree requires 60 to 70 credits in art, in addition to presenting an exhibition of their work during their senior year. All art majors wishing to pursue the B.F.A. degree must successfully complete the sophomore review and maintain a minimum grade point average of 2.50 in their art classes. Listed below are the requirements for both degrees.

B.A. Learning Goals and Curriculum

Art Department learning goals are interwoven throughout the art student's academic curriculum beginning with mandatory foundation courses in Design and Drawing. The BA in Art is meant to be flexible allowing a student with an interest in art to explore possible areas of interest while anchoring their overall academic experience within the liberal arts environment. Specific goals for the BA Art major are as follows.

Personal Engagement: demonstrating an effort to gain personal growth and understanding.

Technical Skills: developing appropriate techniques with various art media.

Time Management: maximizing the use of time, creative energy, and resources.

Critical Analysis: formulating intelligent positive and negative responses to personal work as well as work of one's peers.

Professional: working towards a level of professionalism within ones art and consequently seeking out opportunities for professional experiences within ones discipline.

Bachelor of Arts (B.A.) Degree (124 credits)

AR Core Requirements: (27 credits)

AR103, 104 Drawing Orientation

AR 105, 106 Design Orientation

AR 304 Contemporary Art History

AR 381 Advanced Studio Practicum Capstone

Select three from the remaining five courses:

AR 301 Ancient & Medieval Art History

AR 302 European Art: 14th through 18th Century

AR 303 Modern Art: 19th & 20th Century

AR 305 Non-Western Art History

AR 360 Topics in Art History

Studio Electives (24-33 credits)

Choose from the following:

AR 121 Ceramics: Handbuilding
 AR 125 Graphic Design: Production Techniques
 AR 201 Computer Art and Design
 AR 241 Sculpture
 AR 213 Figure Drawing
 AR 215 Printmaking
 AR 217 Painting
 AR 331 Ceramics: Wheelthrowing
 AR 235 Beginning Photography

Sequential Elements (18 credits)

University Requirements
 IN140 University Seminar
 IN150 CWRR I
 IN151 CWRR II
 IN250 U.S. Studies
 IN250 U.S. Cultural Studies
 IN350 Global Studies
 IN400 CFA Captstone

Non-Sequential Elements

Quantitative Reasoning (choose one)

MA114 Functions
 MA117 Finite Math
 MA120 Elementary Problems & Statistics
 MA125 Math in the World
 MA140 Calculus I
 PS/SO201 Statistic Methods
 Natural Science (4 credits)
 Modern Language (0-12 credits) (must pass intermediate level)
 Oral Communication Reasoning
 Electives (39-45 credits)

BFA Learning Goals and Curriculum

Art Department learning goals are interwoven throughout and continually reinforced within the art student's academic curriculum beginning with mandatory foundation courses in Design and Drawing. The expectation for the BFA Art major is to develop a professional quality portfolio focusing on two main areas of interest and culminating in a senior exhibition. Specific goals for the BFA Art major are as follows.

Personal Engagement: demonstrating a commitment to the program, discipline of art, and individual artistic expression in an effort to gain personal growth and understanding.

Mastering Technical Skills: executing techniques at a professional level and understanding as applicable with various art media.

Time Management: making maximum use of time, creative energy, and resources in a professional manner.

Critical Analysis: formulating intelligent positive and negative responses to personal work as well as work of one's peers.

Professional: working towards a level of professionalism within ones art and consequently seeking out opportunities for professional experiences within ones discipline.

Bachelor of Fine Arts (B.F.A) Degree (124 credits)

AR Core Requirements: (48 credits)
 AR 103, 104 Drawing Orientation
 AR 105, 106 Design Orientation
 AR 304 Contemporary Art History
 AR 381 Advanced Studio Practicum Capstone

Select three from the remaining five courses:

AR 301 Ancient & Medieval Art History
 AR 302 European Art: 14th through 18th Century
 AR 303 Modern Art: 19th & 20th Century
 AR 305 Non-Western Art History
 AR 360 Topics in Art History

1st Area of Concentration: (12 credits minimum) sequence of four studio courses in one subject

2nd Area of Concentration: (9 credits minimum) sequence of three studio courses in one subject

Studio Electives: (28-30 credits) Choose from the following:

AR 121 Ceramics: Handbuilding
 AR 125 Graphic Design: Production Techniques
 AR 201 Computer Art and Design
 AR 241 Sculpture
 AR 213 Figure Drawing
 AR 215 Printmaking
 AR 217 Painting

AR 331 Ceramics: Wheelthrowing
AR 235 Beginning Photography

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Art Therapy Major

This major is offered for students who wish to prepare for a career, which uses art as a form of therapy. Successful completion of course requirements in art and psychology will enable the major to apply for positions in psychiatric institutions, hospitals, correctional facilities and other types of rehabilitation centers; or apply for entrance into select graduate schools to follow a program leading to a master's degree and certification as an art therapist.

The B.F.A. degree in Art Therapy requires 60 - 70 credits in art and 18 credits in psychology and a senior show.

Required Courses in Art:

AR 103, 104, Drawing Orientation
AR 105, 106, Design Orientation
AR 304, Contemporary Art History
AR 400, Art Therapy Seminar
AR 381 Advanced Studio Practicum Capstone

Select three from the remaining five courses:

AR 301, Ancient and Medieval Art History
AR 302, European Art: 14th through 18th Century
AR 303, Modern Art: 19th and 20th Century
AR 305, Non-Western Art History
AR 360, Topics in Art History

1st Area of Concentration (12 credits minimum) sequence of four studio courses in one subject

2nd Area of Concentration (9 credits minimum) sequence of three studio courses in one subject

(18 Studio Electives)

Required Courses in Psychology/Sociology:

Psychology 130, Introductory Psychology
Psychology 310, Principles of Psychopathology
Psychology 318, Personality Theory
Psychology 340, Lifespan Development
Sociology 370, Intervention with Individuals (does not exist currently as PS370) plus one additional 3-credit elective determined by student and advisor
Sociology elective
Psychology elective

Graphic Design/Computer Art Major

The graphic design/computer art major is designed to provide students with special skills, experiences and artistic guidance. These experiences introduce students to the world of visual communications. The program emphasizes commercial and computer graphic design relative to print and electronic media. Emphasis is placed on developing creative concepts, learning techniques and solving problems that will prepare students for future career opportunities. A special program for seniors provides them with client/designer experiences. Senior students design all types of collateral marketing and promotional material for various community businesses and organizations to give them solid work experience. Computer design training will place students at the forefront of technology and prepare them for the future of visual communication. The B.F.A. in Graphic Design/Computer Art degree requires 60 to 70 credits in art and a senior show.

Required Courses in Art:

AR 103, 104, Drawing Orientation
AR 105, 106, Design Orientation
AR 125, Graphic Design: Production Techniques
AR 201, Computer Art and Design
AR 225, Graphic Design: Illustration
AR 235, Introduction to Photography
AR 304, Contemporary Art History
AR 325, Graphic Design: Ad Agency
AR 326, 327, Computer Art and Design - Creative Concepts (3 credits total)
AR 425, Graphic Design: Portfolio

Select three from the remaining five courses:

AR 301, Ancient and Medieval Art History
AR 302, European Art: 14th through 18th Century
AR 303, Modern Art: 19th and 20th Century
AR 305, Non-Western Art History
AR 360, Topics in Art History

Studio Electives: (34-36 credits) Choose from the following:

AR 121 Ceramics: Handbuilding
 AR 241 Sculpture
 AR 213 Figure Drawing
 AR 215 Printmaking
 AR 217 Painting
 AR 331 Ceramics: Wheelthrowing

Major in Art, Specialist Teaching Certificate (K-12)

Students may qualify for certification to teach art at all grade levels in school, kindergarten through 12th grade. Such students must complete requirements for secondary education (see the teacher education section of this Bulletin) including general education and professional education courses. In addition, art students must complete:

AR 103, 104, Drawing Orientation (6)
 AR 105, 106, Design Orientation (6)
 AR 304, Contemporary Art History (3)
 AR 305, Non-Western Art History (3)
 AR 411, Secondary Art for Teachers (2)

Select two from the remaining four Courses: (6)

AR 301, Ancient and Medieval Art History
 AR 302, European Art: 14th through 18th Century
 AR 303, Modern Art: 19th and 20th Century
 AR 360, Topics in Art History
 AR 381, Advanced Studio Practicum Capstone

The B.F.A. degree in Art Education requires 60 to 70 credits in art to complete and a senior show.

All art majors undergo a portfolio evaluation during the second semester of their sophomore year and the first semester of their senior year. The evaluation takes place in front of the entire art faculty and provides the student with helpful insights on the content, direction and overall quality of their work.

School of Music

Stephen Widenhofer (Director)

School of Music Faculty

Full-Time: Jeremy Brunk, David H. Burdick, Daniel Carberg, Ronnie Dean, Guy Forbes, Helen Marshall Gibbons, Laurie Glencross, Theodore Hesse, Bradley A. Holmes, Georgia R. Hornbacker, Brian Justison, Kevin Long, Michael Luxner, Manley T. Mallard II, Tina Nicholson, Cynthia Oeck, Perry Rask, Randall G. Reyman, Gary Shaw, Neal Smith, Travis Stimeling, Terry Stone, Matthew Talbott, Catherine Ming Tu, Stephen Widenhofer, W. Ronald YaDeau

Part-Time: Mark Avery, Solomon Baer, Ann Borders, John Cardoni, Chee Hyeon Choi, Sharon Chung, Susan Cobb, Frances Daniels, Anne Davis, John DeGroot, Michael Engelhardt, Amy Flores, George Gentes, Bruce Gibbons, Beth Holmes, Sharon Huff, Hue Jeong Jang, Sonja Kassal, Joel Kelsey, Chung-Ha Kim, Matthew Leese, Nicole Leupp, Judith Mancinelli, Nicole Morgan, David Musick, Allen Myren, Douglas Phillips, Diana Rai, Christopher Reyman, Ryan Ross, Ricardo Sepulveda-Rodriguez, Charles Stark, Marion van der Loo, Lois YaDeau

Preparatory Department

Applied piano, band, string, wind instruments, voice available for children, youth and adults not enrolled in the university or not eligible for college credit.

Preparatory Faculty: Ann Borders, Jeremy Brunk, Daniel Carberg, Chee Hyeon Choi, Sharon Chung, Susan Cobb, Sandra Coryell, Frances Daniels, Bruce Gibbons, Helen M. Gibbons, Laurie Glencross, Beth Holmes, Georgia Hornbacker, Hue Jeong Jang, Sonja Kassal, Chung-Ha Kim, Mary Little, Manley Mallard, Judith Mancinelli, Melissa Miller, Thomas Miller, Jason Morgan, Tina Nicholson, Cynthia Oeck, Deonne Orvis, Perry Rask, Gary Shaw, Christine Smith, Neal Smith, Terry Stone, Marion van der Loo, Benjamin West, Lois YaDeau, W. Ronald YaDeau

Undergraduate degree programs are offered in accordance with the standards for admission and graduation established by the National Association of Schools of Music, in which Millikin holds membership. The degree programs are also accredited by the Illinois State Teacher Certification Board. Non-credit instruction is available to Millikin and non-Millikin students through the Preparatory Department.

Mission of the School

The mission of the School of Music is to develop the whole musician – artistically, intellectually, technically – through the integration of theory and practice in an environment in which students become active learners through contact with a faculty who themselves continue to grow as artists, scholars, and teachers.

Music Core Learning Goals

- Develop musical skills through listening, analysis, playing an instrument and/or voice
- Develop an understanding of music in an historical and cultural context

Each degree program has a subset of learning goals appropriate for major. Assessment of learning goals happens throughout the curricula but most formally in activities at the end of each year. For details visit the music website at www.millikin.edu/music.

General Information

Music students must successfully complete all University Studies and music core requirements, as well as the specific requirements of the curriculum they elect in the School of Music.

Students with adequate preparation in music normally complete all requirements in eight semesters; students with deficiencies may require additional time.

Candidates for the Bachelor of Music degree in Performance must present, at a minimum, a half solo recital during the junior year and a full solo recital during the senior year; Music Education majors must give a half solo recital. Those seeking the Bachelor of Music in Commercial Music must complete the senior project requirement. These recitals and projects must meet the minimum standards for excellence as established by the music faculty.

Bachelor of Music degree candidates in Performance and Music Education are required to pass an examination of functional keyboard skills, the Class Piano Barrier. The Barrier must be taken no later than the second semester of the sophomore year. All portions of the Barrier must be satisfied before student teaching arrangements can be finalized.

Successful completion of requirements in recital attendance (Music 100) is required of all majors, minors and students registering for applied music courses. Music education majors are exempt during the semester they student teach.

Students majoring in music must participate in a major organization each semester in residence, as needed. All those whose major area of performance is a wind or percussion instrument must enroll in band, string majors must enroll in orchestra, guitar majors must enroll in guitar ensemble, and voice majors must enroll in choir each semester in residence. Keyboard principals must enroll for band, orchestra, or choir; except for music education majors, they will replace these major organizations with MU360, Keyboard Accompanying and Ensemble, in semesters 3-6. They may elect to do so in semesters 7-8 as well. Percussion majors must also enroll in their appropriate respective ensembles.

Except as provided in the previous paragraph, all recipients of School of Music talent awards are required to participate in at least one major ensemble each semester.

Students studying private applied lessons will be charged a \$100 per credit hour fee. Students wishing to study privately in excess of degree requirements may enroll for lessons through the Preparatory Department on a space-available basis. Instrumentalists desiring applied study in voice are encouraged to enroll in Class Voice.

All course offerings in the School of Music may be used to fulfill music electives. Credits beyond those required in applied music and music organizations may be considered as music electives only with the consent of the Director of the School of Music.

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all University-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in this Bulletin for approved courses.

Special requirements for students certifying to teach are listed with the descriptions of those programs.

Music Core Requirements (Credits)

Music Theory 111, Theory (2)
Music Theory 112, Theory (2)
Music Theory 211, Theory (2)
Music Theory 212, Twentieth Century Music (3)
Music Theory 113, Ear Training (2)
Music Theory 114, Ear Training (2)
Music Theory 213, Ear Training (2)
Music Theory 214, Ear Training (1)
Music History 211, Survey of Western Music I (3)
Music History 314, Survey of Western Music II (3)
Music History 316, Introduction to Ethnomusicology (3)
Applied Music 100, Recital Attendance (every semester) (0)
Applied Music, Principal (8)
Applied Music, Secondary (2)
Music Organization (4)
Total 39

Minor in Music

A minor in music is available to students majoring in any of the University's colleges or schools.

Acceptance as a music minor is subject to a successful audition in an applied music area taught by the Millikin University School of Music faculty and to the approval of the Director of the School of Music. Music minors are required to adhere to the recital attendance policy of the School of Music and to participate in major ensembles as needed each semester.

Nine credits must be in music courses numbered 300 or above.

Courses (Credits)

Music Theory 111, Music Theory I (2)

Music Theory 112, Music Theory I (2)

Music Theory 113, Ear Training I (2)

Music Theory 114, Ear Training I (2)

*Applied music (in the area of proficiency demonstrated at entrance audition) (4-8)

**Major Ensemble (4-8)

Music 100, Recital Attendance (enroll every semester) (0)

Music History 211, Survey of Western Music I (3)

Upper-level music electives (1-9)

Total (must include 9 upper-level credits) (28)

*Vocalists may elect to enroll in Class Voice each semester, and are exempt from the Recital Attendance requirement.

**Definition of major ensemble described above

Concentration in Composition

The concentration in composition, while neither a major nor a minor, is designed to provide guidance and opportunity for those students interested in developing the creative attitudes, technical skills and evidence of achievement necessary for advanced academic work in music composition. It consists of 4 credits in composition plus the student's choice of two out of three upper-level theory courses. An additional 2-credit course in advanced composition is available as an elective. The suggested sequence is as follows:

Sophomore Year*Fall Semester*

Music Theory 201, Beginning Composition (1)

Spring Semester

Music Theory 202, Beginning Composition (1)

Junior Year*Fall Semester*

Music Theory 301, Intermediate Composition (1)

*Music Theory 311, Orchestration (2)

Spring Semester

Music Theory 302, Intermediate Composition (1)

*MT404, Special Topics in Analysis (3)

Senior Year*Fall Semester*

*Music Theory 403, Form and Analysis (3)

Spring Semester

**Music Theory 400, Composition (1-2)

*Choose two of these three courses, or elect all three.

**Elective.

Bachelor of Arts in Music

Students electing the Bachelor of Arts degree with a major in music must complete 50 credits in music plus the B.A. requirements listed in the College of Arts and Sciences section of this Bulletin as well as the campus-wide University Studies requirements. Music majors in the Bachelor of Arts curriculum are required to adhere to the recital attendance policy of the School of Music.

This degree will not qualify a student for state certification as a teacher of music.

Bachelor of Arts Learning Goal

- Demonstrate analytical and critical competence in multiple fields of inquiry within music and/or across disciplines.

Besides the Music Core and University Studies requirements, candidates must complete the following:

Course (credits)

Applied Music Electives (4) – 2 credits must be in piano if piano is not the principal instrument

Music organization in principal applied area (4)

Music electives (3)

Additional Requirements

English Literature (3)

Modern Language (4)

IN 400 B.A. Capstone (3)

Liberal Arts Electives (30)

Should include upper division music history or music theory course.

Degree total (124)**Individual Performance Studies**

Gary Shaw (Chair, Wind and Percussion Studies)

Michael Luxner (Chair, Orchestral Studies)

Helen Gibbons, (Chair, Voice and Keyboard Studies)

Performance studies involve the study and applied performance of music written for piano, voice, organ, guitar, violin, viola, violoncello, double bass, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, euphonium and the percussion instruments. Degree credit in applied music may be for one, two, or three credits per semester, depending upon the degree program. A \$100 per credit hour fee is charged.

Brass Coordinator, Randall Reyman
Keyboard Coordinator, Ronald YaDeau
Strings Coordinator, Georgia Hornbacker
Percussion Coordinator, Brian Justison
Voice Coordinator, Helen Gibbons
Woodwind Coordinator, Perry Rask

Major In Music Performance (B.M.)

This curriculum is designed to develop excellence in performance and to prepare for a career in performance or the private teaching of applied music.

By the end of the sophomore year, the student must pass a barrier examination to continue in the music performance curriculum.

Music performance majors may select a curriculum with a vocal, instrumental, or keyboard emphasis.

Music Performance Learning Goals

- Develop rigorous performance competency (solo and ensemble)
- Develop extended knowledge in history, theory and conducting
- Learn pedagogy and literature for the specific applied performance area

Vocal Emphasis

The major in music performance with a vocal emphasis requires 124 credits. Students must select a modern language (French and Italian are recommended) in the University Studies curriculum. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied Music, principal (14)
Applied Music, secondary (2)
Music 302, Survey of Solo Song Literature (2)
Music History Elective (3)
Music Theory 405, Conducting (2)
Music Theory Elective (3)
Music 132, 232 Opera Workshop (4)
Music Organization (4)
Applied Music 455, Vocal Pedagogy (1)
Applied Music 456, Vocal Pedagogy Practicum (1)
Applied Music 330, 430, Recital (0)
Music 460, Vocal Performance Seminar (2)
Music 211, 212, Foreign Language Diction (2)
Electives (9)

Degree total (124)

Instrumental Emphasis

The major in music performance with an instrumental emphasis requires 124 credits. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied Music, principal (14)
Applied Music, secondary (2)
Music Theory 405, Conducting (2)
Music Theory Electives (choose three from MT 311, 403, 404, 406, and MC 301) (7-9)
Small Ensemble (2)
Music Organization (4)
Applied Music, Teaching of Applied Music (2)
Applied Music 330, 430, Recital (0)
Music Electives (6) – no major organizations
Electives (8-12)

Degree total (124)

Piano Emphasis

The major in music performance with piano emphasis requires 126 credits. Students must select a modern language in the University Studies curriculum. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied Music, principal (14)
Applied Music, secondary (2)
Music Theory 403, Form and Analysis (3)

Music Theory 404, Special Topics in Analysis (3)
 Music Theory 405, Conducting (2)
 Commercial Music 301, Computers in Music (2)
 Music 360, Keyboard Accompanying and Ensemble (4)
 Music Organization 070, Small Ensemble (2)
 Applied Music 330, 430, Recital (0)
 Music 453, 454, Piano Pedagogy (4)
 Music 305, Survey of Piano Literature (2)
 Music History elective (3)
 Electives (10)
Degree total (126)

Music Industry Studies

David Burdick (Chair)

Major In Commercial Music (B.M.)

The commercial music curriculum is designed to prepare the student for a career in the creative side of the music industry. This program of study has sufficient breadth and flexibility yet allows the pursuit of a chosen specialty in the following areas: writing/arranging, recording studio technology, or performance.

Commercial Music Learning Goals

- Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation
- Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied music, principal (4)
 Music Organizations (4)
 Music Theory 405, Conducting (2)
 Music Theory 415, Commercial Theory (4)
 Commercial Music 101, Introduction to the Music Industry (3)
 Commercial Music 104, Introduction to the Recording Studio (3)
 Commercial Music 201, 202, Studio Techniques I, II (4)
 Commercial Music 275, Improvisational Styles (instrumentalists) (1)
 Commercial Music 276, Improvisation Lab (instrumentalists) (1)
 OR
 Commercial Music 277, 278, Commercial Vocal Styles (vocalists) (2)
 Commercial Music 301, Computers in Music (2)
 Commercial Music 311, Perspectives in Jazz and Rock Music (2)
 Commercial Music 401, Recording Engineering Practicum (2)
 Commercial Music 431, Production (3)
 Commercial Music 420, Senior Project (1)
 Electives (see below) (13-15)

Commercial music majors may fulfill the electives requirement by enrolling in the following MT, MC, ML and MO courses (assuming prerequisites have been met) or opt to take courses outside of music or from other music offerings. For the convenience of the student, courses are displayed below grouped in five specialty areas with each area representing a “mini” curriculum in a specific discipline. Students are free to take all courses in a specialty area or mix courses from any/all areas.

- Music Production
 - MT 416 Jazz/Commercial Theory II (3)
 - MC 303 Project Studio (2)
 - MC 409 Songwriting (3)
- Songwriting
 - MC 408 Songwriting (3)
 - MC 409 Songwriter’s Workshop (2) – may be taken more than once
- Recording Studio Technology
 - MC 403 Practicum II (3)
 - MC 402 Studio Techniques III (3)
 - MC 303 Project Studio (2)
- Arranging
 - MT 416 Jazz/Commercial Theory II (3)
 - MC 422 Jazz Ensemble Arranging (2)
- Performance
 - Applied Music, upper level (4)
 - MC 375, 376 Advanced Improvisational Styles (2)
 - Music Organizations beyond requirements (+)

Degree total (124)

Major in Music Business (B.M.)

The music business curriculum is designed to prepare the student for a variety of career opportunities in the music industry. The program of study includes a solid core of music and traditional business along with critical coursework that blends the two fields. Each student must complete a 3-credit internship in the music industry, chosen in consultation with the advisor and chair. Additional practical experiences are available through First Step Records, Millikin's record label and publishing company, and the Art and Entrepreneurship course sequence.

Music Business Learning Goals

- Gain field experience in music business
- Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities
- Demonstrate a basic understanding of music industry functionality, including the legal environment and the use of technology

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Music Theory 405, Conducting (2)
Music Organizations (4)
Commercial Music 101, Introduction to Music Industry (3)
Commercial Music 104, Introduction to Recording Studio (3)
Commercial Music 301, Computers in Music (2)
Commercial Music 312, Legal Issues in Music (3)
Commercial Music 450, Senior Seminar: Topics in Music Business (3)
Commercial Music 470, Music Industry Internship (3)
Subtotal (23)

Business Sub-Core

Accounting 230, Principles of Financial Accounting (3)
Entrepreneurship 340, Foundations of Entrepreneurship (3)
Marketing 300, Marketing Principles and Practices (3)
Management 300, Management and Administration (3)

Choose one of the following:

Management 360, The Art of Entrepreneurship (3)*
Marketing 307, Advertising and Promotional Strategies (3)
Marketing 310, Personal Selling (3)
MS240, Organizational Information Systems (3)
Finance 340, Introduction to Financial Management (3)

*If ET 360 is taken, the student is encouraged to complete the A&E sequence (ET361, 362, 363 for a total of 3 credits) which may also count as the internship experience.

Sub-Core Total (15)

Electives (11-13)

Degree total (124)

Music Education

Guy Forbes (Chair)

Major In Music Education (B.M.)

Policies for admission and retention of students in the teacher education program in music are determined by the Committee on Teacher Education Programs, one of the major standing committees of the University.

Students in the music specialist program will receive the specialist K-12 certificate (Type 10), which enables them to teach all music from Kindergarten through grade 12. Endorsements in other fields may be added to the specialist K-12 certificate with additional course work. See the Director of Teacher Education for details.

Music Education Learning Goals

- Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins
- Demonstrate the ability to deliver instruction successfully to diverse groups of students, and in a variety of musical contexts, using currently available materials and technologies
- Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching

Candidates for teacher certification in music must:

1. Meet University Studies requirements for graduation.
 2. Meet School of Music requirements for selected music education program and emphasis.
 3. Meet requirements in professional education as defined by the Committee on Teacher Education Programs (CTEP). Under School of Education see School of Education Checkpoints and Student Teaching Experience.
 4. Maintain a cumulative GPA in music of 2.7 (not counting MO classes).
 5. Earn a 'C' or better in the following Music Education classes:
 - a) ME 251 Introduction to Music Education
 - b) ME 341 Elementary Music Methods
 - c) ME 450 or ME 451 Secondary Music Methods
-

- d) ME 460 or ME 461 Music Education Seminar and Practicum
6. Pass the music education barrier exam for area of emphasis.
7. Complete the Class Piano Barrier Examination by either:
 - a) Earning a 3.0 gpa in the last two semesters of class piano, or
 - b) Passing all sections of the Class Piano Barrier Examination
8. Successfully complete the mid-program interview with the music education faculty.

University Studies Requirements

The following courses are required of all music education majors. University Studies requirements may differ from other degree programs.

Courses (Credits)

Sequential Program Elements
 University Seminar (3)
 Interdisciplinary 150 and 151, Critical Writing, Reading and Research I and II (6)
 U.S. Studies (3)
 Global Issues (3)

Non-Sequential Program Elements

Quantitative Reasoning (3)
 Natural Science with lab (4)
 Oral Communication (3)
 Total (25)

Besides the Music Core and University Studies requirements, candidates must complete the following:

Music Education Sub-Core Course (Credits)

Applied Music, Principal (3)
 Applied Music, Secondary (2)
 Applied Music 430, Senior Recital (0)
 Music Organization (3)
 Education 120, Introduction to American Education (3)
 Education 201, Human Development and Schools (3)
 Education 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (3)
 Education 424, Teaching Literacy in the Content Areas (1)
 Music Education 251, Introduction to Music Education (3)
 Music Education 341, Principles and Methods of Elementary Music Education (4)
 Music Education 470 Supervised Music Teaching (12)
 Music Theory 405, Conducting (2)
 Music Education 480, Senior Seminar (2)
 Sub-Core Total (44)

Vocal Emphasis

In addition to the courses required of all music education majors, the vocal music education major must complete:

Course (Credits)

Music Theory 408, Choral Conducting and Interpretation (3)
 Music 211, Foreign Language Diction (1)
 Music Education 151 Vocal Music Education Lab (2)
 Music Education 351, Principles and Methods of Middle Level Music Education (2)
 Music Education 400, Instrumental Methods Survey (3)
 Music 455, Vocal Pedagogy (1)
 Music Education 411, Piano Skills for Teaching Vocal Music (1)
 Music Education 451, Principles and Methods of Secondary Vocal Music Education (3)
 Music Education 453, Choral Techniques and Materials (2) OR
 Music Education 452, Advanced Curriculum Design: Elementary General Music (2)
 Music Education 461, Vocal Music Education Seminar and Practicum (2)
 Vocal emphasis total (21)

Degree total (128)

Instrumental Emphasis

In addition to the courses required of all music education majors, the instrumental music education major must complete:

Course (Credits)

Applied Music, Principal (1)
 Music Education 101, 102, 201, 202, 301, 302 Methods (9)
 Music Education 408, Vocal Methods (1)
 Music Education, 150, Laboratory Band (3)
 Music Education 450, Principles and Methods of Instrumental Music Education (3)
 Music Education 460, Instrumental Music Education Seminar and Practicum (4)
 Music Theory 311, Orchestration and Instrumentation (2)

Music Theory 406, Instrumental Conducting and Literature (3)

Instrumental emphasis total (26)

Degree total (134)

Preparation in a Second Area

Students in the music education degree program may take approved music electives that prepare them to teach in a second area.

Students considering this option are urged to carefully assess, with the Music Education Chair's approval and the advisor's assistance, their teaching interests and musical proficiencies, particularly those in the principal applied area.

Theatre and Dance

Laura Ledford (Chair)

Department of Theatre and Dance Faculty

Full-Time: Lori Bales, Mary Black, Jana Henry Funderburk, Laura Ledford, Kevin Long, Barbara Mangrum, Alex Miller, Angela Fledderman-Miller, Sean Morrissey, Denise Myers, Barry Pearson, Thomas Robson, Chris Wood

Part-Time: Ann Borders, Gary Shull

Mission Statement

Our mission as students, teachers, artists, and disciplined theatre professionals is to develop an intellectual and imaginative engagement with our audiences using the theatrical and dramatic arts as both method and subject of inquiry.

Through the rigorous practice of craft in the classroom and onstage, we investigate and interpret the spirit and intellect of the individual as well as the important ideas, peoples, and perspectives of the world.

Degree Programs

The Department of Theatre and Dance offers the Bachelor of Arts (BA) degree in Theatre, the Bachelor of Fine Arts (BFA) degree in Musical Theatre, and the Bachelor of Fine Arts (BFA) degree in Theatre with emphases in Acting, Design and Production, Stage Management, or Theatre Administration. Students in all degree programs must complete Millikin's University Studies requirements in addition to their course work in Theatre. All degrees are designed for students interested in pursuing careers in professional, academic, regional and community theatre. Minor degrees are offered in Dance and Theatre.

Students are admitted to the BFA programs in Theatre and Musical Theatre based upon auditions and/or interviews and only after being admitted to the University. After being admitted to any BFA program, students must pass a second audition/interview at the end of their first year in order to continue in the BFA program. Students admitted to the BFA program may be removed from the BFA program at any time at the discretion of the theatre faculty.

All degree programs in the Department of Theatre and Dance promote competent craftsmanship, creativity and the development of the individual artist within the context of a liberal education. Performance, in the broad sense, and the development of artistic responsibility are emphasized throughout a student's career.

For students studying in the BFA programs, there are five central goals:

1. Collaboration: brings students into work and learning relationships to realize that work is, by its nature, a shared undertaking.
2. Analysis: Experientially teaches advanced knowledge of disciplinary theory that enables students to translate texts into expressions within their chosen areas of focus.
3. Technique: equips students with the means to both express and explore important ideas in a global context within their chosen area of focus.
4. Professionalism: instills in students a set of ethical values that guide them as working professionals and educated individuals in a global society that will sustain them as artists and professionals in whatever endeavor they may choose.
5. Meaning and value: asks students to integrate all elements of their liberal education to create lives that are both professionally successful and personally meaningful.

Assessment of learning goals happens throughout the curricula but most formally in activities at the end of each year. For details see the website. Ample opportunities for performances and production work are available during the main stage season (typically 2 musicals, 2-3 plays, 1 opera and 1 dance concert). In addition to the main stage theatre season, students have performance and production opportunities through work in Pipe Dreams Studio Theatre, Children's Theatre, and activities off-campus. As upperclassmen, those in design and Production theatre may design for main stage productions. Three performance facilities are available for productions. Kirkland Fine Arts Center's 1,900-seat theatre is used for large musicals and dance performances. Albert Taylor Theatre, a 270-seat proscenium theatre, is the site of smaller musicals, plays, dance performances, and operas in the main stage season. Pipe Dreams Studio Theatre is a 90-seat experimental space, which serves as a laboratory for main stage and student-produced performances.

All BFA performance majors (musical theatre and acting emphasis) are required to audition for all main stage productions. BFA performance majors must formally petition the department chair to be excused from auditions. The departmental learning goals are imbedded in both the curriculum and the production experience, and a BFA student's commitment to the production process will be evaluated accordingly.

Major In Musical Theatre, B.F.A. Degree

The BFA in Musical Theatre requires 125 credit hours for graduation, 88 of which must be in the major area. In addition to completing University Studies requirements, musical theatre majors must complete the following:

Voice and Acting (35 credit hours)

8 credits in applied voice, or one credit per semester enrolled at Millikin. Private music lessons in voice will carry a \$100 per credit hour fee.

Theatre 141, Acting I (3)
 Theatre 142, Acting II (3)
 Theatre 240, Voice for the Stage (3)
 Theatre 241, Advanced Voice (3)
 Theatre 345, Acting: Advanced Scene Study I (3)
 Theatre 346, Acting: Advanced Scene Study II (3)
 Theatre 446, Acting: Musical Stage I (3)
 Theatre 447, Acting: Musical Stage II (3)
 Acting/applied voice electives (3)

Dance and Movement (16 credits)

Beginning Movement for Actors I (1)
 Beginning Movement for Actors II (1)
 Tap (2)
 Jazz (2)
 Dance 446, Theatre Dance I (2)
 Dance 447, Theatre Dance II (2)
 Ballet - 4 semesters, the first 4 semesters in the program (6 credits)

Music Support (18 credits)

2 credits in applied piano
 Music Theory 111, 112 (4)
 Ear Training 113, 114 (4)
 Theatre 337, Musical Theatre History and Literature I (3)
 Theatre 338, Musical Theatre History and Literature II (3)
 Theatre 339, Musical Theatre Repertoire I (1)
 Theatre 340, Musical Theatre Repertoire II (1)

Theatre Support (13 credits)

Theatre 131, Play Analysis (3)
 Theatre 242, Theatrical Make-up (1)
 Theatre 321, Directing I (3)
 Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre (3)
 Technical Theatre Course (3)
 Choose one of the following:
 Theatre 102, Introduction to Technical Theatre
 Theatre 151, Fundamentals of Lighting
 Theatre 152, Costume Construction
 Theatre 154, Scenic Construction

Dramatic Literature/Theory/Criticism (3 credits)**Theatre Electives (3 credits)****Theatre 101, 201, 301, Theatre Practicum (5 semesters, 0 credit)****Major In Theatre, B.F.A. Degree**

A **core** of eight courses (22 credits) is required of BFA students in Acting, Design and Production, Stage Management, and Theatre Administration emphases to insure a breadth of knowledge and an awareness of the history of theatre:

Core Requirements (22 credits)

Theatre 131, Play Analysis (3)
 Theatre 141, Acting I (3)
 Theatre 242, Theatrical Make-up (1)
 Theatre 255, History of Style (3)
 Theatre 321, Directing I (3)
 Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre (3)
 Theatre 336, Integrated Theatre Studies II: Modern and Contemporary Theatre (3)
 Technical Theatre Course (3)
 Choose one of the following:

 Theatre 102, Introduction to Technical Theatre*
 Theatre 151, Fundamentals of Lighting
 Theatre 152, Costume Construction
 Theatre 154, Scenic Construction
 *Design and Production majors do not take Theatre 102, Introduction to Technical Theatre

Acting Emphasis

The BFA in Theatre, Acting Emphasis requires 124 total credits to graduate, 79 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing this degree are required to complete the following:

Dance/Movement (8 credits)

Theatre 145, Beginning Movement I (1)
Theatre 146, Beginning Movement II (1)
Theatre 364, Advanced Movement for Actors (3)
Dance/movement electives (3 credits)

Voice Requirements (6 credits)

Theatre 240, Voice for the Stage (3)
Theatre 241, Advanced Voice (3)

Performance Requirements (16 credits)

Theatre 142, Acting II (3)
Theatre 341, Acting: Styles (3)
Theatre 345, Acting: Advanced Scene Study I (3)
Theatre 346, Acting: Advanced Scene Study II (3)
Theatre 448, Performance Problems (4)

Acting Electives (select 6 credits):

Theatre 342, Acting: Ensemble: Theory and Practice (3)
Theatre 343, Acting: Mask Characterization (3)
Theatre 344, Acting: Improvisation (3)
Theatre 446, Acting: Musical Stage I (3)
Theatre 447, Acting: Musical Stage II (3)
Theatre 349, Auditions (3)
Theatre 350, Advanced Acting Styles (3)
Theatre 362, Stage Dialects (3)
Seminars or special topics classes at the 300 or 400 level

Dramatic Literature/Theory/Criticism (9 credits)

Theatre Electives (12 credits)

Theatre 101, 201, 301, Theatre Practicum (5 semesters, 0 credit)

Design and Production Emphasis

The BFA in Theatre, Design and Production emphasis requires 124 credits, 81 of which are in the major. In addition to fulfilling the University Studies and Theatre core, students must complete the following:

Design & Production required courses (26 credits)

Theatre 135, Elements & Principles of Design (3)
Theatre 491,492 Design & Production Cornerstone Project (3)
Theatre 496, Design & Production Capstone Project (3)
Theatre 115, 215, 315, 415, Theatre Laboratory: Mainstage (8)
Topics in Art History, 300 level (3)
Two technical theatre courses not taken as part of the Theatre BFA Core (6)
 Choose two of the following:
 Theatre 151, Fundamentals of Lighting (3)
 Theatre 152, Costume Construction (3)
 Theatre 154, Scenic Construction (3)

Design & Production Studios (choose 21 credits from the following)

Theatre 109, Drawing for Theatre (3)
Theatre 220, Sound for Theatre (3)
Theatre 221, Rendering Techniques (3)
Theatre 251, Drafting for Theatre (3)
Theatre 252, Scenic Design for Theatre (3)
Theatre 351, Costume Design (3)
Theatre 352, Stage Lighting for Theatre (3)
Theatre 354, Costume History (3)
Theatre 356, Special Topics in Costume (3)
Theatre 358, Special Topics in Lighting (3)
Theatre 451, Theatre Props (3)
Theatre 452, Scenic Painting (3)
Theatre 453, Technical Direction (3)

Dramatic Literature/Theory/Criticism (9 credits)

Theatre Electives (3 credits)

All BFA in Theatre, Design & Production Emphasis students are required to do production work every semester while at Millikin. All students shall maintain a portfolio for yearly review. Upper-class students may be asked to design one or more main stage productions.

Stage Management Emphasis

The BFA in Theatre, Stage Management Emphasis requires 124 credits to graduate, 79 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing this degree are required to complete the following:

Support Courses (16 credits)

Theatre 135, Elements and Principles of Design (3)

Theatre 251, Drafting for Theatre (3)

Additional Design and Production courses:

Lights (3)

Costumes OR Scenery (3)

Sound (3)

Choose TH 220, CO 314, or MC 104

Dance technique/appreciation (1)

Additional Requirements (13 credits)

Music Theory 111, Music Theory (2)

Music Theory 112, Music Theory (2)

Communications 101, Intro to Communication Theory (3)

Communications 341, Organizational Culture (3)

Information Systems 120, Intro to Computers and Info Systems (3)

Stage Management Projects/Internships (7 credits)

Theatre 115 and 215, Theatre Lab Mainstage (2):

Assistant Stage Manage two productions for one credit each

Theatre 493, 494, Advanced Directing Projects (3):

Stage Manage first production for one credit

Stage Management Capstone production for two credits

Theatre 470, Theatre Internship (2):

Two Stage Management internships at Kirkland Fine Arts Center or off-campus

Dramatic Literature/Theory/Criticism (12 credits)**Theatre Electives (9 credits)****Theatre 101, 201, 301, Theatre Practicum (5 semesters, 0 credit)****Theatre Administration Emphasis**

The BFA in Theatre, Theatre Administration Emphasis requires 124 credits to graduate, 77 of which are in the major. In addition to completing the University Studies and the BFA in Theatre core requirements, students pursuing this degree are required to complete the following:

Support Courses (13 credits)

Theatre 135, Elements and Principles of Design (3)

Design and Production courses:

Lights (3)

Sound (3)

Choose TH 220, CO 214, or MC 104

Music History 100, 101 or 110

-OR-

Art 101, Intro to Visual Culture (3)

Dance technique/appreciation (1)

Additional Requirements (22 credits)

English 210, Business and Professional Writing (3)

Accounting 210, Principles of Accounting (3)

Communications 251, Intro to Public Relations (3)

Entrepreneurship 260, Create and Lead (1)

Marketing (300 or above level Marketing course) (3)

Management 300, Principles of Management (3)

Entrepreneurship 340, Foundations of Entrepreneurship (3)

Entrepreneurship 380, The Art of Entrepreneurship (3)

Theatre Administration Projects/Internships (5 credits)

Choose (3) credits from the following:

Theatre 470, Theatre Internships (1-3)

OR

Theatre 390, Pipe Dreams Studio Theatre (1-3)

Theatre 470, Capstone Internship (2)

Dramatic Literature/Theory/Criticism (6 credits)

Theatre Electives (9 credits)**Theatre 101, 201, 301, Theatre Practicum (5 semesters, 0 credit)****Major in Theatre, B.A. Degree**

The Bachelor of Arts Degree in Theatre is designed for the student who desires broad exposure to all aspects of theatre and drama, as well as the option to pursue a second major in another program of study.

The BA: Learning Goals

All five learning goals for the BA program are defined here individually, but are integrated and sequenced throughout students' experiences in the BA Theatre major. Inherent in the program is a commitment to give students a broad exposure to all aspects of theatre and drama. There really is no "typical" BA theatre student. Each student is encouraged to create an individual plan of study through choice of production experiences, electives, and/or additional course work. While the five learning goals are retained from the BFA programs, the individuality of students in the BA program requires more breadth in each goal.

1. Collaboration: emphasized in the first year and continued throughout a students' experience, collaboration refers to students' abilities to participate in the production process. Participating effectively is emphasized as opposed to having a proficiency in a single area.
2. Analysis: an element heavily focused on in Play Analysis (the introduction to the discipline course), analysis is a continued focus ultimately requiring fluency in historical, literary and theoretical traditions.
3. Technique: technique challenges students to express and explore ideas and actions in various methods of expression within their areas of interests. These methods vary with each student's individual focus.
4. Professionalism: an essential element for all majors, professional experiences for students in the BA major build work related values that define students' conduct in the classroom and within their individual areas of emphasis. Not all BA majors will be professional in the same manner. Some will be dramaturges; others will go on to graduate schools.
5. Meaning and Value: as an element, meaning and value asks students to integrate all elements of their liberal education to create lives that are both professionally satisfying and personally meaningful.

In addition to the University Studies requirements, the BA in Theatre requires 45 credits in the major, including the following courses:

Theatre Courses (30)

Theatre 131, Play Analysis (3)

Theatre 141, Acting I (3)

Theatre 142, Acting II (3)

Technical Theatre Course (3)

Choose one of the following:

Theatre 102, Introduction to Technical Theatre

Theatre 151, Fundamentals of Lighting

Theatre 152, Costume Construction

Theatre 154, Scenic Construction

Theatre 321, Directing I (3)

Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre (3)

Theatre 336, Integrated Theatre Studies II: Modern and Contemporary Theatre (3)

Additional Design and Production courses (6)

IN400, Fine Arts BA Capstone (3)

Dramatic Literature/Theory/Criticism (9 credits)**Theatre Electives (6 credits)****Theatre 101, 201,301, Theatre Practicum (5 semesters, 0 credit)**

Students in the BA program can and are encouraged to participate in productions each semester. In addition, students must fulfill the modern language requirement listed for the BA degree in the College of Arts and Sciences section of this Bulletin.

Theatre Minor

To receive a minor in Theatre, a student must complete 21 credits in theatre courses including the following:

Theatre 131, Play Analysis

Theatre 141, Acting I

Theatre 102, Introduction to Technical Theatre

Theatre 321, Directing I

Additional courses will be arranged and approved by the Department Chair. Minors are encouraged to contribute to the production program.

College of Professional Studies

Interim Dean Deb Slayton • (217) 420-6774

The College of Professional Studies (CPS) is committed to practiced performance in the development of professionals who engage in active learning to acquire knowledge. This performance learning advances scholarly endeavors and supports the development of partnerships within communities.

Dedicated to high personal achievement in professional fields, life-long learning and the promotion of excellence in higher education, CPS students enjoy the combination of a dynamic liberal arts curriculum and professional educational core courses designed to provide excellence in education while preparing them for their professional fields.

The CPS graduates from the Department of Exercise Science & Sport, the School of Education, and the School of Nursing shape the future of the professions in which they practice.

Practiced performance. It is one of Millikin's ... and the College of Professional Studies' ... hallmarks.

Mission of the College of Professional Studies

The College of Professional Studies embraces the mission of Millikin University in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value.

The mission of the College of Professional Studies is to develop professionals who engage in active learning while acquiring knowledge, applying theoretical concepts to practiced performance, supporting the development of partnerships within communities, and shaping the future of the professions in which they practice.

Exercise Science and Sport

Chair: Don Luy (217-420-6625)

Exercise Science and Sport Faculty

Full-Time: Tina Cloney, Tisha Hess, Tim Littrell, Don Luy, Eric Streeter, Thad Walker, and Linda Watson

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

Administrative Assistant: Stacey Hedden

Developing skills, habits, and attitudes that promote health and wellness is strongly recommended for all students. The Department of Exercise Science and Sport prepares professionals to provide care for athletes, direct physical education in a school setting, and lead fitness and sport organizations.

Accreditation and Approval

The Millikin University Physical Education, Specialist-(kindergarten through grade twelve) program is a nationally recognized teacher certification program.

Millikin University is recognized as a teacher education institution by the Illinois State Board of Education and the State Teacher Certification Board. Its eleven approved programs are nationally recognized by their individual Specialized Professional Associations (SPA). The last onsite review was in Spring 2010. The School of Education has national accreditation through the National Council for Accreditation of Teacher Education (NCATE). 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).

The Millikin University Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Degree Programs

Students may elect a program leading to either the Bachelor of Arts or Bachelor of Science Degree. The department offers four major programs:

- Athletic Training
- Health, Fitness and Recreation
- Physical Education/Teacher Certification
- Sport Management

Department Mission

The department of Exercise Science and Sport prepares students for careers in physical education, athletic training, health, fitness and sport. The intentional combination of classroom instruction and performance opportunities encourages students to acquire the knowledge and skills to achieve professional success and engage the community in professional service.

Department Policies

Students shall refer to the program handbooks for specific guidelines related to each major.

Physical Education Major/Teacher Specialist Certification K – 12

In collaboration with the School of Education, the Exercise Science and Sport Department offers courses leading to eligibility for a State of Illinois teaching certification in K-12 Physical Education and endorsements in Health and Driver Education.

Illinois requires that all candidates for an initial teacher's certificate complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Certification Testing System examinations in basic skills (grammar, reading, writing, mathematics), content knowledge in the major field before student teaching and the Assessment of Professional Teaching.

Teacher Certification

In addition to the required departmental course work, students seeking teacher certification must complete the University requirements for graduation, professional education core of courses required by the School of Education, and pass required Illinois State Board of Education examinations. Academic standards are required for admission into the School of Education, including a minimum GPA of 2.7. Specific requirements are outlined in the School of Education section of this Bulletin.

Students who complete this program will be eligible for teacher certification in Physical Education and will receive an Illinois Type 10 Specialist certificate (grades K-12). Students are encouraged to also complete required coursework and content area examinations for both the Health and Driver Education endorsements.

Required Courses for Teacher Certification:

Exercise Science 011, Dance and Creative Movement (1)

Exercise Science 012, Court Games (1)

Exercise Science 013, Field Games (1)

Exercise Science 014, Individual Activities (1)

Two credits from:

- Exercise Science 015, Aquatic Fitness (1)

- Exercise Science 016, Fitness and Strength Training (1)

- Exercise Science 017, Fitness Development (1)

Exercise Science 130, Prevention and Treatment of Athletic Injuries (3)

Exercise Science 140, Standard Red Cross First Aid (2)

Exercise Science 160, Personal and Community Health (3)

Exercise Science 202, Introduction to Safety Education (3)

Exercise Science 204, Foundations of Physical Education (3)

Exercise Science 310, Kinesiology (3)

Exercise Science 401, Methods in Elementary Physical Education (3)

Exercise Science 425, Secondary Curriculum Development of Physical Education (3)

Exercise Science 431, Adaptive Physical Education (2)

Exercise Science 436, Evaluation and Measurement in Physical Education (2)

Exercise Science 490, Majors Senior Capstone (1)

Health Endorsement

School of Education students may add the Health Endorsement to either a secondary teaching certificate or a specialist-teaching certificate. A minimum of twenty-four credit hours of health specific course work and passing of the Health Content examination is required to add the endorsement to an Illinois teaching certificate. Specific course work for the endorsement follows:

Required courses for Health Endorsement: (11 credit hours)

ES 140, Standard Red Cross First Aid (2)

ES 160, Personal and Community Health (3)

ES 402, Curriculum Development and Evaluation in Health Education (3)

ES 428, Topics: Community Health Problems and Practices (3)

Select ten to thirteen credit hours from the courses listed below:

ES 200, Drugs in our Society (1)

ES 202, Introduction to Safety Education (3)

ES 321, Health and Pollution (2)

ES 324, Human Sexuality and Family Life (2)

ES 325, Growth and Development (2)

ES 328, Health-Related Nutrition (2)

ES 360, Topics in Health (3)

ES 433, Programs in School Health (2)

BI 102, Human Biology (3)

BI 102, Biochemistry of Food (3)

BI 108, Attributes of Life (3)

BI 130, Environmental Biology (4)

BI 204, Essentials of Anatomy and Physiology (4)

BI 320, Field Ecology for Teachers (4)

ED 237, Health, Nutrition, and Welfare of Young Children (3)

NU 102, Medical Terminology (3)

NU 160, Holistic Wellness (3)

Select zero to three credit hours from the courses listed below:

PS 130, Introductory Psychology (3)

PS 310, Principles of Psychopathology (3)

PS 340, Lifespan Development (3)

CO 100, Interpersonal Communication (3)

CO 331, Relational Communication (3)

SO 232, Deviant Behavior (3)

SO 310, Racial and Ethnic Group Relations (3)

SO 315, Human Behavior and Social Environment (3)

SO 321, Community Mental Health (3)
SO 351, The Family (3)

Any additional health and environment course approved by the Chair of the Exercise Science and Sport Department.

Driver Education

To add the Driver Education endorsement to either a secondary or specialist teaching certificate, specific course work is required by the State of Illinois. Specific course work includes a minimum of 16 hours of course work as follows:

Required Courses for Driver Education:

Exercise Science 202, Introduction to Safety Education (3)
Exercise Science 301, Driver Education (3)
Exercise Science 422, Advanced Driver Education (2)

Select any combination of courses to total eight credit hours:

Exercise Science 140, Standard Red Cross First Aid (2)
Exercise Science 160, Personal and Community Health (3)
Exercise Science 424, Instructional Materials (2)
Education 310, Creating Communities of Learners or a 300 level course (or above) in Sociology or Psychology (3)

Physical Education as a Second Teaching Field:

School of Education students completing a teacher education program can earn an additional endorsement to teach physical education by completing the following suggested requirements to total a minimum of 24 semester hours. In addition, the student must pass the Physical Education Content Test to be endorsed to teach physical education.

Required Courses for Physical Education as a Second Teaching Field:

BI 204, Essentials of Anatomy and Physiology (4)
ES 204, Foundations of Physical Education (3)
ES 325, Growth and Development (2)
ES 425, Secondary Curriculum Development of Physical Education (3)
ES 436, Evaluation and Measurement in Physical Education (2)

Select one of these courses:

ES 140, First Aid (2)
ES 130, Prevention/Treatment of Injuries (3)

Select one of these courses:

ES 310, Kinesiology (3)
ES 410, Physiology of Exercise (3)
ES 418, Principles of Strength and Conditioning (3)

Select four to five credits to make a total of 24:

ES 011, Dance/Creative Movement (1)
ES 012, Court Games (1)
ES 013, Field Games (1)
ES 014, Individual Activities (1)
ES 017, Fitness Development (1)
ES 328, Health-Related Nutrition (2)
ES 431, Adaptive Physical Environment (2)

Athletic Training Major

Mission Statement

The mission of the Athletic Training Program (ATEP) within the College of Professional Studies at Millikin University is to provide quality education for students wishing to become certified athletic trainers. Through a combination of both didactic and practical learning experience, the program guides students through acquisition of the knowledge and skills necessary for success on the Board of Certification (BOC) examination and for success at entry-level positions in the field of athletic training.

Learning Outcomes for Athletic Training Major

All students in the Athletic Training Major will:

1. Acquire didactic and clinical knowledge and skills relating to the prevention, treatment, rehabilitation, and protection of injuries sustained in the active population.
2. Engage in clinical experiences that promote professional and personal citizenship
3. Adhere to a code of conduct that ensures appropriate ethical and behavioral decorum.

Admission into the Athletic Training Program

The Department of Exercise Science and Sport has established standards for admission to and retention in the Athletic Training Education Program. Admission into the program is selective and the number of students selected is dependent on the number of spots opened by graduation or attrition from the previous year. Students are encouraged to begin the application process early in their freshman year for admission, beginning fall semester of their sophomore year. Students are notified in early summer of their admission status. Top students are admitted into the program based on the following criteria:

1. Hold sophomore or equivalent standing.
2. Submit a written application to the Athletic Training office.
3. Earn a letter grade of B or higher in ES130 (Prevention and Treatment of Athletic Injuries) and ES140 (Standard Red Cross First Aid).
4. Earn a cumulative grade point average of 2.5 or higher at the completion of two semesters of college.

5. Complete 100 hours of satisfactory clinical observation under the supervision of the university's athletic training staff.
6. Complete an admission interview with a panel made up of the athletic training staff and current athletic training students.

Transfer Students

Students transferring to Millikin may be admitted to the program provided that they fulfill all the program admission requirements. Course work completed at another institution will be evaluated by the registrar and athletic training program director to determine whether the course objectives coincide closely with the course objective of any course required in the athletic training education program.

Athletic Trainer Certification

To become a certified athletic trainer (ATC) a student must satisfy all requirements set by the Board of Certification (BOC) and pass a national certification exam. Only students graduating from a program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) are eligible to sit for the national certification exam. The Athletic Training Education Program at Millikin University is a fully accredited CAATE program.

Required Courses for Athletic Training Major:

Exercise Science 130, Prevention/Treatment of Athletic Injuries (3)
Exercise Science 140, Standard Red Cross First Aid (2)
Exercise Science 141, Practicum in Athletic Training I (2)
Exercise Science 160, Personal and Community Health (3)
Exercise Science 203/ 205, Essentials of Organic Chemistry (4)
Exercise Science 234, Recognition and Evaluation of Athletic Injuries I (3)
Exercise Science 235, Recognition and Evaluation of Athletic Injuries II (3)
Exercise Science 241, Practicum in Athletic Training II (2)
Exercise Science 310, Kinesiology (3)
Exercise Science 311, Therapeutic Modalities (3)
Exercise Science 328, Health-Related Nutrition (2)
Exercise Science 332, Therapeutic Exercise (3)
Exercise Science 341, Practicum in Athletic Training III (2)
Exercise Science 342, Practicum in Athletic Training IV (2)
Exercise Science 410, Physiology of Exercise (3)
Exercise Science 418, Principles of Strength and Conditioning (3)
Exercise Science 441, Practicum in Athletic Training V (2)
Exercise Science 450, Athletic Training Administration (2)
Exercise Science 472, Internship in Sport Medicine (3)
Chemistry 121, General Chemistry (3)
Biology 206, Anatomy and Physiology I (5)
Biology 207, Anatomy and Physiology II (4)
Psychology 130, Introduction to Psychology (3)
Psychology Elective (3)
Nursing 102, Medical Terminology (3)
Nursing 311, Health Assessment (3)
Chemistry 314, Pharmacology (3)
And activity courses to total 3 credits.

Health, Fitness and Recreation Major**Mission Statement**

The Bachelor of Science and Bachelor of Arts degrees in Health, Fitness, and Recreation encompass both practical experience and evidence-based research to prepare students for professional success in the health, fitness, and recreation fields.

Students will effectively apply their knowledge, skills, and abilities to advance health promotion, disease prevention, sport performance and recreation activities.

Learning Goal

The Health, Fitness and Recreation major will prepare students to mobilize resources and effectively plan, coordinate, deliver and evaluate education messages, activities and programs to diverse populations.

Learning Outcomes for Health, Fitness and Recreation Major

Upon completion of the Exercise Science & Sport *Health, Fitness, & Recreation* program, the student will accomplish the following learning goals:

1. Learning Goal 1: Effectively communicate health, fitness, and recreation information to clients and organizations.
2. Learning Goal 2: Effectively assess individual fitness levels; and, evaluate health, fitness, and recreation activities
3. Learning Goal 3: Effectively design health, fitness, and recreation programs by using assessment data and current research
4. Learning Goal 4: Instruct individuals and groups in a variety of activities through the application of fundamental principles of health, fitness, and recreation
5. Learning Goal 5: Apply safety procedures in accordance with federal, state, and local guidelines; and manage emergency situations

Required Courses for Health, Fitness and Recreation Major:

Exercise Science 130, Prevention and Treatment of Athletic Injuries (3)
Exercise Science 140, Standard Red Cross First Aid (2)
Exercise Science 160, Personal and Community Health (3)

Exercise Science 202, Introduction to Safety Education (3)
 Exercise Science 206, Foundations of Health, Fitness and Recreation (3)
 Biology 204, Essentials of Anatomy and Physiology (4)
 Exercise Science 300, Event and Venue Management (3)
 Exercise Science 310, Kinesiology (3)
 Exercise Science 320, Sport Skills Instruction (3)
 Exercise Science 325, Growth and Development (2)
 Exercise Science 328, Health-Related Nutrition (2)
 Exercise Science 330, Practicum in Health Promotions (3)
 Exercise Science 410, Physiology of Exercise (3)
 Exercise Science 418, Principles of Strength and Conditioning (3)
 Exercise Science 436, Evaluation and Measurement in Physical Education (2)
 Exercise Science 460 Practicum in Personal Fitness (3)

Choose 3 credits from the following:

Exercise Science 350, Practicum in Sport Performance (3)
 Exercise Science 351, Practicum in Recreation (3)
 Exercise Science 352, Practicum in Group Fitness (3)

Total Required Credit Hours (48)

Sport Management Major

Mission Statement

The Bachelor of Science and Bachelor of Arts degrees in Sport Management delivers a foundation of study in the sport industry, its products and services preparing students through active learning to effectively lead sport organizations.

Learning Goals for Sport Management

The Sport Management major goals are to

1. Prepare students to mobilize resources and effectively plan, organize, lead and evaluate sport organization activities and programs delivered to diverse populations.
2. Develop competent leaders for careers in the various segments of the sport industry,

Learning Outcomes for Sport Management

Upon completion of the Exercise Science & Sport department program in Sport Management the student will:

1. Demonstrate competency in the Commission on Sport Management Accreditation (COSMA) Common Professional Component topical areas.
2. Critically analyze issues and problems related to sport organizations.
3. Effectively plan activities and programs by using market data and current research.
4. Demonstrate the capacity to synthesize and apply knowledge in integrative experiences.
5. Apply principles of risk management to sport organizations

Required Courses for Sport Management:

Exercise Science 120, Sport Technology (3)
 Exercise Science 131, Sport Management Practicum I (2)
 Exercise Science 160, Personal and Community Health (3)
 Exercise Science 202, Introduction to Safety Education (3)
 Biology 204, Essentials of Anatomy and Physiology (4)
 Exercise Science 210, Foundations of Sport Management (3)
 Exercise Science 231, Sport Management Practicum II (2)
 Exercise Science 281, Intercollegiate Athletics (2)
 Exercise Science 300, Event and Venue Management (3)
 Exercise Science 331, Sport Management Practicum III (2)
 Exercise Science 400, Sport Marketing (3)
 Exercise Science 420, Sport Management Practicum IV (2)
 Exercise Science 475 or 476, Sport Management Internship (3)
 Exercise Science 482, Global Sport Issues (3)
 Management 100, Introduction to Business (3)
 Economics 120, Principles of Economics (3)
 Accounting 210, Accounting for Entrepreneurs (3)
 Management 300, Principles of Management (3)
 Marketing 300, Principles of Marketing (3)
 Business or Communications elective (3)

Total Required Credit Hours (56)

School of Education

Director: Nancy Gaylen (217-424-3790)

Early Childhood, Elementary, and Professional Education Department Faculty

Full-Time: Ray Boehmer, Joyce Bezdicsek, Myrel Cooke, Nancy Gaylen, Christie Magoulas, Connie Newton, Ngozi Onuora, Georgette Page, Felicity Williams, Marilyn Yokel

Adjunct Faculty: Listed at www.millikin.edu/education

Early Childhood, Elementary, and Professional Education Department Staff

Administrative Assistant: Starla Street

Certification Officer: Becky Massey

Accreditation and Approval

Millikin University is recognized as a teacher education institution by the Illinois State Board of Education and the State Teacher Certification Board. Its eleven approved programs are nationally recognized by their individual Specialized Professional Associations (SPA). The last onsite review was in Spring 2010. The SOE has been nationally accredited through the National Council for Accreditation of Teacher Education (NCATE). 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 certificate complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Certification Testing System exams in basic skills (grammar, reading, writing, mathematics), content knowledge in the major field before student teaching and the Assessment of Professional Teaching. Millikin University has the following nationally recognized teacher certification programs:

- Art Education-(kindergarten through grade twelve) (State of IL approved)
- Early Childhood Education-(0-grade 3) NAEYC
- Elementary Education-(kindergarten through grade nine) ACEI
- English Language Arts Education-(grades six through twelve) NCTE
- Mathematics Education-(grades six through twelve) NCTM
- Music Education-(kindergarten through grade twelve) NASM
- Physical Education, Specialist-(kindergarten through grade twelve) NASPE/AAHPERD
- Science Education: Biology-(grades six through twelve) NSTA
- Science Education: Chemistry-(grades six through twelve) NSTA
- Social Science Education: History-(grades six through twelve) NCSS
- School Nurse Certificate-School Service Personnel-(kindergarten through grade twelve) (State of IL approved)

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 teachers who live, learn and teach respect for themselves and others and establish caring, empathetic interactions that promote students' intellectual, social and personal development.

The theme of teacher education at Millikin—*Journey Toward Excellence in Teaching and Learning*—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, teacher 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 teacher-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 1]
- The teacher-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 10]

The professional educator creates communities of learning.

- The teacher-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 2]
 - The teacher-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 3]
 - The teacher-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 5]
 - The teacher-learner fosters critical thinking, active inquiry, collaboration and supportive interaction in the classroom through effective written, verbal, nonverbal and visual communication techniques. [MTS 7]
-

The professional educator facilitates learning for others.

- The teacher-learner understands instructional planning and designs instruction, based on research that integrates content, pedagogy, and the needs of students. [MTS 4]
- The teacher-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 6]
- The teacher-learner understands various formal and informal assessment strategies and uses them to encourage authentic learning and continuous development for all students. [MTS 8]

The professional educator collaborates with others.

- The teacher-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 9]
- The teacher-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 11]

Advisors for School of Education Candidates

A student interested in one of Millikin's eleven teacher preparation programs should discuss his or her choice with the academic advisor and review the requirements for the selected program of study in the appropriate sections of this Bulletin. After discussion, the advisor may recommend a meeting with the Director of the School of Education, or the teacher education representative for the respective program. Members of the Early Childhood, Elementary, and Professional Education Department act as advisors for early childhood and elementary education students. 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 a middle school endorsement area leading to teacher certification, students must inform the SOE office manager of the change and officially add the track or endorsement leading to education certification.

School of Education Policies

Teacher education programs at Millikin draw heavily on offerings of the colleges and schools that comprise the University. These programs are overseen by the Committee on Teacher Education Programs (CTEP) under the leadership of the Director of the School of Education, who has the responsibility and authority for their overall administration and operation. In addition, CTEP sets policy for all eleven Illinois-approved and nationally recognized certification programs. The committee has the responsibility to plan, approve, and monitor the teacher education 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 certification 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 certification.

Students, please refer to the School of Education handbook for specific policy guidelines.

School of Education Checkpoints

Candidates wishing to complete a certification 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 program at Millikin when they have met the following entrance requirements:

1. A passing score on each of the four sub-areas of the Illinois Basic Skills Test
2. A grade of C or above for Critical Reading, Writing and Research I (IN150) and a grade of C or above for CRWR II (IN151)
3. Completion of 24 credit hours at Millikin (or 12 for transfer students)
4. A cumulative grade point average of 2.7 or higher
5. Successful completion of Candidate Assessments 1 and 2
6. Successful completion of the Universal Precautions training for bloodborne pathogens.
7. Successful engagement with students and professionals in a learning environment (Education Internship)
8. Demonstrated acceptable professional, legal, and ethical conduct, as well as a certified criminal background check during the first ED class.
9. Positive recommendation of the Director of the School of Education, the Student Life and Academic Development Office, and appropriate departmental selection committee, including the academic advisor and CTEP. (Recommendations are based on the above criteria, information in the candidate application, transcripts, advising folder, and state test results. Candidate interviews may be held).

CTEP may choose to interview selected candidates or to inform selected candidates of improvements needed for a positive recommendation by CTEP (raise grade point average, repeat courses, improve specific course grades, improve dispositions, complete courses, seek Writing Center assistance, complete a successful internship, etc.). CTEP may recommend that the candidate be admitted, be given provisional admission, or be denied. Or, the application may be held for consideration at a later semester to give candidates an opportunity to meet criteria necessary for admission. The official School of Education admission decision is made by CTEP. Applicants are notified individually as to approval or denial for teacher education programs. Names of admitted candidates are published in minutes of the Committee on Teacher Education Programs. Any candidate denied admission to the School of Education may file an appeal with the Director of the School of Education within 10 days of notice of denial. Candidates may reapply if criteria are later met.

A candidate who has not been admitted to the School of Education cannot enroll in upper division education courses. This includes the following junior and senior-level courses: ED305, ED306, ED310, ED312, ED321, ED332, ED335, ED336, ED337, ED339, ED406, ED424, ED425, ED430, ED435, ED439, ED440, ED450, ED470, ED471, ED472, ME450, ME451, ME453, ME460, ME461. A one-semester exemption may be approved for a candidate who is currently a Millikin student and elects to change his/her major to a teacher education program from another Millikin degree program, or for a candidate transferring to Millikin from another college or university.

Student Teaching Experience

As the culminating requirement for all teacher education 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 \$300 that is directly provided to their cooperating teachers as an honorarium for their service as a mentor.

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 or for Music Education)
3. Santiago, Dominican Republic (through the Puca Mima University, Santiago)
4. Taichung, Taiwan (through Tunghai University)
5. ChangChun City, China (through Northeast Normal University)
6. University de Lleida, Spain
7. All other placements are considered special requests and would require the approval of the Committee on Teacher Education Programs (CTEP).

Admission to Student Teaching

One year prior to the expected student teaching semester, the candidate completes an application for student teaching. This application must be signed by the academic advisor in the teacher education certification program, indicating likelihood of successful completion of the program and continuing recommendation. Upon application to student teaching, the field placement 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:

1. Admission/retention in the School of Education
2. A cumulative grade point average of 2.7 or higher
3. A professional education core grade point average of 2.7 or better
4. A major grade point average as set by department (see below)
5. A passing score on the Illinois Content Area Test for the related program
6. Successful completion of Candidate Assessments 3 through 9
7. Successful completion of pre-student teaching clinical experiences
8. Written approval of the Department or Director of the School of Education
9. For Elementary Ed and Early Childhood Ed only, two math classes above MA 106 must be passed with a grade of C or higher

Major Grade Point Averages for Admission to Student Teaching

Art Education	2.7
Early Childhood Education	2.7
Elementary Education	2.7
English Language Arts Education	2.7
Mathematics Education	2.2
Music Education	2.7 (no grade less than C in ME251, ME341, ME450/451, ME460/461)
Physical Education	2.7
Science Education: Biology	2.7
Science Education: Chemistry	2.0 (no grade less than C in all courses in the major)
Social Science Education: History	2.7
School Nurse	2.5 (no grade less than C in all courses in the major)

Application Process

Application for student teaching will occur twice each academic year – once in April and once in October. Candidates will apply for student teaching during the semester that is one year prior to their expected student teaching semester (i.e. student teaching spring of senior year, apply spring of junior year). Candidates will complete ED406 or ED425, thereby completing their student teaching internship directly before their student teaching semester.

A passing score on the Content Test is required before the semester of student teaching to ensure that the candidate can successfully move forward in the program. It is strongly encouraged that candidates not wait until the last test date possible. Failure to pass the test on the first attempt would leave no opportunity for another chance if one waits until the last test date possible.

Timeline for completing the Illinois Content Area Test

Prior to the first day of student teaching, all teacher education candidates MUST pass the required Illinois State Content Area Test for their respective program. A passing score must be received by the Director of the School of Education at Millikin before a candidate can begin his/her student teaching experience. In order to ensure that all candidates successfully meet this requirement, the following timeline for completion of this test will be established:

Fall Student Teachers

A passing score must be received by Millikin no later than August 1 of the fall semester of student teaching. Should a candidate not have a passing score by this time, the candidate will be dis-enrolled from the student teaching placement and the placement will be deferred or cancelled, depending upon the request of the candidate.

Spring Student Teachers

A passing score must be received by Millikin no later than December 1 prior to the spring semester of student teaching. Should a candidate not have a passing score by this time, the candidate will be dis-enrolled from the student teaching placement and the placement will be deferred or cancelled, depending upon the request of the candidate.

Retention in the School of Education

Candidates admitted to the School of Education must continue to meet the above criteria for retention in their chosen teacher education programs. Checks of continuing eligibility are made for enrollment in certain junior and senior education courses, including student teaching. Evaluations of additional clinical experiences are also examined.

Program Completion/Entitlement for Certification

Candidates are approved for certification when they have met the following requirements:

1. Successful completion of student teaching experience (grade no lower than a B-)
2. Successful completion of all coursework for degree program (cumulative GPA 2.7)
3. Successful completion of Candidate Assessments 10, 11
4. Passing Illinois Assessment of Professional Teaching Test
5. Satisfactory dispositions

Clinical Experiences Requirement

All Millikin School of Education 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 multicultural setting, as evidenced by the internship evaluation. If a candidate is seeking a middle school endorsement, one internship must also be at this level. If a candidate is seeking Early Childhood certification, one internship must be in a special education classroom. Accounting procedures, policies, and clinical experience records are maintained in the School of Education office.

JMS Students in the School of Education

James Millikin Scholars who are preparing to be teachers must meet School of Education requirements for certain general education courses, as well as courses in the major and professional education. Honors courses may substitute one-for-one for general education courses, but general education courses set by CTEP may not be waived in any teacher certification program. See the Director of the School of Education for specific substitutions of honors courses.

General Education for the School of Education

Candidates earning degrees while completing School of Education programs at Millikin must meet the Millikin Program of Student Learning (MPSL) requirements as well as the School of Education's general education requirements. In addition, they must meet the College and Division requirements specified for the majors they select. Since some of these requirements overlap, we recommend regular consultation with advisors for advice on which general education courses will help meet candidates' individual learning goals as well as the requirements described below. The Illinois State Board of Education now requires that all candidates earn a grade of C or higher in all courses in their content major as well as education courses.

Early Childhood Education Program (B.S. or B.A.) (B.S. also available through PACE delivery)

Candidates wishing teacher certification in Early Childhood Education (Illinois type 04, 0-grade 3) should have (1) a broad background in early childhood education, (2) methods classes offering instruction and assessment strategies for teaching young children, (3) other professional education classes providing theory and experiences concerning school, teachers, and learning, and (4) an understanding of the needs of young children with special needs. The courses needed to gain this preparation are listed below for both the degrees available to early childhood education candidates - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by University Studies and by the School of Education. Candidates completing this program will receive certification in Early Childhood Education with a Special Education Letter of Approval, as well as a developmental therapist credential from the Department of Social Services.

As part of the Early Childhood Education Program, candidates will participate in two separate "block" sequences. Each "block" is a semester long and combines several Education courses with an integrated internship at a local school or agency. The internship allows for lessons, activities, and other experiences to be completed as a part of the block courses, thereby increasing the experiential learning aspect of each course and the engagement of the candidate in the internship. The Sophomore Block will be completed during fall semester of the candidate's sophomore year, and the Junior Block will be completed during spring semester of the candidate's junior year. The specific courses that are included in each block are listed below, along with the additional non-block Education course requirements.

**Bachelor of Arts (B.A.)-Early Childhood Education
Sequential (Credits)**

- IN140, University Seminar (3)
- IN150, CWRII or English Composition I (must pass with a C or better) (3)
- IN151, CWRII or English Composition II (must pass with a C or better) (3)
- IN 250, U.S. Studies (HI203 or HI204) (3) (must pass with a C or better)
- IN 251, U.S. Studies (3)
- IN350, Global Issues (3)

Non-Sequential (Credits)

- Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
- Additional Math course above MA106 (must have MA prefix and pass with a C or better) (3)
- Fine Arts (3)
- Literature (3) (must pass with a C or better)
- Oral Communication (3) (must pass with a C or better)

Language (0-12) depending on placement

Natural Science (one biological & one physical science course, including one lab) (7-8) (must pass with a C or better)

University Studies and Electives (37-50)

- Candidates must earn C or higher for IN150 and a C or higher for IN151

Bachelors of Science (B.S.)-Early Childhood Education (Also available through PACE delivery)**Sequential (Credits)**

IN140, University Seminar (3)

IN150, CWRRRI or English Composition I (must pass with a C or better) (3)

IN151, CWRRRII or English Composition II (must pass with a C or better) (3)

IN 250, U.S. Studies (HI203 or HI204) (3) (must pass with a C or better)

IN 251, U.S. Studies (3)

IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)

Additional Math course above MA106 (must have MA prefix and pass with a C or better) (3)

Fine Arts (3)

Literature (3) (must pass with a C or better)

Oral Communication (3) (must pass with a C or better)

International Cultures & Structures (8)

Natural Science (one biological & one physical science course, including one lab) (7-8) (must pass with a C or better)

Additional Math/Science (3-4)

University Studies and Electives (43-54)

- Candidates must earn C or higher for IN150 and a C or higher for IN151
- Seven hours of Math/Science and additional Math course must be from no more than two departments. The Natural Science and Math/Science requirement must include both a biological science and physical science course.

Early Childhood and Professional Education Courses

Course descriptions for the early childhood education major courses and professional education courses may be found below in the section entitled Early Childhood, Elementary, and Professional Education courses. All courses must be a grade of C or higher.

Early Childhood Education Major Courses**Sophomore Block Courses (ED120 or ED130 pre-requisite) (15 Credits)**

Education 202, General Methods of Early Childhood Instruction & Assessment (3)

Education 232, Early Childhood Development (3)

Education 236, Development and Acquisition of Language (3)

Education 239, Characteristics of Young Children with Special Needs (3)

Education 240, Infant/Toddler Assessments and Working with Families (3)

Junior Block Courses (Admission to the School of Education required) (15 Credits)

Education 310, Creating Communities of Learners (3)

Education 332, Teaching Language Arts and Social Studies in Early Childhood (3)

Education 335, Child, Family and Schools (3)

Education 336, Teaching Math and Science in Early Childhood (3)

Education 339, Methods in Early Childhood Special Education (3)

Non-Block Early Childhood Education Courses

Education 204, Literacy I: Children's Literature (Spring Only) (3)

Education 237, Health, Nutrition and Welfare of Young Children (Spring Only) (3)

Education 337, Creative Arts and Movement in Early Childhood (Fall Only) (3)

Education 430, Leadership and Professionalism in Early Childhood Programs (Fall Only) (3)

Education 435, Reading Methods in Early Childhood (Fall Only) (3)

Education 439, Assessment and Diagnosis of Children with Special Needs (Fall Only) (3)

Non-Block Professional Education Courses

Education 120, Introduction to Education (3)

Education 170/172, Education Internship (1)

Education 218, Technology for Pre-School and Elementary Classrooms (1)

Education 220, The Exceptional Child (3)

Education 406, Multidisciplinary Instructional Design and Assessment for Elementary Teachers (1)

Education 474, Supervised Teaching (12)

Education 488, Education Senior Seminar (2)

Total (71)

Elementary Education Program (B.S. or B.A.) (B.S. also available through PACE delivery)

Candidates for teacher certification in Elementary Education (Illinois type 03, grades K-9) should have (1) a broad background in the subjects commonly taught in elementary schools; (2) methods classes offering instruction in teaching those subjects; (3) other professional education classes providing theory and experiences concerning schools, teachers and learning, and (4) an academic area of concentration. The courses needed to gain this preparation are listed below for both the degrees available to elementary education

candidates - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by MPSL University Studies and the School of Education.

To ensure that Elementary Education candidates have the necessary math skills needed for teaching math K-6, Elementary Education candidates must complete one math course above MA106, preferably MA112, before they can enroll in ED312 – Mathematics Methods. Preferably, both math courses above MA106 should be completed (grade of C) before enrolling in ED312 as part of Junior Block.

As part of the Elementary Education program, candidates will participate in two separate “block” sequences. Each “block” is a semester long and combines several Education courses with an integrated internship at a local school. The internship allows for lessons, activities, and other experiences to be completed as a part of the block courses, thereby increasing the experiential learning aspect of each course and the engagement of the candidate in the internship. The Sophomore Block will be completed during fall semester of the candidate’s sophomore year, and the Junior Block will be completed during spring semester of the candidate’s junior year. The specific courses that are included in each block are listed below, along with the additional non-block Education course requirements.

Bachelor of Arts (B.A.)-Elementary Education

Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRRRI or English Composition I (must pass with a C or better) (3)
 IN151, CWRRRII or English Composition II (must pass with a C or better) (3)
 IN 250, U.S. Studies (HI203 or HI204) (3) (must pass with a C or better)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

Non-Sequential

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Additional Math course above MA106 (must have MA prefix and pass with a C or better) (3)
 Fine Arts (3)
 Literature (3) (must pass with a C or better)
 Oral Communication (3) (must pass with a C or better)
 Language (0-12) depending on placement
 Natural Science (one biological & one physical science course, including one lab) (7-8) (must pass with a C or better)

Area of Concentration (15)

15 credits from one of the following 19 fields: biology, chemistry, mathematics, history, English, political science, economics, Spanish, philosophy and/or religion, psychology and/or sociology, art, music, theatre, communications, physical education, general science, language arts, social science, fine arts. Six of these 15 credits must be from 300-level or above courses and 3 of these 15 credits may simultaneously meet another non-sequential requirement (such as general education). All courses for a state licensure endorsement must be passed with a grade of C or higher.

University Studies and Elective Courses (52-65)

- Teaching in middle school or junior high school requires candidate to elect the middle school option.
- Candidates must earn C or higher for IN150 and a C or higher for IN151

Bachelors of Science (B.S.)-Elementary Education (Also available through PACE delivery)

Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRRRI or English Composition I (must pass with a C or better) (3)
 IN151, CWRRRII or English Composition II (must pass with a C or better) (3)
 IN 250, U.S. Studies (HI203 or HI204) (3) (must pass with a C or better)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3) (must pass with a C or better)
 Oral Communication (3) (must pass with a C or better)
 International Cultures & Structures (8)
 Natural Science (one biological & one physical science course, including one lab) (7-8) (must pass with a C or better)
 Additional Math/Science (3-4)

Area of Concentration (15)

15 credits from one of the following 19 fields: biology, chemistry, mathematics, history, English, political science, economics, Spanish, philosophy and/or religion, psychology and/or sociology, art, music, theatre, communications, physical education, general science, language arts, social science, fine arts. Six of these 15 credits must be from 300-level or above courses and 3 of these 15 credits may simultaneously meet another non-sequential requirement (such as general education). All courses for a state licensure endorsement must be passed with a grade of C or higher.

University Studies and Elective Courses (55-65)

- Teaching in middle school or junior high school requires candidate to elect the middle school option described below.
- Candidates must earn C or higher for IN150 and a C or higher for IN151
- ICS Option
- Seven hours of Math/Science and additional Math course must be from no more than two departments. The Natural Science and Math/Science requirement must include both a biological science and physical science course.

Elementary and Professional Education Courses

Course descriptions for the Elementary Education majors and Professional Education courses may be found below in the section entitled Elementary and Professional Education courses. All courses must receive a grade of C or higher.

Elementary Education Major Courses**Sophomore Block Courses (ED120 pre-requisite) (12 Credits)**

Education 200, Human Development, PreK-Grade 6 (3)
Education 203, General Elementary Methods and Assessment (3)
Education 206, Literacy II: Teaching Language Arts (3)
Education 207, Teaching Methods in Social Studies (3)

Junior Block Courses (Admission to the School of Education required) (12 credits)

Education 305, Literacy III: Teaching Methods in Reading (3)
Education 306, Teaching Science (3)
Education 310, Creating Communities of Learners (3)
Education 312, Math Methods (3)

Non-Block Elementary Education Courses

Education 311, Art for Teachers (2)
Education 204, Literacy I: Children's Literature (Spring Only) (3)
Exercise Science 305, Physical Education and Health for Elementary Teachers (2)
Music Education 414, Elementary Music Skills (2)

Non-Block Professional Education Courses

Education 120, Introduction to American Education (3)
Education 170/172, Education Internship I or II (1)
Education 218, Technology for Pre-School and Elementary Classrooms (1)
Education 220, The Exceptional Child (3)
Education 406, Multidisciplinary Instructional Analysis, Design & Assessment for Elementary Teachers (1)
Education 476 or 477, Supervised Teaching (12)
Education 488, Education Senior Seminar (2)
Total (56)

Early Childhood and Elementary Education Programs, B.S. (PACE),**Professional Adult Comprehensive Education**

In order to provide quality education that meets the needs of adult learners, Millikin offers accelerated programs leading to teacher certification in both Early Childhood, Birth-Age 8, and Elementary Education, K-9 with middle level endorsement. See listing under the PACE Program.

Secondary Education Programs

Candidates wishing teacher certification in Secondary Education (Illinois type 09, grades 9-12) may elect from the following Illinois approved programs:

Science Education, Biology (B.S. or B.A.)
Science Education, Chemistry (B.S. or B.A.)
English (B.A.)
Mathematics (B.S. or B.A.)
Social Science Education, History (B.A.)

Candidates majoring in one of the secondary education fields must complete the Millikin University Studies requirements, fulfill the Professional Education sequence, complete the degree requirements, and meet the School of Education general education requirements. Advising materials for each program are available from advisors or from the School of Education. Information about endorsements to teach in more than one area may be obtained from advisors or from the Director of the School of Education. Teaching in a middle school or junior high school requires candidates to elect the middle school option described below. The Illinois State Board of Education now requires that all candidates earn a grade of C or higher in all courses in their content major as well as education courses.

Bachelor of Arts (B.A.)-Secondary Programs**Sequential (Credits)**

IN140, University Seminar (3)
IN150, CWRR I or English Composition I (must pass with a C or better) (3)
IN151, CWRR II or English Composition II (must pass with a C or better) (3)
IN 250, U.S. Studies (HI203 or HI204) (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Fine Arts (3)
 Literature (3)
 Language (0-8) depending on placement
 Natural Science (with lab) (4)

University Studies for SEC ED (34-46)

- Candidates must earn C or higher for IN150 and a C or higher for IN151

Bachelor of Science (B.S.)-Secondary Programs**Sequential (Credits)**

IN140, University Seminar (3)
 IN150, CWRR1 or English Composition I (3)
 IN151, CWRR2 or English Composition II (3)
 IN 250, U.S. Studies (HI203 or HI204) (3)
 IN 251, U.S. Studies (3)
 IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
 Fine Arts (3)
 Literature (3)
 International Cultures & Structures (8)
 Natural Science (with lab) (4)
 Math/Science (10)

University Studies for B.S. Degree (44-53)

Candidates must earn C or higher for IN150 and a C or higher for IN151

- 10 hours of Math/Science must be from no more than two departments outside major.

Secondary Major Programs

Major requirements for secondary program areas are found in respective majors sections of the Bulletin.

Secondary Professional Education Courses (Credits)

Education 120, Introduction to American Education (3)
 Education 170/172, Education Internship I or II (1)
 Education 201, Human Development, Grades 6-12 and K-12 (3)
 Education 220, The Exceptional Child (3)
 Education 310, Creating Communities of Learners (3)
 Education 321, General Secondary Methods and Assessment (3)
 Education 424, Teaching Literacy in the Content Areas (3)
 Education 425, Instructional Analysis, Design & Assessment for Secondary Teachers (1)
 Education 477 or 478, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)
 Total (33)

Middle School Option

This option must be selected by those Elementary or Secondary Education candidates who wish to be certified to teach in departmentalized grades 6 - 9 in middle schools or junior high schools. The middle school courses are not needed to teach in grade 9 in high schools. Middle school teaching requires a minimum of 18 credits for Elementary Education candidates and 24 credits for Secondary and K-12 candidates in the subject to be taught to be minimally certified in Illinois. In addition, if students elect to earn endorsements in mathematics, driver education or health education they must distribute the credits in designated ways. Check with appropriate department for specific distribution of credits. The Illinois State Board of Education now requires that all candidates earn a grade of C or higher in all courses in their content major, including courses in an endorsement, as well as education courses.

These courses are required:

- Education 440, Early Adolescents and the School (2)
- Education 450, Middle School Philosophy and Practices (2)

Specialist Certificate Programs

Candidates seeking teacher certification in one subject for all grades, kindergarten through grade 12, may qualify for the Illinois type 10 certificate in the following State-of-Illinois approved and nationally recognized specialist programs:

- Art (B.F.A.)
- Music (B.M.)
- Physical Education (B.S.) (See ES&S)

Candidates majoring in one of the specialist education fields must complete the Millikin University Studies requirements, fulfill the professional education sequence, complete the degree requirements for the major, and meet the School of Education requirements. Advising materials for each program are available from advisors or from the School of Education. Information about endorsements to teach in more than one area may be obtained from advisors or from the Director of the School of Education. The program descriptions are in the appropriate sections of this Bulletin.

Specialists Programs for B.F.A. in Art

Sequential (Credits)

IN140, University Seminar (3)
IN150, CWRRRI or English Composition I (3) (must pass with a C or better)
IN151, CWRRRII or English Composition II (3) (must pass with a C or better)
IN 250, U.S. Studies (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
International Cultures & Structures (8)
Natural Science (with lab) (4)

University Studies for Specialist B.F.A. Degree (24-33)

- Candidates must earn C or higher for IN150 and a C or higher for IN151
- Choose option recommended by major field

Specialists Programs for B.M.

Sequential (Credits)

IN140, University Seminar (3)
IN150, CWRRRI or English Composition I (3) (must pass with a C or better)
IN151, CWRRRII or English Composition II (3) (must pass with a C or better)
IN 250, U.S. Studies (3)
IN 251, U.S. Studies (3)
IN350, Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix and pass with a C or better) (3)
International Cultures & Structures (8)
Natural Science (with lab) (4)

University Studies for Specialist B.F.A. Degree (24-33)

- Candidates must earn C or higher for IN150 and a C or higher for IN151

Specialist Major Programs

Major requirements for specialist program areas are found in respective parts of the Bulletin.

Specialist Professional Education Courses, Art and Physical Education (Credits)

Education 120, Introduction to American Education (3)
Education 170/172, Education Internship (1)
Education 201, Human Development, Grades 6-12 and K-12 (3)
Education 220, The Exceptional Child (3)
Education 310, Creating Communities of Learners (3)
Education 321, General Secondary Methods and Assessment (3)
Education 424, Teaching Literacy in the Content Areas (3)
Education 425, Instructional Analysis, Design & Assessment for Secondary Teachers (1)
Education 477 and/or 478, Supervised Teaching (12)
Education 488, Education Senior Seminar (2)
Total (33)

Specialist Professional Education Courses, Music: Vocal (Credits)

Education 120, Introduction to American Education (3)
Education 201, Human Development, Grades 6-12 and K-12 (3)
Education 220, The Exceptional Child (3)
Education 310, Creating Communities of Learners (3)
Education 424, Teaching Literacy in the Content Areas (3)
Music Education 150, Lab Band (0)
Music Education 151, Vocal Music Education Lab (2)
Music Education 251, Introduction to Music Education (3)
Music Education 341, Prin./Meth. Ele. Music Education (4)
Music Education 351, Prin./Meth. Middle Level Music Education (2)
Music Education 400, Instrumental Methods Survey (3)
Music Education 411, Piano Skills for Vocal/General Music Education (1)
Music Education 451, Prin./Meth. Vocal Music Education (Sec.) (3)
Music Education 453, Choral Techniques and Materials (2)
Music Education 461, Vocal Music Education Seminar and Practicum (2)
Music Education 470/471, Supervised Teaching (12)
Total Music B.M. (47)

Specialist Professional Education Courses, Music: Instrumental (Credits)

Education 120, Introduction to American Education (3)
Education 201, Human Development, Grades 6-12 and K-12 (3)

Education 220, The Exceptional Child (3)
 Education 310, Creating Communities of Learners (3)
 Education 424, Teaching Literacy in the Content Areas (3)
 Music Education 150, Lab Band (0)
 Music Education 101, 102, 201, 202, 301, 302, Instrumental Methods (9)
 Music Education 408, Vocal Methods (1)
 Music Education 251, Introduction to Music Education (3)
 Music Education 341, Prin./Meth. Ele. Music Education (4)
 Music Education 450, Prin./Meth. Instrumental Music Education (Sec.) (3)
 Music Education 460, Instrumental Music Education Seminar and Practicum (4)
 Music Education 470/471, Supervised Teaching (12)
 Total Music B.M. (49)

Millikin offers Secondary Education Certification for students in one of the following fields: History, English, Mathematics, Science, and Physical Education. The program provides the coursework and experiences required for an Illinois Type 09 6-12 Secondary Education Certificate or Type 10 K-12 Specialist Certificate.

Students interested in pursuing their Secondary Certification must already hold a Bachelor's degree in history, biology, chemistry, English, mathematics, or exercise science from an accredited college or university with a minimum grade point average of 2.7 overall and the minimum grade point average in the identified major program area.

The courses required to complete this program are offered through a combination of traditional day-time courses and evening courses offered in the PACE format. Secondary Educator Certification is available only at the Millikin campus.

Secondary Certification students must pass the Illinois Basic Skills Test and the applicable content area test required by the State of Illinois for the candidates' intended teaching certificate prior to beginning education courses. In addition, the student must have earned a minimum grade of C in English Composition I and English Composition II. Candidates must have a C or higher in all content major course work as well as all Education course work. Some specific education-related courses may not transfer if they are ten or more years old.

Students begin their studies taking courses in the PACE accelerated evening format. Secondary Certification students are required to complete a semester of coursework and internship hours in the traditional day program the semester prior to their student teaching experience.

School Nurse Program

The Millikin University school nurse certification program is designed to prepare certified school nurses for the K-12 schools of Illinois. Upon successful completion of the program, candidates will be recommended for the State of Illinois School Service Personnel Certificate (Type 73) with the School Nurse endorsement. The School Nurse Certificate Program is offered jointly by the School of Education and the School of Nursing. The program is designed for registered nurses (RN) with a baccalaureate degree. Nurses without an acceptable bachelor's degree are not eligible for the school nurse program since state certification standards require a bachelor's degree. Current requirements for certification in the school nurse program may be found in the School of Nursing portion of the Bulletin. Nurses without the BSN may take support courses while completing the PACE format RN-BSN program. The program is designed to assist nurses to better understand schools, school employees, school children and to carry out the many duties of a school nurse in PreK-12 Illinois schools.

Option #1: RNs with a bachelor degree currently working as school nurses

Option #2: RNs with a bachelor degree, not currently working as school nurses

Option #3: Current students in Millikin School of Nursing may simultaneously earn a BSN degree and the school nurse certificate.

Candidates may apply to complete their internship outside of Decatur.

Candidates must complete the following required courses (*) in addition to a program internship

- ED120, Introduction to American Education (3)
- ED201, Human Development, Grades 6-12 and K-12 (3)
- SO100, Introduction to Sociology (3)
- ED220, The Exceptional Child (3)
- ED310, Creating Communities of Learners (3)
- ED470-472, Supervised School Nursing, per individualized plan

School of Nursing

www.millikin.edu/nursing

Debbie Slayton (Director) 217-424-6348

Cheryl Hilgenberg, Undergraduate and Graduate Chair 217-424-6348

School of Nursing Faculty

Full-Time: Shelley Ashby, Charlotte Bivens, Kathy Booker, Susana Calderon, Jo Carter, Florence Folami, Elizabeth Gephart, Cheryl Hilgenberg, Debra Jenkins, Sheila Jesek-Hale, Pam Laskowski, Pam Lindsey, Mary Jane Linton, Karla Luxner, Isabel Norton Ososki, Marilyn Prasun, Sheryl J. Samuelson, Deborah L. Slayton

Adjunct and Affiliate Faculty: Listed at www.millikin.edu/nursing/faculty.asp

School of Nursing Staff

Administrative Assistants, Kim Wenthe (BSN) (217-424-6348) and Marianne Taylor (MSN) (217-424-5034)

Accreditation and Approval

The Millikin University School of Nursing was founded in 1978 and has been continuously and fully accredited since 1981, when students first graduated from the program. Both the BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE). 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 School of Nursing undergraduate and graduate programs are both accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/accreditation/>). CCNE address is: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036

The Millikin University School of Nursing offers:**The Bachelor of Science Degree in Nursing (BSN) for:**

- students who wish to complete a baccalaureate nursing degree in order to be eligible to take the State Licensure Exam in any state in the U.S. to become a registered nurse (R.N.)
- Registered Nurses who have graduated from a state or nationally approved associate degree or diploma school of nursing, who hold an unencumbered/unrestricted registered professional nurse license in the State of Illinois and who wish to earn their baccalaureate nursing degree in order to advance their career opportunities. The RN-BSN PACE (Professional Adult Comprehensive Education) delivery of the undergraduate nursing curriculum is an accelerated program of study for adult learners.

The Master of Science Degree in Nursing (MSN) in four tracks:

- Track 1: The Nurse Educator (NE) Track for Registered Nurses with their BSN
- Track 2: The Clinical Nurse Leader (CNL) Track for Registered Nurses with their BSN
- Track 3: The Master's Entry into Nursing Practice (MENP) Track 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 State Licensure Exam in any state in the U.S. to become a registered nurse (R.N.).
- Track 4: The Nurse Anesthesia Program (NAP) Track for Registered Nurses with their BSN

Mission of the School of Nursing

The nursing curricula at Millikin University foster the development of men and women in a community of life-long learners who are able to envision and shape the future of health care and compose a personal life of meaning and value. 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.

The hallmarks of a Millikin University education are exemplified in the mission of the School of Nursing. At Millikin, the nursing curricula are founded upon:

- Integrated learning that connects liberal and professional education and life experiences. Professional nursing practice is based on the ability to synthesize theoretical and empirical knowledge from the humanities and the natural, social, and nursing sciences to enhance the delivery of holistic care. The faculty of the School of Nursing seek to help students develop a commitment to professional excellence through the integration of these multidisciplinary perspectives.
- Experiential learning that connects theory, practice, and reflection is central to nursing education. Millikin nursing students provide nursing care to individuals, families, groups, and communities through the application of theory to clinical practice.
- Collaborative learning that is accomplished through classroom and clinical experiences, close faculty-student mentoring relationships, and extensive community-wide connections. This process further extends to collaboration with colleagues and consumers in the provision of evidence-based care to improve the quality of health care and advance nursing as a profession.
- An engaged learning philosophy that increases the student's self-awareness and connects students to one another, the campus community, and the larger world community. Nursing students are prepared to appreciate and exert influence on the profession within a global perspective and environmental realities.

Bachelor of Science Degree in Nursing (BSN)**BSN Program Goals**

The goals of the Millikin School of Nursing BSN program are to:

1. Develop within students a commitment to professional nursing excellence;
2. Prepare nurses who synthesize knowledge, skills, and values for professional practice in a global community; and
3. Foster a community of life-long learners who are able to envision and shape the future of nursing and health care.

BSN Student Learning Outcomes

Graduates of the Baccalaureate of Science in Nursing program at Millikin University are able to:

1. Demonstrate the core knowledge, competencies, and values of professional nursing;
2. Integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations; and
3. Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.

BSN Admission and Progression

Students are admitted to the BSN program at Millikin University as either students who wish to complete a baccalaureate nursing degree in order to be eligible to take the State Licensure Exam in any state in the U.S. or as students who have graduated from a state or nationally approved associate degree or diploma school of nursing program, who hold an unencumbered/unrestricted registered professional nurse license in the State of Illinois, and who wish to earn their BSN.

BSN students are admitted directly to the School of Nursing as freshmen or as transfer students. Students who do not meet all the criteria for admission may be admitted as pre-nursing. Acceptance of internal and external transfer students into the nursing major will be made based on academic progress and space availability. Each student (nursing or pre-nursing) admitted to the School of Nursing is guaranteed a space in the nursing curriculum as long as the student makes academic progress. Each nursing/pre-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. Applicants who are admitted to the School of Nursing will be required to read the School's "Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities" and sign certification and disclosure forms. Additional policies and requirements specific to health and safety standards (such as immunizations, titers, annual tuberculin skin testing, and cardio-pulmonary resuscitation certification) and professional behavior are published in the *School of Nursing Student Handbook* available in the School of Nursing office. Students are expected to be familiar and compliant with the policies in the School of Nursing Student Handbook as well as the Millikin University Student Handbook (available through the Millikin web site). Registered nurses seeking to earn a Bachelor of Science Degree in Nursing should also consult the corresponding School of Nursing section.

All courses required for the nursing major (noted by *) as well as all required nursing courses (NU prefix) must be completed with a grade of C- or better to advance in the curriculum. To enroll in NU202, Introductory Practicum in Nursing, the student must be a nursing major, have a cumulative grade point average of 2.5, earn a grade of C- or better in all courses required by the major, meet health and safety standards set by the School of Nursing and required by affiliating agencies, and exhibit appropriate professional behavior. Students must satisfactorily complete a minimum of four of the five science pre-requisite courses (noted by **) identified in the curriculum plan with a grade of C- or better prior to enrolling in NU202. Students must satisfactorily complete all science pre-requisite courses with a grade of C- or better prior to enrolling in junior and senior level nursing courses and have either a 2.5 MU CGPA or a SON CGPA of 2.0 for progression. Students may withdraw from only one clinical nursing course and one theory nursing course during the nursing curriculum. A student who withdraws from a nursing course for any reason must petition to the School of Nursing Student Admissions, Promotions, and Records Committee for permission to be readmitted to the nursing course. Application for readmission will be considered based upon individual circumstances and contingent upon space-availability in the course.

Students accepted into the School of Nursing are students of the university and must meet all university requirements for graduation. A minimum of 124 credits is required for the Bachelor of Science in Nursing (B.S.N.) degree. The men and women in nursing enjoy the same opportunities for academic, athletic, and social participation as all other students in the university. Freshman nursing students may elect to enroll in Nursing 100, The Professional Nurse. Professional nursing courses taken during the sophomore year include Nursing 202, Introductory Practicum in Nursing and Nursing 311, Health Assessment. The majority of the professional nursing courses are taken in the junior and senior years of the curriculum. Nursing students will be required to purchase the student uniform, special nursing equipment, and Assessment Technologies Institute (ATI) materials to begin the nursing sequence in the sophomore year. In addition, there will be additional expenses each year that are outlined in the *School of Nursing Student Handbook*. Nursing students have the opportunity and responsibility to practice procedures in the on-campus applications and/or simulation laboratories prior to actual practice in clinical settings.

The Traditional (Pre-Licensure) BSN Curriculum: The following curriculum guide outlines the typical basic curriculum progression for four-year students and serves as a general guideline only. *Please note that some courses may only be offered in the spring or the fall semester.* See course descriptions for pre-requisite requirements.

First year Curriculum

Freshman first semester (generally Fall)

Chemistry 121/151, General Chemistry (*)(**) (4) (requires math placement ≥ 2)
 Interdisciplinary 140, University Seminar (3)
 Interdisciplinary 150, Critical Writing, Reading and Research I (3)
 Psychology 130, Introductory Psychology (*) or Language Option (3-4)
 Elective (2) (Nursing 100, The Professional Nurse)

Freshman second semester (generally Spring)

Chemistry 203/205, Essentials of Organic and Biochemistry (*)(**) (4)
 Interdisciplinary 151, Critical Writing, Reading and Research II (3)
 Psychology 340, Lifespan Development (*) (3)
 Language/ICS (3-4)
 Communication Studies (3)

Second Year Curriculum

Sophomore first semester (generally Fall)

Biology 206, Anatomy and Physiology I (*)(**) (5)
 Biology 230, Microbiology (*)(**) (4)
 Psychology 310, Principles of Psychopathology (*) (3)
 IN 250, U.S. Studies (3)

Sophomore second semester (generally Spring)

Biology 207, Anatomy and Physiology II (*)(**) (4)
 Nursing 311, Health Assessment (3)
 Nursing 202, Introductory Practicum in Nursing (5)
 IN 251, U.S. Studies (3)

NOTE: *Four of the five science pre-requisite courses (noted by **) must be satisfactorily completed with a C- or better prior to entering NU202. All five must be satisfactorily completed prior to enrolling in junior level nursing courses.*

Third Year Curriculum

Junior first semester (generally Fall)

Nursing 410, Mental Health-Mental Illness Nursing (9)
 Nursing 315, Pathophysiology (3)

Interdisciplinary 350, Global Issues (3)

ICS/Elective (3)

Junior second semester (generally Spring)

Nursing 400, Parent-Child Nursing (9)

Nursing 314, Pharmacology(*) (3) or Chemistry 314, Pharmacology(*) (3)

Psychology 201, Statistical Methods (*) or Math 120, Elementary Probability & Statistics (*) (3)

Fine Arts (3)

Fourth Year Curriculum

Senior first semester (generally Fall)

Nursing 420, Medical-Surgical Nursing (9)

Nursing 481, Issues in Nursing Research and Management (4)

Elective (3)

Senior second semester (generally Spring)

Nursing 430, Community Health Nursing (9)

Nursing 440, Transition to Professional Nursing (1)

Elective (3)

Elective (0-4)

Graduation Requirement: minimum 124 Credits

The RN-BSN PACE [Professional Adult Comprehensive Education delivery] of the undergraduate curriculum

Registered Nurses who have graduated from a state or nationally approved associate degree or diploma school of nursing, who hold an unencumbered/unrestricted registered professional nurse license in the State of Illinois and who wish to earn their baccalaureate nursing degree in order to advance their career opportunities. The RN-BSN PACE (Professional Adult Comprehensive Education) delivery of the undergraduate nursing curriculum is an accelerated program of study for adult learners.

Students must meet the same admission and graduation requirements as traditional students, but program completion is structured in an accelerated format for adult learners. It is important to note that when courses contain clinical components (NU311, NU425, and NU430), the clinical hours required are in addition to the scheduled theory class meetings and may require day hours. Usually the student may arrange the hours around her/his schedule.

A process of transcript evaluation, credit for clinical and theory nursing courses work done in the associate program, validation of clinical skills, and accelerated courses makes it possible for most students to complete the program in 24 months. RN-BSN students typically enter the program each January and progress to graduation. Students must maintain licensure as a Registered Nurse in Illinois and keep a copy of their license on file in the School of Nursing office. Students are required to obtain and maintain professional liability insurance beginning with NU425 throughout the end of the program. Registered Nurse students earn transfer course credit for upper division courses, Nursing 400 (Parent Child Nursing), 410 (Mental Health Nursing), and 420 (Medical-Surgical Nursing). These hours are “banked” until all other requirements toward graduation are fulfilled and then the 24 hours are applied to the transcript. Students may also take the proficiency examination in Nursing 314 (Pharmacology).

The program is administered by the School of Nursing and the BSN degree is awarded by the School of Nursing. Course offerings are coordinated through the PACE office. RN-BSN students adhere to all policies of the University, PACE, and the School of Nursing. Additional policies and requirements specific to health and safety standards (such as immunizations, titers, annual tuberculin skin testing, and cardio-pulmonary resuscitation certification) and professional behavior are published in the “School of Nursing Student Handbook” available in the School of Nursing office. Students are expected to be familiar with the policies in the School of Nursing Student Handbook as well as the Millikin University Student Handbook (available through the Millikin web site). Registered nurses seeking to earn a Bachelor of Science Degree in Nursing should also consult the Professional Adult Comprehensive Education (PACE) section of this Bulletin.

The 124 semester credit hours required for the Bachelor of Science degree in Nursing includes major course requirements (see listing below), pre-major requirements (see listing below), university studies requirements (see appropriate sections of the bulletin), and elective requirements. See course descriptions for pre-requisite requirements. The following curriculum guide outlines the typical basic curriculum progression for the RN-BSN students and serves as a general guideline only.

Major course requirements (24 credits) (27 credits with elective)

Nursing 280, Tools for Professional Success (elective) (3)

Nursing 311, Health Assessment (3)

Nursing 315, Pathophysiologic Concepts in Nursing (3)

Nursing 425, Advanced Concepts in Nursing (5)

Nursing 430, Community Health Nursing (9)

Nursing 481, Issues in Research and Management (4)

Major courses that may be met through transfer hours from associate degree nursing programs (27 credits are banked until all other requirements for graduation are fulfilled)

Nursing 400, Parent Child Nursing (9)

Nursing 410, Mental Health/Mental Illness Nursing (9)

Nursing 420, Medical-Surgical Nursing (9)

Pre-Major Requirements (26 credits)

Psychology 130, Introductory Psychology (3)

Psychology 340, Lifespan Development (3)

Biology 230, Principles of Microbiology (4)

Biology 206, Anatomy and Physiology I (5)

Biology 207, Anatomy and Physiology II (4)

Nursing 314, Pharmacology (3) or Chemistry 314, Pharmacology (3)
Chemistry 203/205, Essentials of Organic Chemistry (4)

Many students transfer in the majority of the pre-major requirements which must be completed prior to enrollment in NU425. Other University Studies courses or electives may be taken through the PACE program or transferred in with prior advisor approval.

School Nurse Program

The Millikin University school nurse certification program is designed to prepare certified school nurses for the K-12 schools of Illinois. Upon successful completion of the program, candidates will be recommended for the State of Illinois School Service Personnel Certificate (Type 73) with the School Nurse endorsement. The School Nurse Certificate Program is offered jointly by the School of Education and the School of Nursing. The program is designed for registered nurses (RN) with a baccalaureate degree. Nurses without an acceptable bachelor's degree are not eligible for the school nurse program since state certification standards require a bachelor's degree. Current requirements for certification in the school nurse program may be found in the School of Nursing portion of the Bulletin. Nurses without the BSN may take support courses while completing the PACE format RN-BSN program. The program is designed to assist nurses to better understand schools, school employees, school children and to carry out the many duties of a school nurse in PreK-12 Illinois schools.

Option #1: RNs with a bachelor degree currently working as school nurses

Option #2: RNs with a bachelor degree, not currently working as school nurses

Option #3: Current students in Millikin School of Nursing may simultaneously earn a BSN degree and the school nurse certificate.

Candidates may apply to complete their internship outside of Decatur.

Candidates must complete the following required courses (*) in addition to a program internship

- ED120, Introduction to American Education (3)
- ED201, Human Development, Grades 6-12 and K-12 (3)
- SO100, Introduction to Sociology (3)
- ED220, The Exceptional Child (3)
- ED310, Creating Communities of Learners (3)
- ED470-472, Supervised School Nursing, per individualized plan

Transfer Credit

A student may transfer into the School of Nursing provided that transferred courses accepted to meet degree requirements are essentially of the same quality as those offered by Millikin. Transcripts will be evaluated by the Registrar and/or the Director prior to admission. Registered nurses are admitted as transfer students. Nursing transfer students must complete a minimum of 20 credits in nursing at Millikin University.

Master of Science Degree in Nursing (MSN)

MSN Program Goals

1. The goals of the Master of Science in Nursing program are to:
2. Foster development of leaders committed to advancing professional nursing excellence.
3. Prepare nursing leaders who integrate knowledge, skills, and values in their professional practice within a global community; and
4. Achieve a community of life-long learners who are able to actively shape the future of nursing and health care.

MSN Student Learning 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. Four tracks in the MSN are offered:

- **Track 1: The Nurse Educator (NE) Track for Registered Nurses with their BSN (part-time & full-time option);**
 - Students enrolled in the NE track are allowed a maximum of 6 years from admission to completion of the MSN.
 - The NE Track consists of 36 credit hours and includes 400 hours of clinical practice and residency.
 - An advanced (graduate level) statistics course must either be completed prior to enrollment or taken concurrently with the first MSN courses.
 - Classes are scheduled on Fridays. Clinical practice and residency hours are completed on days other than Friday, but are flexible and are arranged in collaboration with the student, faculty, and clinical agencies.
 - Nurse Educator graduates are eligible to sit for the NE national certification examination.
- **Track 2: The Clinical Nurse Leader (CNL) Track for Registered Nurses with their BSN (part-time & full-time options);**
 - Students enrolled in the CNL track are allowed a maximum of 6 years from admission to completion of the MSN.
 - The CLN Track consists of 36 credit hours and includes 400 hours of clinical practice and residency.

- An advanced (graduate level) statistics course must either be completed prior to enrollment or taken concurrently with the first MSN courses.
- Classes are scheduled on Fridays. Clinical practice and residency hours are completed on days other than Friday, but are flexible and are arranged in collaboration with the student, faculty, and clinical agencies.
- Clinical Nurse Leader graduates are eligible to sit for the CNL national certification examination.
- **Track 3: The Master's Entry into Nursing Practice (MENP) Track 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 State Licensure Exam in any state in the U.S. to become a registered nurse (R.N.) (full-time option only);**
 - Qualified candidates for the 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 within a cohort group. Progression must be continuous and full-time within the curriculum.
 - The MENP Track consists of 82 credit hours and includes 1074 hours of clinical practice and residency.
 - An advanced (graduate level) statistics course must be completed prior to enrollment.
 - MENP-specific classes are scheduled on Mondays through Thursdays. MENP students are enrolled in the MSN core courses on Fridays. Theory and practice schedules are set by each faculty member.
 - The MENP graduate is eligible immediately to take the NCLEX to become a registered nurse.
 - The MENP graduate is eligible to sit for the CNL national certification examination.
- **Track 4: The Nurse Anesthesia Program (NAP) Track for Registered Nurses with their BSN (full time option only).**
 - Students in the NAP track are enrolled within a cohort group. Progression must be continuous and full-time within the 31 month curriculum.
 - The NAP Track consists of 72 credit hours and includes 2400+ hours of clinical practice and residency.
 - An advanced (graduate level) statistics course must be completed prior to enrollment.
 - NAP-specific classes are scheduled on Mondays through Thursdays. NAP students are enrolled in the MSN core courses on Fridays. Theory and practice schedules are set by each faculty member and may fall outside of the advertised calendar for the University.
 - The NAP graduates are eligible to take the National Certification Examination offered by the Council of Certification of Nurse Anesthetists.

Nurse Educator Track (NE)

The Nurse Educator track is designed for nurses who seek opportunities teaching in a school of nursing, a continuing education program, or a 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 teaching residency consisting of a minimum of 300 hours will be arranged collaboratively with the student, faculty, and a skilled educator mentor.

Clinical Nurse Leader Track (CNL)

Coursework in the Clinical Nurse Leader track prepares a generalist practitioner with specialized skills in lateral integration of care and interdisciplinary collaboration. One to two years of clinical experience as a registered nurse or approval by the program chair or director is desired before entering the Clinical Nurse Leader program. The Clinical Nurse Leader role focuses on developing enhanced clinical skills for management of patient care and the care environment. Coursework builds strong leadership skills through development of analytical skills combined with techniques of assessment and inquiry. Students will gain a strong foundation in nursing issues, nursing theory, research, and evidence-based practice to improve patient outcomes. A required 8-week residency consisting of a minimum of 300 hours clinical experiences will be arranged collaboratively with the student, faculty, and a clinical mentor.

Master's Entry into Nursing Practice Track (MENP)

Coursework in the MENP track prepares a beginning level in nursing generalist with specialized skills in lateral integration of care and interdisciplinary collaboration. The MENP graduate is eligible immediately to take the NCLEX to become a registered nurse.

Nurse Anesthesia Program Track (NAP)

The coursework in the MSN Nurse Anesthesia Track prepares qualified, experienced Registered Nurses in the Advanced Practice Nursing specialty of nurse anesthesia. The NAP is jointly conducted by Millikin University and Decatur Memorial Hospital (DMH). A strong emphasis is placed upon performance learning opportunities focusing on advanced knowledge and technical skills required for unrestricted nurse anesthesia practice. The required clinical practicum consisting of approximately 2500 hours of clinical experiences is conducted at DMH and their affiliate institutions. Once the clinical practicum experiences begin, students do not follow the traditional University semester calendar. Graduates of this program will be eligible to take the National Certification Examination offered by the Council of Certification of Nurse Anesthetists.

MSN Admission and Progression

- Application forms are available on line at <http://www.millikin.edu/msn>
 - A maximum of 9 graduate credit hours may be transferred into the program from another university
 - A student may take up to 9 credits as non-degree seeking before matriculation in the program with approval of the program director or chair.
 - 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 sustained until all graduation requirements are met. Students who fail to do so must apply for readmission.
-

Graduate applicants must:

- Complete the MSN application (Tracks: NE, CNL, MENP, & NAP)
- 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 (Tracks: NE, CNL, & NAP)
 - 3.25 on a 4.0 scale (Track: MENP)
- Provide evidence of successful completion (grade of C or better) of courses in undergraduate nursing research & health assessment (Tracks: NE, CNL, & NAP)
- Provide evidence of successful completion (grade of C or better) of the following undergraduate pre-requisite course (Tracks: NAP):
 - Inorganic Chemistry with a lab
- Provide evidence of successful completion (grade of C or better) of the following undergraduate pre-requisite course (Tracks: MENP & NAP):
 - Organic Chemistry with a lab
- Provide evidence of successful completion (grade of C or better) of course in undergraduate introductory statistics (Tracks: NE, CNL, MENP, & NAP)
- Provide evidence of successful completion (grade of C or better) of courses in undergraduate following pre-requisite courses (Track: MENP):
 - Anatomy & Physiology I and II
 - Microbiology
 - Lifespan Development
 - Principles of Psychopathology
- Complete (grade of C or better) a graduate level statistics course prior to enrollment (Tracks: NE, CNL, MENP, & NAP)
 - May taken concurrently with the first MSN courses (Tracks: NE & CNL)
- Provide evidence of successful completion (grade of C or better) of courses in undergraduate nursing research & health assessment (Tracks: NE, CNL, & NAP)
- Possess an unencumbered/unrestricted license as an RN in Illinois or be eligible and obtain one upon admission (Tracks: NE, CNL, & NAP)
- Provide scores on the Graduate Record Exam (GRE), if undergraduate cumulative GPA is:
 - below 3.0 (Tracks: NE, CNL, & NAP)
 - below 3.25 (Track: 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 and clinical nursing performance. At least one must be from a direct supervisor and/or a former nursing instructor. (Tracks: NE & CNL)
 - individuals who can speak to the applicant's integrity, potential for success in a graduate program and leadership skills. At least one must be from a direct supervisor or faculty member. (Track: MENP)
 - individuals who can speak to the applicant's integrity, potential for success in a graduate program and clinical nursing performance. At least one must be from a current ICU supervisor. (Track: NAP)
- Complete the Assessment of Critical Care Skills form (Track: NAP)
- Submit a written statement (see MSN application web site for details) (Tracks: NE, CNL, MENP, & NAP)
- Submit a current resume or curriculum vitae (Tracks: NE, CNL, MENP, & NAP)

In addition, international students must submit official transcripts (in English) with an official evaluation of those transcripts by a foreign credentials evaluation agency and proof of English proficiency as evidenced by a minimum score of 550 on the TOEFL (Test of English as a Foreign Language). There are additional University requirements for international students. Contact Millikin's Chair of the MSN Program at 1184 W. Main Street, Decatur, IL 62522, prior to submitting an application.

Important Dates – Admission Timeline:

Nurse Educator and Clinical Nurse Leader (Tracks 1 & 2):

- A rolling admission process is maintained throughout the year for the Nurse Educator and Clinical Nurse Leader students through ongoing review by the MSN Advisory Committee.
- The MSN Advisory Committee forwards all names of recommended admissions to the program chair and director.
- Letters of acceptance will subsequently be mailed to each admitted applicant.
- Normally, a fulltime student in these two tracks 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 3):

- A rolling admission process is maintained throughout the year for the Master's Entry into Nursing Practice through ongoing review by the MSN Advisory Committee
- The MSN Advisory Committee forwards all names of recommended admissions to the program chair and director.
- Letters of acceptance will subsequently be mailed to each admitted applicant.
- The fulltime graduate coursework begins in July

Nurse Anesthesia Program (Track 4):

- September 1st -- Completed applications are due
- September -- Review of candidates by the MU DMH NAP Admissions Committee
- September -- Invitations to interview are sent to the most qualified candidates

- September/October – Interviews conducted by the MU DMH NAP Admissions Committee and recommendations made for admission and alternate list
- October – Candidates reviewed by the MSN Advisory Committee.
- The MSN Advisory Committee forwards all names of recommended admissions to the MU SON Director and the DMH NAP Director
- Letters of acceptance will subsequently be mailed to each admitted applicant.
- The fulltime graduate coursework begins in May

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 Service 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 Service Center to make payment arrangements.

Financial Aid:

Please contact Student Service Center office at 217-424-6317 for all current information regarding financial assistance.

Drop/Add:

Each student is enrolled for courses on a semester basis. The student is financially responsible for all enrolled courses. Students may access their accounts and schedule through MU Online. Students who wish to drop or add a course after the registration process is complete must notify their advisor, the MSN administrative assistant, and the MSN Chair via e-mail or in writing.

Incompletes:

Eligibility to take an incomplete grade is determined by the instructor. Normally, incompletes will not be granted in the MSN program, except for serious illness, death of an immediate family member, or other serious factors beyond the student's control. Requests for incompletes, upon approval of the faculty member, must be approved by the MSN Chair prior to the last day of class in which the student wants to take the incomplete. The incomplete must be completed within 6 weeks of the end of the course and may impede progression in the subsequent semester and consequently the sequential courses. All students who wish to enroll in subsequent courses while an incomplete is outstanding must petition the SAPR Committee for permission to do so.

Drop, Withdrawal, and Grade Policy

- 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 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.
- Withdrawals after the first day of class and prior to completion of a class will result in a grade of "W" as long as the student is earning a C- or better in the class.
- If a student who is earning less than a C- withdraws from a class after the midway point of that class, he/she will have their earned grade at that point reflected on their transcript.
- 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 Service Center (424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.
- No refunds will be processed without written notification to the MSN Chair or Director within the guidelines communicated earlier in this Bulletin
- Leaving the program requires an OFFICIAL withdrawal process.
 - Contact the School of Nursing administrative assistant and the MSN Chairperson so proper paperwork can be completed.
 - Financial aid eligibility and/or financial aid awards will possibly be affected.
 - 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 MSN 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 repeat some coursework. All readmission requests will be reviewed by the MSN Admission Committee.

MSN Curricula

The MSN Curriculum is delivered twelve months of the year, including the summer months. Terms, however, are defined as either Spring or Fall.

- Spring semester in the MSN program is defined as any course commencing from January 1st through June 30th
 - Fall semester in the MSN program is defined as any course commencing from July 1st through December 31st
-

Nurse Educator Curriculum (Track 1) (36 hours)**Fall (1st) July 1st through December 31st**

NU 515, Nursing and Interdisciplinary Theory
NU 560, Research Methods
NU 530, Healthcare Policy and Economics
NU 505, Advanced Topics: Evidence-Based Practice
NU 590, Advanced Nursing Project (1 hour)

Spring (1st) January 1st through June 30th

NU 535, Principles of Teaching and Learning in Nursing
NU 542, Advanced Pathophysiology (34 practice hours)
NU 510, Advanced Topics: Diverse Populations
NU 544, Advanced Health Assessment (34 practice hours)
NU 555, Educator Responsibilities and Roles
NU 525, Project Seminar (34 practice hours)

Fall (2nd) July 1st through December 31st

NU 575, Educator Residency (300 practice hrs)
NU 545, Advanced Pharmacology
NU 590, Advanced Nursing Project (2 hours)

Clinical Nurse Leader Curriculum (Track #2) (36 hours)**Fall (1st) July 1st through December 31st**

NU 515, Nursing and Interdisciplinary Theory
NU 560, Research Methods
NU 530, Healthcare Policy and Economics
NU 505, Advanced Topics: Evidence-Based Practice
NU 590, Advanced Nursing Project (1 hour)

Spring (1st) January 1st through June 30th

NU 535, Principles of Teaching and Learning in Nursing
NU 542, Advanced Pathophysiology (34 practice hours)
NU 510, Advanced Topics: Diverse Populations
NU 544, Advanced Health Assessment (34 practice hours)
NU 550, CNL Outcomes and Care Management
NU 525, Project Seminar (34 practice hours)

Fall (2nd) July 1st through December 31st

NU 570, CNL Residency (300 practice hours)
NU 545, Advanced Pharmacology
NU 590, Advanced Nursing Project (2 hours)

Master's Entry into Nursing Practice Curriculum (Track #3) (82 hours)**Fall (1st) July 1st through December 31st**

NU 501, Nursing Foundations
NU 504, Care of Adults I
NU 514, Care of Adults II
NU 515, Nursing and Interdisciplinary Theory
NU 560, Research Methods
NU 505, Advanced Topics: Evidence-Based Practice

Spring (1st) January 1st through June 30th

NU 524, Mental Health Nursing I
NU 534, Mental Health Nursing II
NU 590, Advanced Nursing Project (1 hour)
NU 542, Advanced Pathophysiology (34 practice hours)
NU 510, Advanced Topics: Diverse Populations
NU 544, Advanced Health Assessment (34 practice hours)
NU 531, Care of Women & Newborns
NU 525, Project Seminar (34 practice hours)

Fall (2nd) July 1st through December 31st

NU 549, Public Health Nursing I
NU 541, Care of Infants, Children, & Adolescents
NU 569, Nursing Leadership
NU 543, Advanced Care of Adults I
NU 530, Healthcare Policy and Economics
NU 545, Advanced Pharmacology

Spring (2nd) January 1st through June 30th

NU 546, Advanced Care of Adults II
NU 551, Public Health Nursing II
NU 535, Principles of Teaching and Learning in Nursing
NU 550, CNL Outcomes and Care Management
NU 599, Advanced Transitions to Professional Practice

Fall (3rd) July 1st through December 31st

NU 570, CNL Residency (300 practice hours)
NU 590, Advanced Nursing Project (2 hours)

Nurse Anesthesia Program (Track #4) (72 hours)

Spring (1st) January 1st through June 30th

NU 501, Roles and Responsibilities for Nurse Anesthesia
NU 509, Physical Science for Graduate Nurses
NU 506, Anatomy for Nurse Anesthesia

Fall (1st) July 1st through December 31st

NU 511, Physiology for Nurse Anesthesia
NU 560, Research Methods
NU 505, Advanced Topics: Evidence-Based Practice
NU 545, Advanced Pharmacology
NU 569, Nursing Leadership
NU 590, Advanced Nursing Project (1 hour)

Spring (2nd) January 1st through June 30th

NU 508, Basic Principles of Nurse Anesthesia
NU 507, Pharmacology for Nurse Anesthesia
NU 516, Advanced Principles of Nurse Anesthesia I
NU 518, Advanced Principles of Nurse Anesthesia II
NU 520, Nurse Anesthesia Clinical Practicum I
NU 521, Clinical Conference I
NU 542, Advanced Pathophysiology (34 practice hours)
NU 544, Advanced Health Assessment (34 practice hours)

Fall (2nd) July 1st through December 31st

NU 523, Advanced Principles of Nurse Anesthesia III
NU 527, Nurse Anesthesia Clinical Practicum II
NU 528, Clinical Conference II
NU 515, Nursing and Interdisciplinary Theory
NU 530, Healthcare Policy and Economics
NU 590, Advanced Nursing Project (1 hour)

Spring (3rd) January 1st through June 30th

NU 532, Nurse Anesthesia Clinical Practicum III
NU 533, Clinical Conference III
NU 536, Nurse Anesthesia Clinical Practicum IV
NU 537, Clinical Conference IV

Fall (3rd) July 1st through December 31st

NU 538, Nurse Anesthesia Clinical Practicum V
NU 539, Clinical Conference V
NU 590, Advanced Nursing Project (1 hour)

Tabor School of Business

Dean James Dahl • (217) 424-6285

The Tabor School of Business, the first named school in Millikin University history, honors the late Purvis F. Tabor, a former member of the University's Board of Trustees, and his wife, Roberta Morris Tabor. The School offers a curriculum with majors in Accounting, Entrepreneurship, Finance, and Information Systems, International Business, Management, and Marketing.

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

The School also offers an MBA program for professionals, an evening Accounting and Management programs, minors in Management, Economics, Entrepreneurship and Finance for non-business students, and a minor in Information Systems for both Tabor and non-business students.

Mission

The Tabor School of Business delivers an entrepreneurially-focused, integrated education for graduates' professional and personal achievement, and is a learning partner valued by the business community.

These words signal the intent to deliver an education forged from the relentless pursuit of theory, practice, and disciplinary integration. By developing business graduates who are competitive in their readiness to make immediate contributions and in their capacity for growth, students are provided with the foundation for life-long professional and personal achievement. The Tabor School of Business is a learning partner respected by the business community as a knowledge-based resource and as an incubator of business professionals and for entrepreneurial endeavors.

Tabor Focus

The Tabor School of Business is committed to creating opportunities for students to perform and compete to build the confidence to succeed. Students learn that business is more than a series of distinct and separate disciplines and courses. Instead, students learn to use and develop successful business practices. Students will be better prepared for their career path when they perform the interrelated business disciplines in an integrated, rather than segregated fashion.

Integration is emphasized at three distinct levels: across the divide between theory and practice, across the four years of study, and across classes and disciplines. Both Millikin University and the Tabor School of Business take pride in merging theory and practice in education.

Within the Tabor School of Business, classroom projects based on current issues, simulations, business consulting teams and internship opportunities are some of examples of engaged learning modes that make the course work relevant and challenging. The Introduction to Business course introduces freshmen to the themes that characterize each of the four years within the Tabor School Curriculum. The Tabor School advising model focuses on the student's "Plan of Study" that is designed to facilitate the student's understanding of the connections between his/her academic requirements, co-curricular experiences, and student-based learning opportunities.

The third level of integration, across courses and disciplines, occurs at all levels of the curriculum. Faculty from each discipline emphasize shared concepts and relationships with other disciplines in each of the core courses. For example, one of the many connections between economics and accounting that faculty emphasize to sophomore students in Principles of Microeconomics and Principles of Financial Accounting is the way economists and accountants define, measure, and theorize about costs and profits. Inventory management concepts are taught in Finance 340: *Introduction to Financial Management* and Management 370: *Production and Operations Management*. Management 450: *Business Policy* incorporates concepts from all core courses through innovative pedagogies such as case studies and simulations. These linkages accelerate learning as well as provide a broader understanding business functions and the interrelationships and interdependencies.

The Tabor Experience

In support of its mission, the Tabor Experience provides students a stimulating teaching and learning environment, a well-qualified and student-oriented faculty, a curriculum with high intellectual standards and related educational activities. To deliver this experience, the faculty of the Tabor School value:

- A student-focused, challenging and participatory environment.
- Quality teaching and mentoring of students and graduates.
- Responsible and engaged students.
- Professional achievement.
- Collaborative teamwork.
- Creative partnering among faculty, alumni, and the business community.
- An adaptive, entrepreneurial spirit.

Tabor School Learning Goals

The Tabor School prepares students for professional success, democratic citizenship in a global and diverse environment and a personal life of meaning and value. To achieve these goals:

- Students will demonstrate competent application of business theory and concepts to practical situations in communities outside the formal classroom.
- Students will communicate facts and ideas in written and verbal formats using language, grammar, and organizational skills appropriate to business situations.
- Students will be actively engaged citizens using their education and skills to serve the community.

- Students will experience an integrated and collaborative learning environment.
- Students will demonstrate a strong sense of individual, leader, and team roles and responsibilities.
- Students will discover the global nature of business, including immersion or familiarization with diverse cultures and cultural environments.
- Students will apply those problem-solving and decision-making skills expected of entry-level business professionals.

Tabor International Experience

Study in another culture expands the depth and breadth of a student's education more effectively than any other experience. Therefore, the Tabor School has set the goal of to have its graduates involved in a significant international experience. We believe the best way to accomplish this goal is for students to study abroad for either a semester or a summer session. For those whose other commitments make it difficult to go abroad for this length of time, we encourage international immersion courses and international service learning opportunities. Taking the language option in the MPSL curriculum is also a recommended choice.

Admission Requirements

Students achieving junior status must meet Tabor School of Business admission requirements to be admitted into an upper division major program of study.

Entry. Admission to the Tabor School as a freshman or sophomore is based on the candidate fulfilling the University's admission requirements, stated in the Admission section of this catalog. In their first two years, Tabor School students complete courses to fulfill components of the MPSL and required business foundation courses.

Major. Admission to a specific major in the Tabor School at the beginning of the student's junior year is based on the student fulfilling established academic requirements. Students must complete a formal application for admission to the Tabor School in the semester in which they will complete a minimum of 54 credits.

To be accepted into the Tabor School as a major, students must:

- Be in good standing at the University and
- Successfully complete the Career Year Experience
- Have earned a cumulative grade point average of at least 2.50 and
- Have completed the following foundation courses: MG 100, MG 111, EC 100, EC 110, MA 120, IS 120 and at least nine credits in Tabor-required 200 level courses (AC 230, AC 240, CO 242, EN 201, MA 220, MG 211, MG 260, IS 240)
- Have earned a grade point average of at least 2.50 in all Tabor School courses and in all courses required for a Tabor School major.
- Have no grade in any foundation courses numbered at the 100 or 200 level below a C-.

Students who do not meet these requirements will be denied admission. A student may be given one probationary semester to attain the cumulative or Tabor 2.50 GPA requirements. In the cases of students transferring into the Tabor School, probationary semester(s) may be granted while the student completes the course requirements for admission.

Exceptions to this policy must be approved by the Dean of the Tabor School.

Students who have not been formally admitted to the Tabor School will not be allowed to enroll in 400-level courses, and therefore will not be able to graduate with a business major.

Graduation from Tabor

Once admitted to the upper division, business majors must maintain the following standards to earn a Tabor degree:

- a minimum cumulative grade point average of 2.50 and
- a minimum 2.50 grade point average in all courses required for a Tabor School major
- good standing in the University, and
- demonstration of responsible behavior as expected in the professions the student is preparing to enter.

Failure to maintain these standards, on the decision of the Tabor School Admission Committee, will result in the student being denied admission to any further 400-level business courses. Such students will receive a one-semester probationary period to attain the graduation requirements listed above. Failure to do so will cause the student to be dropped from the Tabor School.

Minor. To complete a minor in Management, Economics, Entrepreneurship, Finance, or Information Systems, a student must maintain a grade point average of at least 2.50 in the required Tabor School courses. Failure to do so, on the decision of the Tabor School Admission Committee, will result in the student being denied admission to any upper division courses necessary to complete the minor. Students wishing to elect a minor must complete a formal minor declaration in the Tabor School.

Transfer Credit. Business courses equivalent to those offered by Millikin University as lower-division courses may be transferred without restriction. A lower division course from a community college may be transferred for upper division credit if the student passes a proficiency examination with a grade of C+ or better. Transferred courses that are accepted to meet degree requirements must be essentially of the same quality as offered by Millikin University.

Internship Program

The Tabor Internship Program offers students still another avenue for integrating theory and practice. Within an internship, students practice skills and apply theories learned in the classroom and enhance their professional development in their major fields of study.

The Tabor School is committed to providing internships that expose students to the various facets of a business professional position. The educational aspect of internships is crucial to the granting of academic credit and differentiates the internship from other work experiences. Hence, each internship is preceded by a learning contract articulating the goals, objectives, and scope of the experience. The contract is agreed to by the firm, the student, and the faculty advisor. The overall program is facilitated by a director who assists students in developing internships and builds relationships with cooperating firms.

The responsibility for learning in an internship is shared by the student, the Tabor faculty advisor, and the organization receiving the services of the intern. The student is expected to provide a service of value to the business, the organization is expected to provide a breadth of learning experience to the student, and the Tabor faculty advisor is expected to help the student interpret the experience.

Tabor School's Center for Entrepreneurship

The Center for Entrepreneurship is the umbrella structure to support small businesses and to integrate business learning opportunities into the classroom.

The Small Business Consulting (SBC) program in the Tabor School offers free, confidential counseling to small businesses while providing senior business students the opportunity to apply concepts learned in their college study. This SBC program makes use of business students who, as part of their academic curriculum, work in teams with selected businesses on specific management assistance projects.

The Center for Entrepreneurship includes and works closely with the SCORE (Counselors to America's Small Business) Chapter #296. SCORE is a volunteer organization of retired business executives who offer counseling to small businesses. Working collaboratively with student teams, SCORE members serve as mentors and advisors to the student teams.

Involving SCORE members as advisors to the SBC teams also 1) provides students additional insight to client problems, 2) increases the amount of individual attention a student team receives, and 3) serves as an excellent source of local business history and business information.

The Center's programs are mutually beneficial to students and small businesses. Students have the opportunity to participate in a hands-on learning experience that encourages the application of classroom theory within the context of actual small business operations.

For more information about Millikin University and the Tabor School of Business, visit Millikin's web site at www.tabor.millikin.edu or call 217-424-6284.

Business Curriculum Elements and Credit Requirements

For the Bachelor of Science degree with a major in Accounting, Entrepreneurship, Finance, International Business, Management, Information Systems, or Marketing a student must complete all University Studies requirements and all degree and major requirements established by the Tabor School. Both sets of requirements may be satisfied by the student completing a 124-credit program of study.

University Studies (43-45)

Tabor School of Business Core (44)

Tabor School of Business Major* (21)

Non-Business Electives* (12-14)

Free Electives** (0-3)

Total (124)

**Free elective credits total 3 for all majors.

University Studies Requirements (43-45)

Interdisciplinary 140, University Seminar (3)

Interdisciplinary 150, Critical Writing, Reading and Research I* (3)

Interdisciplinary 151, Critical Writing, Reading and Research II* (3)

Communications (CO 242 required for Tabor students) (3)

International Culture and Structures (6-8)

Quantitative Reasoning (Mathematics 120, Elem. Prob. & Stat., specifically required by Tabor) (3)

IN 250, U.S. Studies (3)

IN 251, U.S. Studies (3)

Global Issues (3)

Fine Arts (3)

Natural Science (4)

Tabor Distribution Requirements: Introduction to Computers, IS120 (3) and Business Writing EN 210 (3)

Tabor School of Business Core Requirements (44)

Management 100, Introduction to Business (3)

Management 111, Team Dynamics (1)

Economics 100, Principles of Macroeconomics (3)

Economics 110, Principles of Microeconomics (3)

Management 211, Career (1)

Management 260, Business Law (3)

Accounting 230, Principles of Financial Accounting (3)

Accounting 240, Principles of Managerial Accounting II (3)

Management and Information Systems 240, Organizational Information Systems (3)

Mathematics 220, Statistical Methods

Finance 340, Introduction to Financial Management (3)

Marketing 300, Marketing Principles and Practices (3)

Management 300, Principles of Management (3)

Management 370, Production/Operations Management (3)

Management 330, International Business (3)

Management 450, Business Policy (3)

Off-Campus Experience:

All Tabor students must complete a 3-credit equivalent off campus experience. Students must choose from the following options:

- ET 400, Small Business Consulting
- ET 410, Entrepreneurial Consulting, An International Experience
- Internship in the student's major
- VITA
- FI 452
- Semester abroad
- The Art of Entrepreneurship (all modules: ET 361, 362, 363)
- Washington, D.C. Semester
- Any other course approved by the student's advisor and the Tabor School Dean.

Accountingwww.millikin.edu/accounting

Michael Brown (Coordinator)

Accounting Department Faculty

Full-Time: Michael Brown, Richard E. Chamblin, Melinda C. Kushniroff

Major in Accounting

The major in accounting, leading students to the bachelor of science degree, will prepare students for careers in public accounting, private industry, and government. In keeping with the work of the Accounting Education Change Commission, the program places appropriate emphasis on accounting theory and practice as well as the fundamental skills of problem solving, communicating, and critical thinking necessary for long-term success in the field of accounting.

Career objectives for the accounting major include public accounting (auditing, income taxes, consulting), corporate accounting (financial accounting, managerial accounting, internal audit, corporate/state taxes), and governmental (not-for-profit) accounting. Specific upper division accounting courses will be recommended by the advisor based on the student's career interests.

Accounting students are encouraged to pursue the designation of Certified Public Accountant (CPA), Certified Management Accountant (CMA), and/or the Certified Internal Auditor (CIA). Advisors will work with students to develop appropriate programs for students interested in these certifications.

Students wishing to pursue the CPA certification in the state of Illinois must complete 150 semester hours of college credit prior to sitting for the certification exam. To meet this requirement, students will have a range of options available to them. These options may include: completing a bachelors degree and an MBA in five years; completing a second major; taking two minors during the course of study at Millikin; or, pursuing a graduate degree following graduation from Millikin.

Learning Goals for the Accounting Major

- Exhibit an understanding of the content, concepts, structure, and meaning of external reporting for organizational operations, including the perceived information needs of financial decision makers and the role of accounting information in satisfying those needs.
- Demonstrate an understanding of the nature of attest services and to apply the conceptual and procedural bases for performing them.
- Demonstrate a basic understanding of Internal Revenue Code provisions that affect individuals and corporations; how code provisions are implemented through the Federal Income Tax Regulations; and what forces affect tax laws.
- Apply accounting knowledge (managerial accounting theory and models) to solve real world problems.
- Evaluate and understand the impact of legal and professional bodies (e.g. FASB, AICPA, SEC, Congress) as well as policy issues and environmental factors on the development of accounting theory.

Requirements for the Major

In addition to these core requirements, accounting majors must complete a minimum of 26 hours of accounting courses including 301, 312, 331, 332, 411, 413, 422, and IS 491 Seminar in Information Systems. Students majoring in Accounting will fulfill their Tabor School Off-campus requirement with 3 credits in IN 330 Volunteer Income Tax Assistance.

Students who have taken Intermediate Accounting I and II at a community college and have earned a B in each course, may petition the Accounting Department to allow these courses to satisfy the Tabor School's requirements.

Evening Accounting Program

The Tabor School of Business offers a **PACE (Professional Adult Comprehensive Education) delivery of the undergraduate accounting curriculum is an accelerated program of study for adult learners** leading to a Bachelor of Science Degree in Accounting. This Program offers adult learners the opportunity to complete a Bachelor of Science Degree in a ten-week, year-round program taught by Tabor School of Business faculty. The Evening Accounting Program students have the same Tabor Distribution Requirements, Tabor Core requirements and Major requirements given above. **However, the Off-campus Learning requirement and the Career Year Experience (MG 211 and MG 212) are waived for students in this program.**

Management and Entrepreneurship

www.millikin.edu/entrepreneurship
www.millikin.edu.management

Larry Stapleton (Coordinator)

Management and Entrepreneurship Faculty

Full-Time: Sharon T. Alpi, Richard Chamblin, James G. Dahl, Susan Kruml, J. Mark Munoz, Larry Stapleton, William Warren

The Management Major

Management is primarily concerned with the effective utilization of resources (including human resources) within a business organization, centering around the areas of planning, organizing, leading, and controlling. Attention is focused on the organization as a social system and the forces that affect this system, such as behavior of individuals and groups, economic conditions, and technology. The Management degree concentrates on the human side of the organization, highlighting the effects of interpersonal and inter-organizational interactions on organizational functions.

The Management major provides a well-rounded program of study appropriate for the business generalist in both for-profit and not-for-profit organizations, and in all sectors (i.e., manufacturing, service, and government). A Management degree qualifies individuals for entry-level positions in general management, including but not limited to retail management, tourism and hospitality management, production/operations management, and human resources management. Students graduating with this degree will have the minimum skills necessary to successfully begin and operate an entrepreneurial venture or successfully function in an entry-level managerial position in a large organization.

Learning Goals for the Management Major

- Demonstrate an understanding of the importance of ethics, social responsibility, and the legal environment of contemporary business.
- Understand the importance of the global business environment and its inter-connection with core management processes, systems, and structures.
- Demonstrate an understanding of human resource management and its impact on organizational culture, change, and diversity
- Understand the use of quantitative skills to facilitate management decision-making and/or problem solving.
- Apply management theories and concepts in real-world organizations and situations.
- Understand the dimensions of the entrepreneurial behaviors of opportunity recognition and concept development.

Requirements for the Management Major

In addition to the business core courses, students will be required to complete 21 semester hours of upper level business and management courses.

Required courses:

MG 321, Acquiring and Building Talent
 MG 322, Performance Management
 PH 215 Business Ethics

Choose one of the following courses:

MG 365 Decision Making Under Uncertainty
 MG 375, Project Management

Choose one of the following courses:

MG 306, Organizational Behavior, Leadership and Change
 ET 340, Foundations of Entrepreneurship

Choose one of the following courses

ET 400, Small Business Consulting**
 MG 471/472, Management Internship **

Choose one of the following courses

MG 430, International Entrepreneurship**
 MG 410 International Business Consulting**
 MG 481 Seminar in International Topics or approved travel course**

**Satisfies the Off-campus requirement.

Minor in Management

A minor in management is available to students majoring in the College of Arts and Sciences, the College of Professional Studies or the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. See Tabor School admission requirements for more information.

A minor must meet the following requirements:

Economics 100, Principles of Macroeconomics
 Accounting 230, Principles of Financial Accounting
 Accounting 240, Principles of Managerial Accounting
 Management 300, Principles of Management
 Marketing 300, Marketing Principles and Practices
 Finance 340, Business Finance
 Management 330, International Business, OR

Management 370, Production/Operations Management
Three credits of Tabor School electives above the 300 level.

Minors in Management are encouraged but not required to elect Economics 110, Principles of Microeconomics; Information Systems 120, Introduction to Computers and Information Systems; Mathematics 120, Elementary Probability; Mathematics 220, Statistics and Statistical Methods; and CO242, Business Communications.

Evening Management Program

The Tabor School of Business offers a **PACE (Professional Adult Comprehensive Education) delivery of the undergraduate management curriculum is an accelerated program of study for adult learners** leading to a Bachelor of Science Degree in Management. This program offers adult learners the opportunity to complete a Bachelor of Science Degree in a ten-week, year-round program taught by Tabor School of Business faculty. The requirements for the Management degree are listed below. The Evening Management Program students have the same Tabor Distribution Requirements and Tabor Core requirements listed above. **However, the Off-campus Learning requirement and the Career Year Experience (MG 211 and MG 212) are waived for students in this program.** For those interested in this degree program, contact the PACE office at (217) 420-6776.

Major course requirements (21) credits

PH 215 Business Ethics (3)
MG 306 Organizational Behavior, Leadership, and Change (3)
MG 321 Acquiring and Building Talent (3)
MG 322 Performance Management (3)
MG 365 Decision Making Under Uncertainty (3)
MG 375 Project Management (3)
ET 430 International Entrepreneurship (3)

The Entrepreneurship Major

Entrepreneurship is a complex process because it challenges so many of the pre-existing structures and processes of each organization. It is the objective of this major to provide the student with a stronger perspective on the entrepreneurial mindset that is currently pervasive in many organizations and to underscore the importance of new business creation as an economic engine in our society.

Learning Goals for the Entrepreneurship Major

- Students will understand the dimensions of entrepreneurial behaviors of opportunity recognition and concept development
- Students will analyze the financing aspects of new ventures
- Students will conduct market research and develop marketing strategies for a entrepreneurial venture
- Students will analyze strategic aspects of growing an entrepreneurial venture
- Students will engage in problem solving for/with an entrepreneurial company

Requirements for the Entrepreneurship Major

In addition to the business core courses, students will be required to complete 21 semester hours of upper level business and entrepreneurship courses:

Required courses (21credits)

ET 340, Foundations of Entrepreneurship (3)
ET 350, Entrepreneurial Finance (3)
ET 380, The Art of Entrepreneurship (3)
ET 390, Blue Connection (3)
MK 320, Marketing Research (3)
ET 440, Entrepreneurial Management and Strategy (3)

One of the following electives (3 credits)

ET 400, Small Business Consulting (3) **OR**
ET 410, Entrepreneurial Consulting: An international experience (3) **OR**
ET 470/ 471, Internship (3) (must be entrepreneurially focused)

Minor in Entrepreneurship

The Minor in Entrepreneurship requires a minimum of 23 credits. The Minor in Entrepreneurship is offered to provide the non-business student with the fundamental principles it takes to launch and own a business. The Minor in Entrepreneurship is available to students majoring in the College of Arts and Sciences, the College of Professional Studies and the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. To complete the Minor in Entrepreneurship, a student must maintain a grade point average of at least 2.50 in the required Tabor School courses. Failure to do so, on the decision of the Tabor School Admission Committee will result in the student being denied admission to any upper division courses necessary to complete the minor. Students wishing to elect the Minor in Entrepreneurship must complete a formal minor declaration in the Tabor School.

Student Outcome Goals

- Students will understand what it takes to transform creative ideas into commercially viable businesses through a cohesive process of creativity, risk-taking and planning.
 - Students will engage in the creative process of opportunity recognition by adding value to a concept and taking action to make it real.
-

Students in the Entrepreneurship Minor will be required to complete at least 23 semester hours of business and entrepreneurship courses:

Required courses (23 credits)

EC120, Principles of Economics (3)
 AC 210, Principles of Accounting (3)
 MG 300 Principles of Management (3)
 ET 340, Foundations of Entrepreneurship (3)
 ET 380, The Art of Entrepreneurship (3)
 ET 390 Blue Connection (3)
 MK3**, 300 level Marketing Course
 FI 300, Personal Financial Planning (1)
 ET 260, Create and Lead (1)

Finance and Economics

www.millikin.edu/finance

Tatiana Isakovski (Coordinator)

Finance and Economics Faculty

Full-Time: Cheryl L. Chamblin, Tatiana Isakovski, Anthony F. Liberatore

Major in Finance

Finance graduates have diverse career choices, exemplified by the careers of our finance graduates in credit management, real estate, international banking, financial advising and consulting, bank examination, loan processing, and insurance underwriting. Career choices are also abundant in the not-for-profit sector, such as education, health care, and government service agencies. Finance careers reflect a love for solving puzzles and strong analytical skills. The integrative nature of the Tabor School's Finance Program helps ensure that graduates' analytical skills will continue to be successfully applied as changes alter the business environment, including recent e-business innovations.

Our graduates work for such well-known companies as Caterpillar, State Farm, Prudential, Morgan Stanley Dean Witter, Anderson Consulting, Mitsubishi, Country Companies, Archer Daniels Midland, UPS, and many others. Recent Millikin finance graduates have careers with titles as diverse as credit manager, federal bank examiner, compliance officer in banking, customer service representative in banking, consultant for major consulting firms, broker in both stock and futures markets, traffic analyst, financial analyst, director of materials management, financial advisor, grain merchandiser, river terminal manager, small business owners, and many others. Across industries, numerous CEOs have finance as their background.

Many successful business graduates eventually pursue a Master of Business Administration degree (MBA). The finance major provides an ideal background for the MBA or for law school. Those with interests in law school should seriously consider electives in economics as well. The finance degree provides the flexibility needed for those who seek employment immediately after graduation, but also prepares those who wish to do graduate study.

Learning Goals for the Finance Major

- Gather, organize, synthesize, evaluate, interpret, and communicate financial information in both oral and written form
- Use mathematical models related to time value concepts and appropriate technology to establish prices and yields for all classes of asset choices (e.g., fixed assets, current assets, stocks, bonds, options, and derivatives) to effectively analyze financial alternatives.
- Understand the implications of financial decisions as they apply in an international context and in appropriate ethical framework

Requirements for the Finance Major:

In addition to the business core courses, students will be required to complete 21 semester hours of upper level finance and business courses

Required courses:

Finance 301, Financial Institutions
 Finance 352, Investments
 Finance 361, Financial Statement Analysis
 Finance 365, Corporate Finance
 Finance 452, Security Analysis and Portfolio Management

and a choice of two of following:

Accounting 301, Intermediate Accounting
 Economics 312, Intermediate Macroeconomics
 Economics 322, Intermediate Microeconomics
 Economics 351, International Trade and Finance
 Finance 471/472, Finance Internship
 Finance 481, Special Topics in Finance
 Finance 491/492, Independent Study in Finance
 Entrepreneurship 350, New Venture Creation
 Entrepreneurship 400, Entrepreneurship-Small Business Consulting.

Or other upper-level courses as determined by the student's areas of interest with the approval of the advisor.

Internships and independent study areas are also available. Individual finance-related research projects are encouraged, especially for those in the James Millikin Scholars honors program.

Minor in Finance

The minor in Finance is available to students majoring in the College of Arts and Sciences, the College of Professional Studies, and the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. The minor requires 24 semester hours as follows:

Required Courses (18 credit hours):

EC 100, Macroeconomics (3)
EC 110, Microeconomics (3)
AC 230, Principles of Financial Accounting (3)
AC 240, Principles of Managerial Accounting (3)
FI 340, Introduction to Financial Management (3)
FI 352, Investments (3)

Elective Courses (choose two – 6 credit hours):

FI 351, International Trade and Finance (3)
FI 361, Financial Statements Analysis (3) must be taken with FI 365
FI 365, Corporate Finance (3) must be taken with FI 361
EC 312, Intermediate Macroeconomics (3) alternate years
EC 322, Intermediate Microeconomics (3) alternate years
EC 310, Managerial Economics (3)

Note: The prerequisites for FI 352 include MA 220. Students should be advised to satisfy quantitative reasoning requirement with MA 120.

Minor in Economics

The minor in economics is available to students in the College of Arts and Sciences, the College of Professional Studies, and the College of Fine Arts who wish to identify an interest in economics and particularly in those areas that deal with matters of public policy. See the Tabor School admission requirements for additional information.

The minor consists of at least 24 credits in the department of economics and finance. The five required courses are Economics 100, 110, 310, 312* and 322*. In addition, the student must select 9 additional credits to be approved by the Coordinator of the Department of Finance and Economics.

**These courses are offered only every other year.*

Teaching Economics in Secondary Schools

See the social sciences major described in the Education Department section of this Bulletin.

Information Systems

www.millikin.edu/is

Information Systems Faculty

Full-Time: Merete Hvalshagen

Major in Information Systems

The Information Systems program provides the opportunity for students to obtain the skills to be a key player in building information systems to improve the business operations and decision-making of twenty-first century organizations. Information Systems students learn that in today's ever changing global business environment, the ability to collect, organize, store, and transform vast amounts of business data into accurate, timely, and understandable information has a significant impact on an organization's performance.

The Information Systems professional must have a thorough understanding of business principles, technologies, and methodologies to effectively create technological business solutions that address the operational and decision-making needs of organizations.

The Information Systems program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. The Information Systems student learns how to effectively lead and/or participate in cross-functional teams through courses that focus on interpersonal skills including problem solving, team building, and written/verbal communication.

The Information Systems student course of study includes theoretical and practical discussion of information systems, including the design and usage of databases, networking, information security, computer programming fundamentals, knowledge management, and other current topics. The Information Systems student will have opportunities to put classroom theory to practical use through course-based application problems, internships, and practicums.

It is anticipated that upon graduation Information Systems students will assume positions with titles such as business analyst, system analyst, information systems specialist, programmer analyst, or information systems consultant. As Information Systems graduates gain industry experience, they are likely to assume roles as managers or senior technical staff.

Learning Goals for the Information Systems Major:

- Students will be able to apply basic programming skills to solve simple business problems.
 - Students will demonstrate their database competencies in designing and building a relational database of moderate complexity through database management system software.
 - Students will use the System Life Cycle to develop a system design through the use of use case modeling and system modeling that will solve a moderately complex business problem; then develop a program from the modeling specifications in any program language.
-

- Students will be able to understand the basic concepts of security with regards to information access control in a network environment.
- Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet, intranet, and e-commerce.
- Students will organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

Requirements For The Major

The major requires a total of 21 credits in addition to the business core requirements.

Students majoring in Information Systems must complete the following courses required for the major:

IS 221, Introduction to Program Design and Development (3)
 IS 321, Systems Analysis and Design (3)
 IS 331, Networks and Data Communications (3)
 IS 370, Database Application Development (3)

and choose 3 from the following list

IS 302, COBOL As a Second Language (3)
 IS 322, Web Design and Development using DBMS (3)
 IS 332, Security Assurance (3)
 IS 470, Data Mining for Business Intelligence (3)
 IS 471, Information Systems Internship
 IS 491, Seminar in Information Systems
 IS 350, Web Programming (3)
 MK 365, E-Marketing (3)

Requirements For the Minor in Information Systems

Tabor and non-Tabor students may complete the minor in Information Systems. The minor requires the completion of 18 credit hours with the following courses:

IS 240, Organization Information System (3 hours)
 IS 221, Introduction to Program Design and Development (3 hours)
 IS 321, System Analysis and Design (3 hours)
 IS 331, Networks & Data Communications (3 hours)
 IS 370, Database Application Development (3 hours)

One of the following:

MS 350, Web Programming (3)
 IS 302, COBOL as a Second Language (3)
 IS 332, Security Assurance (3)
 IS 322, Web Design and Development using DBMS (3)
 IS 470, Data Mining for Business Intelligence (3)

Marketing

www.millikin.edu/marketing

Jon F. Bibb (Coordinator)

Marketing Faculty

Full-Time: Jon F. Bibb, Michael L. Pettus

Major in Marketing

A marketing major prepares a student to enter a dynamic and exciting business field that deals specifically with generation of user satisfaction by providing consumers desired products or services in a timely and convenient manner. Success requires excellent communications skills and a solid analytical background. A marketing graduate is well equipped for a career in management and performance of functions that are among the most vital and interesting in the business arena. Because marketing centers on consumer knowledge and the design and management of strategies necessary to sell products or services to consumers, many of today's top executives began their business careers in marketing. No area offers a more varied set of career opportunities. Marketing careers are possible in all fields from banking to aerospace, retailing, wholesaling, or manufacturing; for both profit and not-for-profit organizations; and in such areas as sales, research, product design and management or promotion and advertising.

Learning Goals for the Marketing Major:

- Demonstrate the ability to forecast demand
- Understand the interrelationship of the marketing mix elements
- Understand how to integrate the various functional areas (e.g. R&D, production, labor relations, accounting, finance) of the firm with marketing.
- Understand how markets are created and sustained in a dynamic global marketplace.

Requirements for the Marketing Major:

The Marketing Major consists of 21 credits: a Marketing core (9 credits) and a student-selected Focus of Study(12 credits):

Marketing Core (Required courses):

MK 320, Marketing Research

MK 308, Consumer Behavior
MK 442, Marketing Management*

* ET400 Can be substituted for International Dual Degree Majors Only, if no external substitutes can be found or if Marketing Management is unavailable.

Marketing Electives: 6 to 12 Credits from the Marketing department courses.

MK 307, Advertising and Promotion
MK 310, Personal Selling
MK 324, Sales Force Management
MK 340, International Marketing
MK 410, Internet Marketing
MK 471/472, Marketing Internship
MK 481-484, Special Topics

Focus of Study

Interdisciplinary Electives: 0 to 6 credits in courses outside of the Marketing discipline that augment, expand, or facilitate knowledge in the specific "Focus of Study."

1. **Integrated Marketing:** CO 251, CO 3343, CO 306, CO 401, CO432, CO 456, AR 125, AR 210, ET 400; MK 307, MK 410 recommended
2. **Marketing Information, Analysis and Application:** IS 470, MA 304, SO 204, SO 221, ET 400 or ET 410; MK 324, MK 410 recommended.
3. **Marketing Management:** CO 306, CO 341, CO 344, CO 432, SO 382, IS 470, ET 400 OR ET 410; MK 324, MK 340 recommended.
4. **Selling and Sales Management:** TH 103, CO 401, CO 432, SO 204, IS 470, ET 400 or ET 410; MK 310, MK 324 recommended.

The Focus of Study is designed to help students develop an educational and career focus within marketing disciplines. Each represents and supports both traditional areas of educational concentration and differing directions that career paths often take in the marketing profession.

Special Programs in the Tabor School

International Business Program for Tabor School Students

The International Business Major is designed to provide students the greatest possible opportunities to successfully embark on an international business career. The program requires that a student complete requirements for a functional major (Accounting, Entrepreneurship, Finance, Marketing, Management, or Information Systems). This satisfies industries' desire for functionally educated students. In addition students will develop a strong sense of cultural awareness and flexibility by living and studying international business at one of the partner schools in a non-English speaking country for a semester.

This program will result in students being granted a Millikin University degree in both International Business and their functional area.

The International Business Major is designed to meet the needs of our business partners and our students, to incorporate the best thinking about what an international program should provide, and to build on the Tabor faculty's belief that today's student must experience living and working internationally if they plan on a career in International Business. Potential employers constantly emphasize that while international study was important to them, it could not be at the expense of the learning associated with the functional major.

Students will experience growth from the study abroad experience in the following ways:

- Adapt to living and studying abroad in a foreign culture, where English is a second language
- Understand the significant role culture plays in accomplishing tasks while in a foreign country
- Develop increased sophistication and awareness
- Broaden personal and professional horizons
- Understand the implications of globalization
- Establish personal relationships with people from other cultures
- Be prepared to seek and effectively handle an overseas assignment within the first few years of employment.
- Develop independence and confidence to succeed.

Student Learning Objectives for the International Business Major

- Students will demonstrate knowledge of one or more functional business areas within the context of a specific geographic focus.
- Students will show a fundamental understanding of the host country language.
- Students will demonstrate an ability to gather, analyze and synthesize information on a contemporary issue of a host country company.

Requirements:

The International Business Major requires 145 credits, 4 1/2 years and consists of two major components, a functional major and at least one semester at the partner school in a non-English speaking country.

- Tabor School of Business students desiring to major in International Business would follow the present curriculum designed for any of the Tabor School's majors: Accounting, Entrepreneurship, Management, Information Systems, Finance, or Marketing.
 - Students must take two foreign language courses. Students may also demonstrate proficiency, by studying abroad with non-English instruction, or by being a native speaker of a non-English language.
-

- Take two of the four international-based courses offered in the Tabor School: EC 351 International Trade and Finance, MG 430 International Management, MK 340 International Marketing, or ET 410 International Business Consulting. Two of these courses must be taken in Tabor School of Business.
- Complete the second and third trimester fourth year curriculum at ESG in Paris.
- Complete the research paper required of ESG students.
- Complete an internship that is international in nature.
- Complete a semester studying international business and foreign language at the partner school in a non-English speaking country. International business courses taken abroad must be 300 level or higher.

Students should be aware that no Millikin financial aid is available for the study abroad semester.

Dual Degree Program for ESG Students

Students from Ecole Supérieure de Gestion (ESG) in Paris, France who have completed their second year of coursework may transfer to the Tabor School of Business and take an additional 35 hours of academic credit. This additional course work fulfills the requirement for the Bachelor of Science degree in Management from Millikin University. The curriculum was developed by ESG and the Tabor faculty to fill “gaps” in the ESG program with Tabor’s strong emphasis on the connections between theory and practice.

This dual degree program strengthens the value of these students’ education in several ways:

- An educational experience in the United States business environment is highly valued.
- ESG students need the opportunity to improve their decision-making and application based business skills. The Tabor School is particularly well equipped to help them develop these skills, as well as, team and presentation skills.
- It provides the students an opportunity to practice their English both in the classroom and in a business environment.
- It allows the students to develop a broad-based understanding of U.S. culture and its implications for business decisions.
- It enables the students to understand the connection of business theory to practice.
- It provides students a better understanding of the integration of the various business functions.

Admission procedures

A semester prior to entering the Tabor program a student must complete the following:

- Submit an Official Transcript translated into English
- Submit the current grade point average in U.S. based scale. A student must have a 2.50 grade point average for admission. Exceptions may be granted upon the recommendation of the ESG program director.
- Certify the number of credits that will have been completed by the date entering Millikin.
- Submit a TOEFL score of 550 written or 213 on the computer-based exam, or 79 on the internet-based exam, or equivalent, or submit a letter from the ESG international director attesting to the appropriate language competency.
- Submit to the Registrar an assessment of the courses completed and currently enrolled in which may fulfill the Millikin University general education requirements.

Note:

The Millikin University registrar will evaluate the student for acceptance and specify which courses, IF ANY, may be needed above and beyond the 35-credit degree program. The student must then either take the course(s) at Millikin or present evidence that the requirement has been fulfilled.

Upon completion of the above steps, the student’s application will be reviewed by the Office of Admissions through their international student admission process. At the end of the semester prior to attending Millikin, the student must present a transcript to verify acceptable completion of the semester’s work and to indicate how any other credit or grade point average problems have been addressed.

Requirements of the Program

The Dual Degree program requires students to complete 124 credits counting both transfer credits and those earned at Millikin University. The Millikin University portion must include a minimum of 35 credits. Additional credits may be required if the student has not successfully completed the expected freshman/sophomore courses. See admissions requirements above.

Historical, Political and Social Context (7 credits)

IN 250, U.S. Studies - Culture (3)
 IN 251, U.S. Studies – Structure (3)
 Cultural Event, Leadership or Court Game (1)

Tabor School of Business courses (total 28 credits)

Business Core (16 credits)

MG 201, Leadership or ET260, Create and Lead (1)
 IS 240, Organizational Information Systems (3)
 EC110, Principles of Microeconomics (3)
 FI 340, Introduction to Financial Management (3)
 MG 370, Operations Management (3)
 MG 450, Business Policy (3)

Management Major (12 credits)

MG321, Acquiring and Building Talent(3)
 MG322, Performance Management (3)
 ET340, Foundations of Entrepreneurship (3)
 MG375, Project Management (3)MG481, Special Topics (3)

Choose ONE of the following:

PH215, Business Ethics (3) CO2xx/3xx, Communication course (3) or other relevant non-Tabor course (3)

The Arts and Entrepreneurship Program

Design and sell your own products, develop markets, run a business, test your creativity in the market place, develop your skills in selection and display, understand art from multiple perspectives, and most importantly work with a dynamic group of students learning to run a business, The Blue Connection – a retail art gallery. If learning by doing interests you, then the A & E program is for you!

The 6-credit A & E program is designed to provide an integrated learning-based business opportunity, “The Blue Connection,” for art, music, theater, and business students to use as a laboratory to practice and understand creativity and entrepreneurship. The program capitalizes on the strength of two professional schools, the College of Fine Arts and the Tabor School of Business and is team-taught by faculty from both schools, as well as professionals from the field.

The Program’s three major goals are:

- To provide Fine Arts students the tools and experiences necessary to become self-sufficient
- To provide Business students a framework to develop, expand, and apply their creativity to the problems of a business based in the arts, and
- To establish a climate where true collaboration occurs between the fine arts and business students.

The A&E program focuses on understanding the process of creativity and provides experiential exercises designed to translate creative ideas into unique products or marketing venues. Students are then charged with evaluating the products and venues in terms of their potential profitability for The Blue Connection, the student run art gallery.

Courses in the Arts and Entrepreneurship Program (ET)

ET 361, 362, 363 are a series of one-credit courses designed to develop the student’s management tools through study and practice. Approximately 1/3 of the ET 360 students will enroll in each course over three semesters. During each course the students will be responsible for implementing and managing the functions within The Blue Connection.

Masters of Business Administration (MBA)

www.millikin.edu/mba

Tony Liberatore (Director)

The Millikin Master of Business Administration (MBA) is a unified curriculum focusing on preparing its graduates for positions of leadership in today’s complex business world. The program starts with values 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 class is deliberately small to be flexible and personal. Students will find a diversity of perspectives in terms of experiences—for profits/not-for-profit, size of company and type, including health care, processing, manufacturing, banking and family business. Students develop team relationships with faculty, business leaders, alumni and each other and emerge with a solid network within the regional business community. Graduates will leave the program with the skills and connections they need to succeed in leadership positions in an organization or run their own company.

Learning Goals for MBA Students:

- gain an understanding of the changing global business and economic system;
- consider and clarify their ethical responsibilities as a business leader;
- gain a solid understanding of basic business disciplines;
- demonstrate the ability to apply business theory and concepts to practical business situations; that is, MBA candidates should be able to see the integration of business disciplines and knowledge and be able to diagnosis and prescribe;
- demonstrate the ability to communicate facts and ideas in written and verbal formats using professional presentation skills; and
- be able to work in a team environment and demonstrate planning and organizing skills.

To accomplish stated goals, the MBA program

- delivers an extensive course on globalization and takes students abroad to study at a well respected graduate business school;
 - delivers a thoughtful and self-reflecting course on ethics;
 - has a deliberate curriculum designed to move each cohort of students through core business disciplines;
 - uses cases extensively to develop, demonstrate and test analytical and reasoning skills;
 - requires class presentations, oral exams and capstone presentations in corporate reports and business plans; and
 - organizes students in teams that are reformed after each 10-week unit.
-

Five Year Program for Millikin Business Students

Millikin University undergraduate business students may begin the MBA program in the last semester of their senior year. Students create an overlap with their undergraduate and graduate programs and earn their MBA with a fifth year at the University. The program is open to seniors with nine or fewer credits needed to complete the undergraduate degree.

In the spring (i.e. final) semester of their senior year, students enroll in the MBA program and take 6 credits at the MBA level while completing no more than 9 credits of undergraduate coursework.

Admission to the MBA program requires an application and GMAT test. Application should be made by the end of the junior year. Students interested in this five year program should consult with their advisor to ensure the proper sequencing of undergraduate coursework.

MBA Program Procedures

Ideal candidates for this MBA program are highly motivated professionals who seek leadership positions in an organization or aspire to run their own organization. We seek to admit driven individuals who will contribute to the learning experiences of others, and integrate theory with practice. Academic and professional successes are important criteria for selection into the program. Applicants are evaluated on academic record, work experience, interview process and review by the Graduate Education Committee.

Application forms are available on line at <http://www.millikin.edu/mba>

Admission Requirements for U.S. and International applicants:

Admission and acceptance is on a rolling basis. All applicants must submit:

- a completed Application for Admission
- official transcripts from all undergraduate and graduate institutions attended.
- Graduate Management Admissions Test (GMAT) examination scores taken within the last five years
- a current resume
- a 1,000 word Statement of Purpose describing applicant's personal and professional goals.
- three letters of recommendation on letterhead from individuals who can comment on the quality of the applicant's education, work history, communication and leadership skills.

International students must complete "Admission Requirements" along with:

- official college transcripts (English version)
- an evaluation of those transcripts by a foreign credentials evaluation agency, and
- proof of English proficiency as evidenced by a minimum score of 550 on the TOEFL examination (Test of English as a Foreign Language).
- International application requirements must be received no later than **August 1st** of each year.

CRITICAL DATES

Applications

The program begins accepting applications **February 1st** of each year. No application fee is required.

Evaluations and Interviews

Personal interviews and application evaluations begin **March 1st** of each year.

Admission and Acceptance

Letters of acceptance and a formal invitation to join the program begin **April 1st** of each year.

Deadline to complete all admission requirements is **November 1st** of each year.

Enrollment

Students desiring to enroll in the program must have completed all admission requirements. The enrollment process must be completed by **December 1st** of each year. Upon receiving an official letter of invitation, please contact the MBA office and submit a letter of acceptance to the program director.

An enrollment fee of \$200.00 is required to complete the acceptance to the program. This fee will be applied towards program tuition.

Program Dates

A new class begins in January of each year and ends in May of the following year (17 months).

Graduation Requirements

- Students must successfully complete the following to graduate:
- Completion of the MBA 38 course curriculum.
- Participation in the International Business Immersion trip with their class. If for extenuating circumstances a candidate cannot complete this requirement, they will be required to complete a project and report as assigned by the Director of the MBA program.
- Maintain a minimum GPA of 2.7 (B-).
- Achieve a grade of "C-" or higher in all courses. (Students may re-take a course one-time in the following year.)
- Completion of all review sessions and entry and exit exams.
- Tuition paid in full as verified by the Student Service Center and Business Office.

Drop, Withdrawal, and Grade Policy

- If a student withdraws from a class in the term, he/she must notify the Registrar's office and the MBA office in writing.
- A student may reapply to the program according to the standard application process and complete the MBA program no later than with the second MBA class cohort following their original class. Any further delay in completing the program would require restarting the program and a loss of the previously earned credits.

- Students who withdraw their registration prior to the first day of the term will not be charged tuition.
- Withdrawals after the first day of class and prior to completion of a class will result in a grade of “W,” withdrawal.

Incompletes

If an individual course is interrupted due to extenuating circumstances and not completed successfully, the student may request an Incomplete from the instructor. This is at the sole discretion of the instructor and must be agreed upon prior to receiving a grade for the course. Students receiving an official Incomplete may complete the course according to the requirements of the instructor or, may retake the course one time in the following year.

Billing and Payments

Tuition is described in MBA Curriculum Summary and will be charged at current rate per credit hour. Tuition does not reflect charges for textbooks and course material. For International Immersion, tuition includes course instruction material, hotel and airfare to/from destination for duration of trip. Other additional expenses incurred by student can include, but are not limited to, a passport, visa, personal sightseeing expenses, and any other personal expenses or purchases made by student.

Billing and payments for the MBA program are handled by the Student Service Center staff in Shilling Hall SH119.

Billing is processed in three segments as follows: January to June for 15 credits, August to December for 14 credits, and January to June for 9 credits.

After formally accepting the invitation to join the MBA class candidates must submit a non-refundable enrollment fee of \$200. The fee is due by December 1st.

Payments can be made in person at Student Service Center SH119, on MU Online, or by phone at 217-424-6317.

Self-Pay students must pay the cost of each segment at the Student Service Center prior to the start of each unit. This includes the Review Session that begins in January. Each student must sign a letter of financial accountability.

Employer-Pay students must verify their status and make payment arrangements with Student Service Center. Payments will be accepted directly from the employer according to Student Service Center payment schedule. If the employer does not pay the full tuition and fees associated with MBA program, the student must pay in full any outstanding balance prior to beginning the next unit. Each student must sign a letter of financial accountability.

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 Service Center - Financial Aid Office for electronic submission to the federal processor. Instructions to apply for financial aid are available by contacting the Student Service Center at 217-424-6317.

The MBA program does not offer scholarship, assistantships or financial support. Graduate students are not eligible for federal Pell Grant or Illinois state funds.

Additional information is available at our website: <http://www.millikin.edu/tabor/mba> or by contacting the Tabor School of Business MBA Office at 217-424-3503.

Honors Programs

Director Cheryl Chamblin (217) 424-6276

Mission Statement of the Honors Program

The Honors Program is an interdisciplinary community of scholars that provides students additional opportunities to reach their potential by challenging them intellectually and preparing them for lives of integrity, value and professional success. Based on the belief that excellence requires engagement, the program seeks creative avenues for integrating theory and practice, enhancing critical thinking, examining ethics and values and fostering the development of better citizens and successful leaders.

Goals of the Honors Program

The Program will:

- afford intellectually curious students a forum for an interdisciplinary and collaborative exchange of ideas through distinctive approaches to learning;
- enable students to conduct substantial self-directed research, working closely with faculty mentors;
- engage students in service to enrich the campus and larger community;
- and prepare students to experience personal and professional success beyond Millikin.

Hallmarks of the Millikin Honors program:

- Small, engaging seminars with our honors students and faculty
- Innovative courses with experimental pedagogy
- Interaction with campus leaders among students, faculty, and administrators
- Independent scholarship, under direction of faculty mentors
- Diverse methods of inquiry, drawn from multiple disciplines
- Creative pursuits that encourage risk taking
- Service contributions during each year of the program
- Flexibility in individualized plans of study

General Overview

Millikin has a **2 + 2 Honors Program** structure. Students during their freshman and sophomore years are designated as **Honors Scholars**. At the end of the sophomore year, students can choose to apply to become **James Millikin Scholars** during their junior and senior years.

The Honors Program invites applications from entering freshmen who rank in the upper 10 percent of their high school graduating class and achieve an ACT composite score of 27 (SAT combined verbal and math of 1150) or above to become **Honors Scholars**. A written application and personal interview are required of each applicant. Application forms may be requested from the Office of Admission. The interviews are conducted as part of the Presidential Scholars selection process in the winter and spring. Honors Scholars qualify for a significant scholarship each year they maintain a cumulative grade point average of 3.4 out of 4.0 and complete required coursework. Students with demonstrated financial need beyond this amount, as determined by the Free Application for Federal Student Aid (FAFSA) and/or the Illinois State Scholarship Commission, could qualify for additional scholarship awards.

Established in 1974, the **James Millikin Scholars (JMS)** Program offers opportunities for independent study and research to junior and senior students. Any qualified sophomore student may apply for the JMS Program. An essay, a personal interview, and faculty recommendations are required of all applicants. James Millikin Scholars will be selected by the Honors Committee and JMS interviewers. A limited number of applicants are chosen each year. James Millikin Scholars must be capable of outstanding academic performance, demonstrate intellectual curiosity, be willing to take academic risks, and be strongly motivated for study at the college level. Students must maintain a cumulative grade point average of 3.5 out of 4.0 and complete required coursework to remain in the JMS Program.

The **Presidential Scholars Program** was established in 1984 as the University sought to identify students who combine outstanding academic records with service to their communities (broadly defined) and leadership in community and school activities. Students chosen as Presidential Scholars receive full-tuition scholarships. The application process is the same as for freshman Honors Scholars. Presidential Scholars automatically enter the JMS Program at the end of the sophomore year and must maintain a 3.5 cumulative grade point average throughout their years at Millikin.

Outline of the Honors Program

Honors Scholars follow the Honors curriculum presented here for the First and Second Years of the Honors Program. James Millikin Scholars who were Honors Scholars previously at Millikin follow the Honors curriculum presented here for the First, Second, Third, and Fourth Years of the Honors Program. They do not follow the University Studies portion of the Millikin Program for Student Learning curriculum presented elsewhere in the Bulletin. In addition, they are responsible for all their appropriate school and division requirements, as well as for all required courses for the major.

James Millikin Scholars who were not previously Honors Scholars at Millikin or who did not transfer in to Millikin as part of a recognized articulation agreement with other institutions that have honors programs, must still complete all University Studies curriculum requirements for the Millikin Program for Student Learning, except for the off-campus learning requirement. This requirement will be fulfilled by service components of the JMS Program. In addition, they are responsible for all their appropriate school and division requirements, as well as for all required courses for the major. They must also complete the curriculum presented here for the Third and Fourth Years of the Honors Program.

Students who are removed from or drop out of the Honors Scholars or James Millikin Scholars programs must revert to the regular requirements for the Millikin Program for Student Learning University Studies curriculum.

First Year: Honors Scholars/Presidential Scholars**Theme:** Discovering Scholarship (12 Credits)First Semester: (6 credits)

IN 183 Freshman Honors Seminar (including First Week)-cohorted with

IN 150 Honors Critical Writing, Reading and Research I

Scholarship Assistantship (Optional program, for 60 hours per semester)

Second Semester: (6 credits)

IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207).

IN 151 Honors Critical Writing, Reading and Research II

Culminating Event: Honors Scholars Conference

First-Year Honors Scholars and First-Year Presidential Scholars will present their research in a conference open to the University Community.

Second Year: Honors Scholars/Presidential Scholars**Theme:** Exploring Scholarship (6 credits)First Semester: (3 credits)

IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207).

Courses may not be repeated.

On-campus service learning component through the second year.

Second Semester: (3 credits)

IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar

Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207).

All Honors students will do on-campus service learning

Culminating Event: Celebration of selection into JMS**Third Year: James Millikin Scholars/Presidential Scholars****Theme:** Engaging Scholarship (5-11 credits)

IN350 Global Studies course: non-Western emphasis outside of major (not an honors course)

IN 491 Honors Project (total six credits over two years)

IN 492 Honors Seminars (one credit each semester)

Culminating Event: Juniors will present their Honors Proposal, at an Honors Community event.**Fourth Year: James Millikin Scholars/Presidential Scholars****Theme:** Demonstrating Scholarship (5-8 credits)

IN 491 Honors Project (total six credits over two years)

IN 492 Honors Seminars (one credit each semester)

Culminating Event: Seniors will present their honors projects at Senior Recognition Day, which is open to the University Community.**Total Hours Required in Honors Program: 31****Other Components of the Honors Program****Service:** Service-learning experiences are included in each of the four years of the program.**Off-Campus Experience:** The University-wide requirement for off-campus experience will be satisfied through the service components of the Honors Program. Any additional off-campus experience required by the major must be completed by the honors student.**Honors Courses (IN) (Credits)****IN 183. Freshman Honors Seminar (3)**

(Including First Week) cohorted with Interdisciplinary 150, Honors Critical Writing, Reading, and Research I. The topics of these paired courses will vary from year to year. The two courses will be linked by skills, assignments and/or content. The major focus of these first semester courses is the development of a student research interest. The courses will involve considerable writing of a variety of types. Students will begin to examine research from a variety of disciplines within the context of the seminar.

IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar (3)

Taken simultaneously with Interdisciplinary 151, Honors Critical Writing, Reading, and Research II.

Students will complete an Honors Seminar in one of the following areas: Business (IN200), Education (IN201), Fine Arts (IN202), Humanities (IN203), Natural Sciences (IN204), Nursing (IN205), Social Sciences (IN206) or Mathematics (IN207). Courses may not be repeated. There will be numerous opportunities for the students to share their research and critique the research of others.

Second Year - First Semester IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar (3)

Students will complete an Honors Seminar in one of the following areas: Business (IN200), Education (IN201), Fine Arts (IN202), Humanities (IN203), Natural Sciences (IN204), Nursing (IN205), Social Sciences (IN206) or Mathematics (IN207). Courses may not be repeated.

Second Year - Second Semester IN 200, 201, 202, 203, 204, 205, 206 or 207 Honors Seminar (3)

Students will complete 3 different seminars in the following areas by the end of the sophomore year: Business (IN200), Education (IN201), Fine Arts (IN202), Humanities (IN203), Natural Sciences (IN204), Nursing (IN205), Social Sciences (IN206) or Mathematics (IN207). Courses may not be repeated.

IN 491. Honors Independent Project (6)

This course is used by students completing an honors proposal and project with a faculty mentor on an individualized basis. A student works with an advisor on a one-to-one basis from proposal writing, to the final project, to the oral presentation of the results. The hours may be distributed according to a plan approved by the project advisor, the academic advisor and the Honors Director.

IN 492. Honors Seminar (1)

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

Information for Students Not Continuing into JMS or Not Completing the Honors Program

1. For students not continuing into the JMS Program, three courses taken in the first year (IN183, IN150 and IN151) will replace University Seminar (IN140) and Critical Writing Reading and Research I and II. Honors students who do not continue in the JMS program, however, must fulfill University Studies requirements in order to be eligible for graduation. Honors Seminars may sometimes be used to satisfy one or more of the following University, Division or College requirements, including:

- (1) Depending on course content, many IN206 Social Science Honors Seminars may fulfill the US Studies requirement.
- (2) IN202 fulfills the Fine Arts requirement.
- (3) Depending on course content, IN203 may fulfill the literature requirement for BA students, the historical studies requirement for A&S students, or part of the Cultures track for Track C students.
- (4) IN204 fulfills the Natural Science requirement, depending upon course content.
- (5) IN206 fulfills the Social Science requirement for A&S students, if not being counted as US Studies.
- (6) IN207 fulfills the quantitative reasoning requirement, depending on course content.
- (7) Courses not meeting one of these requirements may be used as an elective.

2. JMS students must fulfill JMS requirements and not University Studies requirements. Students who withdraw or are removed from the JMS program at any time will use the honors courses to replace comparable courses in the Millikin Program of Student Learning or other courses (on a course-by-course basis) as deemed appropriate by the student, the advisor, the Honors Director and the Registrar. These students must then complete all requirements of the Millikin Program of Student Learning not replaced by honors courses.

Dean's List and High Dean's List Designations

The Dean's List is announced each semester and contains a listing of Millikin students whose grade point average for that semester is 3.5 or better. Students must carry at least 12 graded credits to qualify for this honor. Students earning a 4.0 grade point average are listed on the High Dean's List.

Graduation Honors Designations

Graduation honors are based on all college work attempted with at least 33 credits earned in residence at Millikin. Highest honors (summa cum laude) require an average of at least 3.8 for all credits attempted. Magna cum laude requires at least a 3.65 grade point average, and cum laude requires at least a 3.5 grade point average.

International Study Programs

International and Global Studies Minor

Description

The International and Global Studies minor requires completion of 21 credit hours in courses that focus on topics outside the United States, regardless of academic discipline. An in-depth exploration of a particular international region or culture is encouraged but students may alternately identify a theme to guide study across varied international areas. Students will work with an IGS minor advisor to develop a written, intentional plan of study with rationales for the course choices. The student, the IGS advisor, and the Registrar will maintain copies of the minor plan.

Requirements

Included in the 21 credit hours: at least one study abroad course is required (immersion or semester abroad) and 9 credits must be at the 300-level or above. No more than 2 courses from the student's University Studies or Major requirements may also be used for the minor. The IN 350 course used to satisfy the University Studies requirement may not be counted towards the minor. Contact one of the IGS minor committee members for advising: *Dr. Karla Luxner, Dr. Tatiana Isakovski, Dr. Tim Kovacik*

Approved Courses (subject to student eligibility: e.g. necessary pre-requisites)

All Modern Language courses at the 300 level or above
 All International Cultures and Structures (ICS) courses
 All international study immersions or semester study abroad courses
 Art 301, Ancient & Medieval Art History
 Art 302, European Art: 14th through 18th Century
 Art 305, Non-Western Art History
 English 241, Western Classical Traditions: Literature, Rhetoric and Culture
 Finance 354, International Trade and Finance
 History 202, Rise of Modern Europe (1700 to the Present)
 History 320, Topics in European History
 History 340, Topics in Non-Western History
 History 360, Topics in Global History
 Management 410, Entrepreneurial Consulting: An International Experience
 Management 430, International Management
 Marketing 340, International Marketing
 Philosophy 300, Ancient World Wisdom
 Philosophy 301 The Golden Age of Greece
 Philosophy 303 The Modern World (17th-18th Century)
 Philosophy 304, The Contemporary World of Philosophy (19th-21st Century)
 Philosophy 381, Seminar in Philosophy (depends on content)
 Political Science 320, International Law and Organization
 Political Science 321, Global Issues
 Political Science 324, Politics of the Developing World
 Political Science 322, Topics in Comparative Politics
 Political Science 323, Topics in World Politics
 Sociology 330, Sociology of Gender
 All courses approved for IN 350 (use the HI or EN designation)
 Other courses as approved by the IGS minor committee

Off-Campus Study: International Programs

The Center for International Education (CIE)
 Richards Treat University Center, room 121

Mission: Consistent with Millikin's Mission to prepare students for democratic citizenship in a global environment, the Center for International Education will prepare Millikin students and faculty for productive engagement in the global society of the 21st century. The value of a significant international experience can prove crucial to a student's career and future understanding of themselves and their world. It opens the door to more choice: language acquisition, career options, new kinds of learning, new cultures and new people. Millikin University encourages all students to take advantage of the many international opportunities available and to become "DEMOCRATIC CITIZENS IN A GLOBAL ENVIRONMENT".

Millikin University offers a number of ways for its students to study and learn outside of the United States borders throughout the year, and get Millikin University academic credit for doing so.

Students who wish to participate in international semester study through Millikin University must be at least 18 years of age or have parental/ guardian consent. To study abroad, Millikin students should be in their junior/senior year or in the last semester of their sophomore year. The Millikin semester abroad, ie: London faculty members may admit sophomores at their discretion.

Only students who are in good financial standing with the Business Office will be accepted for semester international study. Many semester programs also require achievement of a minimum cumulative grade point average (usually 3.0). Students may also choose to study abroad through various faculty led immersion courses offered annually during the Winter break or during the summer.

Students interested in studying abroad should contact the CIE for additional information and application materials. Also unless otherwise specified, deadlines for submitting applications for semester study abroad to the CIE is March 1 for the following Fall

semester and October 1 for the following Spring semester. All Study Abroad applications must be approved by the student's academic adviser and by the Registrar.

International immersion courses are administered through the Immersion/Summer School office located in the ADM-Scovill Hall. Millikin faculty members offer a variety of international immersion courses at varying times, typically during Winter break, May, and the summer. Locations in the recent past have included South Africa, Argentina, Ecuador, India, Taiwan, Spain, Mexico, France, England, Ireland, Italy, Poland, the Dominican Republic, China, Vietnam, Chile, and Costa Rica. All immersion courses have published registration deadlines and typically require a deposit to confirm participation in the class. Information about these programs can be obtained from the faculty involved as well as from the CIE, Immersion/Summer School Office and the international website. Application is typically to the respective course instructor.

Fees

1. Semester study abroad:

- Students pay the greater of either Millikin's or the external program's tuition for full Millikin University credit. Millikin will bill the student for the applicable charge.
- For room and board, students pay whatever the program charges. Millikin bills the student for the applicable charges.
- Students studying abroad for a semester will also be billed an International Studies program fee of \$200.
- Students pay any additional fees applicable to a specific program. Millikin bills these charges to the student unless otherwise specified by program.
- Students studying abroad do not pay Millikin University campus activity, health and technology fees, unless specified by a particular program.
- Housing arrangements will vary with individual programs, and may include dorm and/or apartment living, and/or stays with carefully selected local families.
- Millikin University does not make or pay for travel arrangements for Study Abroad programs, unless this is explicitly included with a particular program.

2. Immersion Study Abroad:

No financial aid is available for immersion courses; however, financial assistance may be possible for select individuals through the International Fellows Program (see below). Fees will vary according to each individual course and will include such things as airfare, in-country travel, food, lodging etc. Students are required to sign a financial contract with the faculty member responsible for the course.

Financial Aid

All federal and state aid (loans and scholarships) may be used for off-campus study, as specified by individual aid programs. Millikin aid may be used for one semester of off campus study, whether in the US or elsewhere, once during a student's time at Millikin as follows: 100% for Millikin tuition free exchange programs and semesters with Millikin faculty and no Millikin aid for other semester programs (e.g. IES, Huron University, Webster University, Washington Semester Program). "Millikin aid" includes all scholarships, awards, waivers, and other Millikin University financial contributions. Other financial aid (scholarships or loans) applies as specified by granting agency.

The International Fellows Program offers financial assistance to a select number of individuals who wish to study abroad either for a semester or through an international immersion course. Selection is based on quality of the application and on documented financial need. Application information is available from the CIE and on the CIE web site.

Millikin student participation in any off-campus program may be competitive, depending on 1) levels of Millikin student interest in these programs in any one semester as well as on 2) available institutional financial support for international study abroad. To that end, students may be asked to submit as part of their study abroad applications a written rationale for their proposed study abroad experience.

If necessary, selections for participation will then be based on several factors, including but not limited to the significance of international study to the student's degree program and career plans as expressed in the student's essay. The CIE will make participation decisions with input from the Registrar and the applying students' advisor(s).

Travel Insurance

All Millikin students and faculty who travel outside of the United States on any and all Millikin-related programs of whatever length must obtain an International Student Identity Card (ISIC) prior to travel. The ISIC card is available through the office of the CIE, or in some instances, through the particular program such as IES.

The ISIC card, in addition to providing student and faculty international and domestic discounts, such as admission to museums and airline travel, also provides some basic medical coverage to those traveling outside Decatur, Illinois. All individuals are asked to review the coverage provided by the ISIC program and to determine if they wish to purchase additional insurances through other providers.

Millikin University subscribes to the AIG Emergency Travel Assistance Services. This service provides additional medical and emergency protection. For a complete listing of travel, accident and sickness coverage eligibility please visit the CIE offices.

Millikin Exchange Programs

Over the years, Millikin University continues to develop unique relationships with selected international programs for the purposes of making these available to Millikin students interested in semester-long study abroad. Millikin University faculty and/or staff personally investigate and verify the value of these programs as Millikin University academic offerings and for Millikin University academic credit.

The most current list of available Millikin exchange programs can be found on the International Programs web site (www.millikin.edu/international/). Note that particulars in the *General* section above apply to all programs. The available programs include but may not be limited to:

CEFAM School of Business and International Management, Lyon, France

Millikin and CEFAM have an exchange agreement which allows for students to study for a semester at the other institution. Future entrepreneurs can specialize in International Marketing, Risk Management, International Business, and Finance, to name a few.

Ecole Supérieure de Gestion et Commerce International (ESGCI)

Tabor School of Business maintains an exchange with ESGCI in Paris. Students may select to participate in semester or a year-long dual degree program. These programs allow students to spend a semester or year in Paris taking business courses, as well as language and culture courses. More detailed information, including about the TSB/ESGCI dual degree program, can be found under “Special Programs in the Tabor School” elsewhere in the Bulletin.

Escuela Bancaria y Comercial (EBC), Mexico City, Mexico

EBC and Millikin have an exchange agreement that allows 2 or 3 students a year to spend a semester in Mexico. Intended primarily for students in the business field, this program is intended to stimulate and to support research, develop joint programs, language courses and exchange programs. EBC is a leading business school in Mexico and has seven campuses throughout the country.

Instituto Cultural Dominicano-Americano, Dominican Republic

Millikin students may study at the Instituto Cultural Dominicano-Americano, Santo Domingo, for an eight-week period from early June to early August, or spend a semester studying intensive Spanish and becoming immersed in this culture. English language courses in Dominican culture, history and politics, as well as four levels of Spanish language are available for credit. In addition, internships and service learning credits are available.

Centro Studi Italiani, Urbania, Italy

Millikin students interested in intensive Italian language study may spend a semester in Urbania taking 12 credit hours of Italian and living with an Italian family. Additional credits for an independent study may be arranged.

Tunghai University, Taiwan

Millikin and Tunghai University in Taiwan have an exchange agreement that allows students to study for a semester or year at the other institution. Tunghai University, founded in 1955, encourages a well-rounded general education program rather than specialization. In addition to regular lectures and seminars, Tunghai sponsors a performing Arts Festival that draws large crowds every year from the campus and surrounding community. Many classes are taught in English, although the student will be encouraged to study Mandarin as part of their academic program at Tunghai.

Finis-Terrae Universidad, Santiago, Chile

Millikin and Finis-Terrae University have an exchange agreement which allows for students to study for a semester at the other institution. A wide range of academic programs including the performing arts are available to students who are fluent in Spanish. For other students Spanish language study would be an expected part of their program.

Universitat de Lleida, Cataluña, Spain

Millikin and Universitat de Lleida have an exchange agreement which allows for students to study for a semester at the other institution. A wide range of programs in English instruction are available as well as programs for the Spanish language major. Universitat de Lleida is ideally situated; a city of approximately 100,000 and about an hour by train from Barcelona.

Universidad del Pacifico, Santiago, Chile

Millikin and Universidad del Pacifico have an exchange agreement that allows students to study for a semester at the other institution. A wide range of programs are available to the students who are fluent in Spanish. For other students, Spanish language study would be an expected part of their program.

Semester abroad led by Millikin faculty

These programs, which includes intensive use of the locale itself as part of the educational experience, will be offered occasionally for groups of up to 20 students. Past locations have been London and Thailand.

British Exchange Initiative/Irish-American Scholars Program

This program is limited to business majors. Students may apply to attend one of several institutions in Northern Ireland through this exchange initiative. Specific requirements apply in relation to GPA and application deadline. The application committee in Ireland is responsible for the specific university to which the Millikin student is assigned.

The Subsidiary Experimental School of Northeast Normal University, Changchun, China

Millikin students may complete student teaching at this institution. January and summer immersions are also available to students of all majors to teach English to middle and high school age Chinese students.

Changchun University of Chinese Medicine, Changchun, China

This large medical campus offers both traditional and Western medical classes. Millikin nursing students can attend this institution for a semester and study Chinese language and culture as well as studying traditional Chinese medicine. Summer immersion classes in traditional Chinese Medicine are also offered to students in the fields of nursing, pre-professional science, and exercise science.

China Medical University, Taichung, Taiwan

This large medical campus offers both traditional and Western medical classes. Millikin nursing students can attend this institution for a semester and study Chinese language and culture as well as studying traditional Chinese medicine. Summer immersion classes in traditional Chinese Medicine are also offered to nursing students.

Pontifica Universidad Catolica Maedra Y Maestra, Santiago, Dominican Republic

Considered the finest university in the Dominican Republic, PUCMM offers a wide range of classes for international students. A special semester long program has been developed for Millikin elementary education students which combine language study, English as a Second Language instruction, and individualized teaching experiences in local public schools. Typically undertaken during a student's junior year, the program includes a total of 15 credits during the semester. Further information can be found in the Teacher Education Program section of the Bulletin. Interested students should contact the School of Education

Gunghua School of Management, Peking University, Beijing, China

A two week intensive capstone program is offered to Millikin's MBA students during the Spring semester.

Affiliated Programs

Millikin University recognizes that some students will require study abroad programs other than the Millikin programs above. To serve that need, the University has initiated arrangements with select other organizations as follows. Millikin will handle payments to affiliated programs, billing Millikin students as specified under "Fees" above. For affiliated programs, no Millikin aid may be applied to the semester abroad.

Huron University, London, UK

Huron University is a small international university offering programs in Business Administration, Communications, Humanities, International Relations, and Studio Art. The campus is located in the middle of the Bloomsbury district of London, within easy reach of many museums, theatres, and other cultural attractions. Huron students have access to many of the resources of nearby London University schools.

John Cabot University, Rome, Italy

John Cabot University is an American liberal arts university in the heart of Rome. The affiliation with John Cabot University offers Millikin students participating in this study abroad program with a 10% tuition discount.

Université Paul-Valéry in Montpellier, France

Through an arrangement with the Learning Abroad Center at the University of Minnesota, Millikin University students can study at Paul Valéry University (Université Paul-Valéry), the liberal arts division of the University of Montpellier. This program offers options for students at the beginning, intermediate and advanced French language levels to study French language and culture. Regular courses from across the curriculum at the University of Montpellier are available to advanced students.

Institute for the International Education of Students (IES)

To provide additional study abroad opportunities for Millikin students, Millikin University has affiliated with the Chicago-based Institute for the International Education of Students (IES). IES, a consortium of more than 150 highly selective U.S. colleges and universities, is a global non-profit educational organization with programs in 22 cities throughout Asia, Australia, Europe, and South America. The affiliation with IES permits upper-level Millikin students to study abroad at a broad range of IES worldwide.

To participate in IES programs, the Millikin student must meet IES admission requirements including a 3.0 or better cumulative grade point average, and must have proficiency (usually defined as having successfully completed a Modern Languages 301 or equivalent level course) in the language of instruction of the program. In those cases where English is the language of instruction, there is no foreign language proficiency requirement.

Students can apply for scholarships from IES for study with an IES program, in addition to any other financial aid received.

Webster University International Campuses

Millikin is an Affiliate Member of Webster University in St. Louis, MO. This affiliation allows Millikin students and faculty access to Webster campuses in Geneva (Switzerland), London (England), Vienna (Austria), Leiden (the Netherlands), and Hua Hin/Cha-am (Thailand). Classes are taught in English and are available in most majors.

Other Off-Campus study options

Millikin also recognizes that a number of other quality Study Abroad programs exist which may be beneficial to its students, and makes some provision for Millikin student participation in such programs.

Should a student wish to study off campus in a program other than those previously named, in addition to other application materials, the student must supply descriptive materials of the program as well as particulars of the courses intended to earn Millikin academic credit. These materials should be submitted to the CIE, which, in conjunction with the Registrar, and the Director of Financial Aid will consider approval of the proposed semester for the purposes of transferring academic credit and of applying federal and state aid. Such approval, though likely, is not guaranteed.

Special Academic Programs

Edge Program

Candace Baker (Program Coordinator)

The Edge program is designed to assist first-year students in adjusting to the demands of college-level academics. Through the Edge program, select first-year students gain:

- Exposure to the academic skills vital to collegiate success.
- Increased self-confidence through early academic achievement.
- Connection to campus resources.

The Edge program includes a classroom component as well as extensive advising during the first year. During the Edge course, students focus on an academic discipline while developing the academic skills necessary for first-year success. In addition, faculty and staff engage the Edge students in extensive follow-up, incorporating frequent contact at critical times during the first year. Under the supervision of peer mentors, Edge students also complete academic and co-curricular activities designed to engage them to the campus community.

Participation in the Edge program is by invitation only. For more information, please contact the Office of Student Success.

Environmental Studies Minor

(Roslyn O'Conner, Coordinator)

The Environmental Studies minor is an interdisciplinary minor that will promote informed democratic citizenship in a global environment by enhancing one's knowledge of the relationship between humans and the natural world. Students wishing to complete this minor must have their programs approved by the Environmental Studies Minor Committee.

A minimum of 21 credit hours is required, with at least 9 credits earned in courses numbered 300 or above.

Category 1: The following courses will provide, as a primary emphasis, an exploration of environmental studies with an emphasis on the natural world, the environmental problems it faces and solutions to these problems. A minimum of two courses required.

Environmental Biology (4) BI130
 Conservation Biology (4) BI340
 Health and Pollution (3) ES321/IN251
 US Structural Studies: Creating a Green Society in the U.S. (3) IN251
 Global Issues: Global Environmentalism (3) IN350
 Environmental Ethics (3) PH219/IN251

Category 2: The following courses will provide essential skill sets necessary to successfully act on knowledge gained in the Category 1 courses. Five courses required.

Any additional Category 1 course
 Elemental Geosystems (3) CH106
 Ecological Journeys (4) BI280 or BI380 for biology majors
 Small Group Communication (3) CO310
 Communication and Conflict (3) CO343
 Principles of Economics (3) EC120
 Foundations of Entrepreneurship (3) ET 340
 Business and Professional Writing (3) EN210
 Environmental Literature (3) EN220
 Ethical Theory and Moral Issues (3) PH211
 The American Political System (3) PO105
 Introduction to International Relations (3) PO221
 Sociology of Globalization (3) SO365/IN350
 Internship (1-4)

Gender Studies Minor

Purna Banerjee and Linda Collinsworth (Co-coordinators)

The Gender Studies minor allows students to explore issues of gender in a larger, more comprehensive context. By allowing students to take courses from a variety of disciplines, students are able to see the relationship among seemingly disparate areas of knowledge. The minor consists of 21 credits, approved by a committee, and taken over the student's tenure at Millikin University. These courses can be drawn from all schools, divisions and departments of the University. The following courses are some of the options acceptable for inclusion into this minor:

Communication 332, Gendered Communication
 English 220, Literary Topics: Major Women Writers
 Sociology 351, The Family
 Sociology 330, Sociology of Gender

Specific departments may offer special courses examining these issues, either under topic courses, such as Political Science 360, Psychology 360, or by increasing gender-related material in existing courses. A committee evaluates proposed courses for the minor and publishes a list each semester.

Pre-Professional Programs, Health Sciences

Cynthia Handler (Director)

Medicine, Dentistry and Veterinary Medicine. Optometry, Physician Assistant. Millikin University is dedicated to facilitating entry into and success in post-graduate programs in several areas of medical and health care. This includes such diverse occupations as veterinarian, medical doctor, dentist, and physician's assistant as well as other professional health care occupations. Students should consult with the Director of the Pre-Professional Program on the sequence of their Millikin course work, as well as their choices of professional schools to ensure that they will meet the specific entrance requirements of their chosen schools. This is especially important if the academic major is not in a scientific discipline.

The professional schools believe that the selection of an undergraduate major should be a careful and considered decision. A major in one of the science disciplines is not a pre-requisite for medical school although an adequate number of science courses are necessary to meet professional school requirements and to perform well on the Medical College Admission Test (MCAT) or other admission examinations. A broad cultural education in the arts, humanities and social sciences, as well as the biological and physical sciences, is desirable. The minimum requirements for entrance into most post-graduate professional schools include a year of biology with lab, two years of chemistry with lab, including organic chemistry, and a year of physics with lab. Additional courses in both biology and chemistry may be recommended. Specific sequences for the biology and chemistry major with emphasis in medicine are described in the Department of Biology and the Department of Chemistry sections of this bulletin.

While learning is emphasized and important, it is also crucial to set high achievement standards. We encourage students to develop excellent study habits and a disciplined approach to learning. At the same time, we provide a nurturing atmosphere and individualized attention for each student, allowing each person to develop at his or her own pace. Students are encouraged to do research in collaboration with members of the science faculty and are encouraged to apply for summer research programs at other universities, medical and research centers.

Professional school admission committees also look for evidence of other characteristics such as leadership, social maturity, purpose, motivation, initiative, curiosity, common sense, perseverance and breadth of interests that demonstrate a commitment to people.

The admission examination for professional school is usually taken in the spring semester of the junior year or during the summer between the junior and senior years. Both commercial and in-house preparation courses are available. An interdisciplinary Pre-Professional Committee provides guidance to the pre-professional program and letters of evaluation to professional schools for students who request them as a part of the application process.

Allied Health. Millikin offers Pre-Professional Programs in several allied health fields, including medical technology, occupational therapy and physical therapy. These programs are described in the Biology Department section of the College of Arts and Sciences in this Bulletin.

Pharmacy. Millikin offers two different tracks of study for a degree in pharmacy. The first study track includes course work required by accredited pharmacy schools for admission to their professional programs. This curriculum is similar to the first two years of study for chemistry majors. In addition, Millikin has established dual degree program with Midwestern University, which allows students to earn the bachelor of science degree as well as a Doctor of Pharmacy in six years of study. Students must enroll in this program at the time of their admission. Each student must maintain a grade point average specified by both schools and meet all of the graduation requirements for both Millikin and Midwestern. For additional information on this joint program, consult Millikin's pre-professional advisor or the admission staff.

Engineering (dual-degree program). A dual-degree or 3-2 program has been established with Washington University in St. Louis that takes five years to complete and leads to a B.A. or B.S. degree from Millikin as well as a B.S. degree in Engineering from Washington University. The bachelor's degree at Millikin will typically be in physics, chemistry, or mathematics, although students majoring in such diverse areas as political science or philosophy have successfully completed engineering degrees at Washington University.

Students earn between 90 and 100 credits from Millikin in the first three years, and transfer sufficient credits back from Washington University at the end of the fourth year to complete their Millikin degree. Engineering areas available for study at Washington University are Biomedical, Chemical, Computer, Electrical, Mechanical, Systems Science and Engineering, and Computer Science. On completion of one of these programs, the student earns a second B.S. degree from Washington University in a particular engineering field. Further information on programs at Washington University can be found at <http://engineering.wustl.edu>.

Students benefit from the dual-degree program over traditional engineering curricula in many ways: a broader education, two degrees in two different areas, a sound technical education as well as a strong liberal arts background that is often needed in management positions, and the personalized environments of two small universities. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details.

Engineering (2-2 program). In the 2-2 transfer Engineering program, students complete their Millikin Program of Student Learning courses at Millikin University as well as a year each of chemistry and physics, and two years of mathematics. After completing two years of studies, students can apply to transfer to the engineering school of their choice for completion of their engineering degree. Students should maintain a high grade point average since admission to engineering programs is highly competitive. On completion of the program at the transfer institution, the student earns a baccalaureate degree from that institution. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details.

Law. No specific undergraduate major is required for admission to law school. Millikin students interested in law school, however, are strongly encouraged to take courses that facilitate the development of excellent writing skills, analytical thinking skills, logical reasoning skills, critical reading skills, communication skills, and research skills. In addition, students with an interest in law school should take intellectually challenging courses.

The Pre-Law advisor works with students on LSAT preparation, law school applications, and personal statements. Consult the advisor for more information. The current advisor is Dr. Robert E. Money, Associate Professor of Philosophy.

Service Learning

Pam Folger (Coordinator)

The Career Center helps students incorporate community service experiences into their education, assists Millikin faculty in developing experiential community-based teaching methods, facilitates the civic education portion of Millikin's mission, and strives to make a positive impact upon the Decatur community.

Chicago Center for Urban Life and Culture

Millikin University is affiliated with the Chicago Center for Urban Life and Culture. The Chicago Center "is a convergence of the university, city living and urban work experience. Students from all majors find a support system of mentors, college instructors and friends to guide them as they learn about the vibrancy and challenges of the city in our action-based seminars, and complete professional volunteer internships

"Offered year-round, all our programs combine experience-based classes with a volunteer internship in the student's field of interest. Students live cooperatively in Chicago Center for Urban Life and Culture furnished apartments in Hyde Park, an integrated, lakefront neighborhood on the South Side."

Millikin students have taken advantage of this program for over 20 years and have found the experience not only personally rewarding but professional rewarding as well. Students can choose from a full semester at Urban Life or choose to participate in the January term, May Post-Term or Summer Term. All work completed at the Chicago Center is transferred directly back to Millikin.

Required courses include SO 340, Field Study in Chicago – 3 credits; SO 350, Chicago Communities and Culture – 3 credits and SO 355, Chicago Internship or Practicum for 4-8 credits. Students can also work out directed study with Millikin faculty that can be counted as a part of their major at Millikin.

Students from Universities or Colleges other than Millikin can take advantage of this experience and receive college credit. Millikin University sanctions the awarding of credit in cooperation with the Chicago Center. Students must be accepted by the Chicago Center and by Millikin University to obtain this credit. Students should contact the Registrar's Office at Millikin University for further information. Millikin University does not offer financial aid in the form of grants or scholarships or loans to 'visiting' students. Students should check with their home-university financial aid office to determine eligibility for financial aid resources.

Financial Policy

- Tuition (remitted by Millikin University to the Chicago Center).** Students attending the Chicago Center pay tuition to Millikin University, as listed below. 80% of the tuition is then remitted to the Chicago Center to cover tuition at the Center.
Audit Charge (paid directly by the student to the Chicago Center). Non-credit students pay an audit charge.
- Program Fee** (paid directly by the student to the Chicago Center). The Program Fee includes housing, food, class fees (including texts), public transportation, and all cultural events.
- City Activity Expense** (estimated out-of-pocket expense). The City Activity Fee is an estimate of direct out-of-pocket costs related to the Chicago Center program events, e.g. lunch on a tour. It does not include personal spending money.
Note: The student should consider this a part of the cost of the program in determining financial aid needs. This fee is not remitted to the Chicago Center for Urban Life and Culture, but is a required out-of-pocket cost to the student.
- Miscellaneous Fees:** See the Chicago Center's Web site for miscellaneous fees.

Millikin University Tuition/Chicago Center for Urban Life and Culture (as of Academic Year 2011-2012)

Term	Tuition	Program Fee*	City Activity Fee*
Semester	\$13,926	\$4875	\$300
J-Term	\$ 1,687	\$1325	\$75
Post Term	\$ 1,687	\$1325	\$75
Summer 2011	\$ 4,487	\$2780	\$175

*subject to change by the Chicago Center

Course Listings

ACCOUNTING

Accounting Courses (AC) (Credits)

210. Principles of Accounting (3)

The course is designed to provide students with the ability to understand how financial transactions are systematically captured and reported in financial statements. In addition, students will understand how to use information obtained from the financial statements to improve operational efficiency and profitability. Cannot be used for credit for any major in the Tabor School.

230. Principles of Financial Accounting (3)

Focuses on the needs of stakeholders external to the organization. This course serves as an introduction to the “language of business” and to the importance of accounting information in business decision-making. It is designed to serve both business and non-business majors. Pre-requisite: sophomore standing.

240. Principles of Managerial Accounting (3)

Management accounting that focuses on decision-making concepts applicable to both service and manufacturing companies. The course introduces topics such as operating leverage, cost-volume-profit analysis, relevance, and cost allocation as well as manufacturing cost flow, job-order and process costing. Pre-requisite: Accounting 230 or equivalent.

301. Intermediate Accounting II (4)

In-depth study underlying assumptions and principles used in preparation of basic financial statements. Analysis of elements of the balance sheet. Problems of valuation and revenue recognition. Presentation of latest FASB pronouncements. Pre-requisite: Accounting 240.

312. Intermediate Accounting III (4)

Accounting for corporate owner’s equity. Study of accounting for EPS, current and long term liabilities, property, plant and equipment, intangible assets, depreciation/amortization/depletions/impairments, statement of income and retained earnings; long-term investments, deferred income taxes, pensions, leases and accounting changes and errors. Study of Statement of Cash Flows. Pre-requisite: Accounting 301

331. Individual Income Taxation (3)

A basic understanding of the Internal Revenue Code Provisions that affect individuals, how these code provisions are implemented through the Federal Income Tax Regulations, and some of the reasons behind tax laws. Pre-requisite: Accounting 240 or consent of instructor.

332. Entity Taxation (3)

Tax research methods and survey of federal income tax law and procedures primarily as they pertain to partnerships, corporations, and trusts and estates. Topics include, but are not limited to, research methods, problems between partners and partnerships, corporate operating rules, complete and partial liquidations, earnings accumulations, trust and estate operations and taxation. Prerequisite: ACC331 or consent of instructor.

411. Advanced Management Accounting (3)

Understanding and using the behavior of costs to provide information for decision-making. Product costing for internal reporting vs. external reporting. Job, process and standard cost systems. Responsibility accounting, performance evaluation and variance analysis. Pre-requisite: Accounting 240.

413. Advanced Financial Accounting (3)

Theory, principles and practices relating to more intricate phases of accounting. Study includes partnerships, business combinations and consolidations, foreign exchange and accounting for governmental units and nonprofit organizations. Pre-requisite: Accounting 312.

422. Auditing Principles (3)

An introduction to auditing and assurance engagement standards of performance and reporting by external, internal, and governmental auditors. Topics covered include the assessment of risk; collection, evaluation, and documentation of evidence; and issues of independence. The course stresses the need for ethical conduct. Pre-requisite: Senior standing and Accounting 312.

471, 472. Accounting Internship (1-3)

A cooperative course between the University and selected business establishments to develop further the professional training of accounting majors. Combination of work experience and written reports. Pre-requisite: consent of accounting coordinator.

491. Independent Study (1-3)

Qualified seniors are encouraged to undertake an original investigation of a problem in accounting. May include a written report and an oral examination. Credits earned in this course may apply to hours for the major. Pre-requisite: consent of coordinator and instructor.

ART

Art Courses (AR) (Credits)

101. Introduction to Visual Culture (3)

This course introduces some of the main concepts and procedures used by art historians in analyzing the history of visual culture. It combines the conceptual, visual, and verbal skills essential to the description and analysis of visual forms. Lectures, discussions, readings, and experiential assignments will draw from a variety of media, cultures, and periods. May not be counted toward a major in art. (replaces Art 100, Art Appreciation)

103. Drawing Orientation (3)

Introduction to drawing with emphasis on learning skills of observation and representation of still-life and photo images. Charcoal, pencil, crayon, conte and wash techniques will be used. Required of majors before admission to courses numbered above 100.

104. Drawing Orientation (3)

Continued development of formal drawing skills. In-depth examination of observational issues. Exploration of idea and image development along with extended approaches to process, figure/ground, and series development. May include exploration of figurative issues. Pre-requisite: AR103, 105.

105. Design Orientation (3)

Comprehensive study in black and white of principles and elements of two-dimensional composition. Topics covered include line, shape, texture, value, space, rhythm, balance, unity, variety, repetition, movement, scale and proportion. Color projects are introduced to develop artistic awareness and solutions to color theory. Studio and lecture. Required of majors before admission to courses numbered above 100.

106. Design Orientation (3)

Comprehensive study of use of color in two- and three-dimensional composition. Topics covered include relativity of color, its optical and expressive properties, its relationship to design elements and principles, color schemes and use of color in a variety of media. Studio and lecture. Required of majors before admission to courses numbered above 100. Pre-requisite: AR105 or consent of instructor.

107. Introduction to Studio Art (3)

A course designed for non-art majors to fulfill the general education requirement in fine arts. Emphasis is on studio experiences in painting, watercolor, hand built pottery, raku firing, linoleum prints, silk- screen and selected craft techniques. May not be counted toward a major in art.

122. Ceramics: Handbuilding (3) Per Semester

Introductory courses to gain experience in basic forming processes, glazing and firing techniques used in clay medium. Assignments, lectures and demonstrations emphasize pinch pots, coil building and slab construction. Experience in raku, salt, and high temperature kiln firings included.

125. Graphic Design: Production Techniques (3)

Examination of production techniques through simulated job experiences. Emphasis on skill development and the understanding of design technologies and methodologies. Students will also learn to apply design principles including visual unity, good gestalt, balance and rhythm plus the appropriate use of typography and photography within design. Studio and lecture.

201. Computer Art and Design Orientation (3)

Designed to apply computer technology to solving visual problems in fine arts and graphic design. Emphasis is on individual expression and acquiring skills to effectively communicate through computer graphics. Students are introduced to fundamentals of computer graphics through lecture, presentation, discussion and hands-on experiences.

213. Beginning Figure Drawing (3)

Introduction to the study of the human form through drawing. Emphasis on the development of basic skills used in representational drawing of the figure. Attention will be given to the development of formal and technical skills including: line quality, use of value, composition, anatomy & structure, and figure/ ground relationships. Pre-requisite: AR103, 104, 105, 106.

313, 413. Intermediate/Advanced Figure Drawing (3)

A series of courses in the continuation of the study of the human form. Emphasis on individualized approach to drawing the figure as an art form. Attention will be given to exploration of figure/ ground relationships, development of expressive content, uses of narrative, and relationship of imagery to technique. Pre-requisite: AR213 or 214.

215, 315, 415. Printmaking (3)

A series of courses (beginning through advanced) in printmaking designed to introduce students to various techniques and materials used in the print as a fine art form. Continued development of imagery and integration of multiple techniques are encouraged beyond the beginning level. Emphasis on monotype, collagraph, drypoint, relief, and etching, as well as exploration of other printmaking and drawing techniques. Pre-requisite: AR103 and 104.

217, 317, 417. Painting (3)

A series of courses (beginning through advanced) in the study of various concepts and techniques used in painting. Emphasis on the development of the skills and knowledge necessary to form a personal approach to expression through the medium of painting. Topics covered include: color (local, expressive), color temperature, light on form, inventing form. Pre-requisite: AR103, 104, and 213/214 or consent of instructor.

225. Graphic Design: Graphic Design and Illustration (3)

Examination of multiple illustration techniques. Emphasis given to learning the systematic processes employed in graphic illustration. Extensive study of typography also emphasized. Studio and lecture. Pre-requisite: AR125.

235. Introduction to Photography (3) Per Semester

Introduces student to basics of black-and-white photography. Through lectures, demonstrations and hands-on experiences, students learn skills necessary to use a 35 mm camera, develop film and accomplish a variety of darkroom processes. Emphasis is on learning how to compose photographically and the technical skills necessary to present finished photographs.

241, 341, 441. Sculpture (3) Per Semester

A series of courses (beginning through advanced) offering investigation into materials and contemporary issues in three-dimensional art. A context is presented for the exploration of creative concerns and instruction on the uses of various tools and equipment including electric and gas welding.

301. Ancient and Medieval Art History (3)

Art and architecture from prehistoric times through the Gothic period.

302. European Art: 14th through 18th Century (3)

Painting, sculpture and architecture in Italy and the North during the Renaissance, Baroque and Rococo periods.

303. Modern Art: 19th and 20th Century (3)

Painting, sculpture and architecture from Romanticism through World War II.

304. Contemporary Art History (3)

Survey of developments in American and European visual art from World War II to the present. Students examine critical issues along with style and meaning in contemporary art.

305. Non-Western Art History (3)

An introduction to the art and culture of Africa, India, China, Japan, Oceania, Ancient America & Native America, with emphasis both on style and the way in which the art functions in each of these societies.

320. Topics in Art (3)

This course focuses on a particular period or theme in one of the following studio areas: graphic design, painting, printmaking, figure drawing, photography, art therapy, ceramics or sculpture. Pre-requisites: AR103, 104 and AR105, 106 or consent of instructor.

325. Graphic Design: Ad Agency (3)

Designed to familiarize the student with problems and solutions encountered in daily work situations. Assignments include the design of catalog covers, brochures, letterheads, logos and posters. Students will have the opportunity to interact with real clients and learn professional skills related to the design profession. Studio and lecture. Pre-requisite: AR125 or 201.

326, 327. Computer Art and Design: Creative Concepts (3)

Continuation of Art 201. Emphasis on using skills and knowledge previously gained to develop more personalized computer graphic imagery. Students will perform in-depth research in selected visual-subject areas ranging from 2-D drawing and paint programs and 3-D modeling applications, to multi-media presentations. Pre-requisite: AR201 and consent of instructor.

331, 431. Ceramics: Wheel Throwing (3) Per Semester

A series of courses in the use of the potter's wheel as a tool for artistic expression. Continued emphasis will be placed on glazing and firing in relationship to wheel-thrown objects. Pre-requisite: AR122.

360. Topics in Art History (3)

This course focuses on a particular period or theme in Art History. Pre-requisites: AR103, 104 and AR105, 106 or consent of instructor.

370, 470. Art Internship (1-3) Per Semester

The Internship Program offers students the opportunity to practice skills and to apply theories learned in the classroom and to enhance professional development beyond the regular instruction in their major fields of study.

380. Advanced Studio Practicum (1-3) Per Semester

This course focuses on a particular period or theme in Art History or one of the following studio areas: Graphic Design, Painting, Printmaking, Figure Drawing, Photography, Ceramics, or Sculpture. Pre-requisites: AR103, 104 and AR105, 106, or consent of instructor. This course also meets the requirement for the Art Department Capstone.

381. Advanced Studio Practicum/Capstone (1-3) Per Semester

The studio capstone focuses on preparing art majors for life after graduation through forums, peer-to-peer critiques, and writing assignments such as personal artist statements. The capstone also prepares those students interested in pursuing graduate school in the visual arts in that they prepare portfolios and do research on which graduate programs might best fit their future career goals.

390. Blue Connection (1-3) Per Semester

Students enrolled in ET/AR390 are the Leadership Team of Blue Connection, Millikin's student-run retail art gallery. The Leadership Team meets weekly to establish goals, set timelines, and execute plans in addition to presenting a monthly report to Blue Connection's Board. Emphasis is placed on strategic planning, opportunity recognition, and ownership.

400. Art Therapy Seminar (3)

A survey of the theories, techniques and applications of art therapy. Emphasis will be on evaluation and assessment procedures, experimental examinations and client-therapist relations. Through discussion, personal exploration, lecture and presentation, the student will gain experience in fundamentals of the therapeutic relationship, group dynamics and the use of art as therapy.

411. Secondary Art for Teachers

Emphasis on planning, presentation, organization and techniques for secondary teachers. Attention given to different art media used in the middle and high schools. Art majors working toward a special certificate are required to take this course.

425. Graphic Design: Portfolio (3)

Continuation of Art 325 with emphasis on developing a professional portfolio which reflects personal design style. In conjunction with producing professional work students will learn job search and interviewing techniques as well as other creative job related skills. AR425 functions as the art capstone for BFA Graphic Design majors.. Studio and lecture. Pre-requisite: AR325

BIOLOGY

Biology Courses (BI) (Credits)**102. Topics in Biology (4)**

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

105 Ecology and Evolution (3)

Biology 105 is designed as a first course in biology required for biology majors. It concentrates on the biology of whole organisms at the population, community, and ecosystem level. We will focus on the process of science and on evolution as an underlying theme. Student presentations and discussion are an integral part of the course. Concurrent enrollment in BI 155. Fall.

108. Diversity of Life (3)

An introduction to biological diversity and the biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Required for all biology majors. Concurrent enrollment in Biology 158. Pre-requisite: Biology 105/155 or consent of instructor. Some knowledge of introductory college chemistry and mathematics will be helpful. Spring.

110. Secondary Science, Content & Laboratory Development (3)

This course is designed for students who are planning to be certified in Illinois to teach middle or high school science. The modules are intended to help the student to fill in gaps in content knowledge. Students will complete instructional modules in the following topics: astronomy, earth science, instructional planning and assessment in science, national science education standards, and safety in the classroom. Cross-listed with CH110. Pre-requisite: Acceptance for Student Teaching. Co-enroll in ED 425. Fall.

125. Local Flora (4)

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

130. Environmental Biology (4)

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

155. Ecology and Evolution Lab (1)

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

158. Diversity of Life Lab (1)

Laboratory course to accompany BI 108. The lab will explore the diversity of biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Various methodologies designed to measure such things as tension, pressure, temperature, and oxygen consumption will be utilized. Critical thinking, data analysis and standard laboratory reporting will be emphasized. Required for all Biology majors. Concurrent enrollment in Biology 108. Spring.

204. Essentials of Anatomy and Physiology (4)

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

206. Human Anatomy and Physiology I (4)

This is the first of a two-semester sequence intended for biology majors in the allied health track, and for nursing and athletic training majors. This course provides a fundamental consideration of primary tissues and the skeletal, muscular, nervous, endocrine and integumentary systems of the human body. Emphasis is placed on the correlation between structure and function, physiological processes, and the organization of the human body from the chemical level to the organismal level. Laboratory activities include the use of anatomical dissection of cats, physiological experimentation, teaching models, and group work to facilitate learning. Pre-requisite: Chemistry 203/205 or consent of instructor.

207. Human Anatomy and Physiology II (4)

A continuation course of Biology 206 covering cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems of the human body. Pre-requisite: Biology 206.

220. Field Ecology (4)

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

230. Principles of Microbiology (4)

A study of bacteria and viruses and their relationship to health and disease including bacterial nutrition, control, genetics, and disease etiology. The course is designed for students in the Biology Allied Health Track and nursing majors. Pre-requisites: one Biology course (Biology 206 suggested).

280. Ecological Journeys (4)

This is a travel course designed to familiarize students with principles of ecology in exotic or unusual environments, with an emphasis on identification of common species and interactions between species. Students are expected to attend all class sessions during the semester as well as make the extended field trip to the off-campus site, such as in Costa Rica, Alaska, and South Africa. Students are required to research and present information to the group about assigned sites before the trip. Students are responsible for travel costs and for obtaining necessary documents and medical precautions for travel to the specific site. No pre-requisites for Biology 280. Instructor consent is required for all students. This course counts as a lab science and as off campus study for the MPSSL. Biology majors must enroll in BI 380 rather than BI 280. Offered as faculty are available.

300. Genetics (3)

Studies of the structure, function and transmission of hereditary material. Topics include patterns of inheritance and statistical analysis; molecular, biochemical and microbial genetics; gene regulation, mutation and recombinant DNA. Concurrent enrollment in Biology 350. Pre-requisites: Biology 105/155 and/or 108/158 or consent of instructor. Can count as Biology Content Category 5 or 6. Fall.

301. Comparative Anatomy (4)

The study of the vertebrate body plan emphasizing comparative morphology of the organ systems correlated with change in function and environment. Lectures include general concepts and terminology, protochordates, vertebrate classification, mechanisms of vertebrate evolution, and the comparative morphology of the various organ systems. Laboratory activities include the dissection of several animals including the cat. Pre-requisites: Biology 105/155 and/or 108/158 or consent of instructor. Biology Content Category 3 or 4. Spring of alternate years.

302. Histology (4)

This course addresses the microscopic structure of cells, tissues, and organs. Topics include general principles of light and electron microscopy, cytology, the primary tissues, and organology. Laboratory work involves examination of histological slides of tissues. Pre-requisite: Biology 305/355 or consent of instructor. Fall of alternate years, Biology Content Category 3 or 5.

303. Entomology (4)

The goal of this course is to develop an appreciation of insects with minor emphasis on spiders as a comparative system. Class learning goals involve examining structure and function as a background to understanding the ecology and behavior of these animals. Class **DISCUSSION** is highly encouraged! Topics such as development, external morphology, internal systems, sociality, defense mechanisms, reproductive behavior, feeding behavior, as well as both detrimental and beneficial aspects of insects are covered. Laboratory learning goals include developing an understanding and appreciation of insect taxonomy, morphology, and ecology through the tool of creating a collection. As such, labs during the first part of the course are spent in the field collecting insects, allowing this course to fulfill one credit of Millikin's off-campus learning requirement. Pre-requisites: BI 105/155 and BI 108/158. Biology Content Category 2 or 3. Fall.

304. Developmental Biology (4)

Study of vertebrate differentiation and development from gametogenesis to organogenesis in the different vertebrate groups. Some lectures on experimental embryology and human embryology. Pre-requisite: Biology 305/355 or consent of instructor. Biology Content Category 3 or 4. Spring of alternate years.

305. Molecular and Cell Biology (3)

Course includes history and development of cell theory; morphological and functional significance of cell organelles; processes of mitosis and meiosis; and molecular basis for protein synthesis, metabolism, and photosynthesis. Concurrent enrollment in Biology 355. Pre-requisite: Biology 300/350 or consent of instructor. Biology Content Category 5. Spring.

306. Comparative Animal Physiology (4)

Exploration of the major trends in physiological adaptation by studying adjustment of the living animal to its environment. Application of underlying chemical and physical principles is emphasized. Topics include neural development, gas exchange, cardiovascular organization, temperature effects, excretion and osmoregulation, sensory reception, endocrine influence, reproductive competence, and functional integration and coordination of these processes. Competence in chemistry and physics is recommended. Pre-requisite: Biology 305/355 or Biology 207 and 301. Biology Content Category 4. Fall.

307. Parasitology (4)

Morphology, life history, host-parasite relationships, distribution and relationship to humans of important parasites. Diagnosis, epidemiology and prevention of infections. Pre-requisite: Biology 108/158 or consent of instructor. Alternate years. Biology Content Category 2 or 6.

308. Plant Physiology (4)

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

312. Immunology (3)

Theories and mechanisms of infection and immunity. A general course dealing with the nature of antigens, antibodies, immunologic reactions with consideration of antibody structure and the cellular, biochemical, and genetic basis of immunity. Allergic phenomena, autoimmune disease, transplantation, and cancer will be discussed. Pre-requisite: Biology 305/355. Biology Content Category 4 or 5. Spring, alternate years.

314. Ecology (4)

This course provides an introduction to ecology including examinations of an organism's relationship to its environment, population ecology, community ecology, landscape ecology, and ecosystem ecology. In this course, we will also explore the biodiversity in our region, and learn the process of inquiry by designing and conducting an ecological research project. Pre-requisite: Biology 105/155 and 108/158 or consent of instructor. Biology Content Category 1. Fall.

320. Field Ecology for Teachers (4)

Same as BI 220, with the requirement that students be in the school of education. Education majors may take BI 320, with prerequisite of one previous biology course. Students will complete one scientific style research paper on an independent project, and will develop an inquiry-based two to three week unit plan on one of the topics in ecology, at an agreed upon level, using techniques and material from Field Ecology. This course satisfies the MPSL off campus learning requirement. Does not count as biology credit for biology majors. Summer.

322. Neurobiology (3)

Detailed study of the nervous system with special emphasis on the human brain. Lecture topics include anatomy of the brain and spinal cord, the physiology of communication through neural networks, learning and memory, sensory and motor systems, the brain and behavior, and the molecular mechanisms of learning and memory. Pre-requisite: Biology 206 or 305. Alternate years. Biology Content Category 3 or 4. Spring, alternate years.

323. Animal Behavior (4)

Analysis and description of behavior at both the proximate and ultimate levels in both invertebrates and vertebrates is stressed. Topics include proximate studies focusing on the roles of physiology, hormones, and genetics in shaping behavior. At the ultimate level, behavioral evolution is stressed with emphasis on adaptations and fitness consequences of behaviors. Topics such as learning and memory, defense, feeding, reproductive behavior, territoriality, parental care, communication, and social hierarchies are covered. An appreciation of behavioral ecology is emphasized. Class learning goals include developing an understanding of the fundamental principles of animal behavior through class discussion, developing a comparative evolutionary appreciation of animal behavior, and interpreting current literature on animal behavior. Laboratory learning goals include gaining insight into methods of behavioral research, application of the scientific method, and effectively presenting research results in both oral and written format. Pre-requisite: BI 105/155. Biology Content Category 1 or 6. Spring.

324. Ornithology (4)

This course provides an introduction to ornithology including examinations of bird origins and adaptations, diversity, flight and migration, breeding biology, and conservation. In this course, we will learn more about the avian biodiversity in our region, and learn how to identify birds by sight and sound through bird watching trips. We will also examine contemporary issues in ornithology, and learn the process of inquiry by designing and conducting an ornithological research project. Pre-requisite: Biology 108/158 or consent of instructor. Alternate years. Biology Content Category 2 or 4.

325. Vertebrate Biology (4)

This course provides an overview of the vertebrate animals beginning with fishes and ending with mammals. Emphasis is placed on identification of vertebrates, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes using a comparative approach. Laboratory will involve field trips, and a semester-long research project. Pre-requisite: Biology 108/158 or consent of instructor. Spring of alternate years. Biology Content Category 2 or 3.

326. Plant Biology (4)

The purpose of this course is to understand the vital role plants play in the environment as sources of oxygen, energy, medicines, and other products, and of the complex and diverse ways plants solve problems of life. Five unifying themes of botany will be returned to throughout the course: Plants consist of organized parts, exchange energy with the environment, respond to and adapt to their environment, reproduce, and share a common ancestry. The laboratory is an integral part of the course and has one extended weekend field trip. A large portion of the lab is devoted to independent projects on a problem of interest. A paper, including pertinent library research, and presentation of the project, are required. Satisfies one credit of off campus learning for the MPSL. Pre-requisite, BI 108/158 or consent of instructor. Biology Content Category 2 or 3. Fall.

330. General Microbiology (4)

An introduction to the morphology, physiology, and ecology of microorganisms including bacteria, algae, fungi, and protozoa. The role of microorganisms in ecosystems and their application to agriculture, sanitation, and industry will be discussed. Pre-requisite: Biology 305/355 or consent of instructor. Biology Content Category 2 or 5. Spring.

340. Conservation Biology (4)

This course provides an introduction to conservation biology, and will focus on the earth's biological diversity, threats to its biological diversity, how threats influence populations and species, and solutions to dealing with those threats. There is a laboratory component to this course. Pre-requisite, BI 105/155, or BI 108/158, or BI 130, or consent of instructor. Biology Content Category 1. Spring of alternate years.

350. Genetics Lab (1)

Laboratory course to accompany Biology 300. One three-hour lab per week. Concurrent enrollment in Biology 300.

355. Molecular and Cell Biology Lab (1)

Laboratory experience to accompany Biology 305. One three-hour lab per week. Concurrent enrollment in Biology 305.

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

A supervised, practical biological experience for the biology major. A cooperative arrangement between the University and industry, zoos, conservation biology, research labs or health career agencies involved with biological work. Pre-requisite: sophomore, junior or senior standing and consent of department chair.

380. Ecological Journeys (4)

This is a travel course designed to familiarize students with principles of ecology in exotic or unusual environments, with an emphasis on identification of common species and interactions between species. Students are expected to attend all class sessions during the semester as well as make the extended field trip to the off-campus site, such as in Costa Rica, Alaska, and South Africa. Students are required to research and present information to the group about assigned sites before the trip. Students registered for BI 380 will also work together to design and carry out field investigations to be conducted on the trip, and to present the results of those investigations after the trip. Students are responsible for travel costs and for obtaining necessary documents and medical precautions for travel to the specific site. No pre-requisites for Biology 280: Biology 105/155 and 108/158 are pre-requisites for BI 380. Instructor consent is required for all students. This course counts as off campus study for the MPSL and is also a Biology category 1 or 2 class.

391, 392. Research (1-2)

Research experience in collaboration with Millikin biology faculty. Open to sophomores, juniors and seniors. Students will present their research results in Senior Seminar 481/482 and will also be encouraged to present their work at scientific meetings. A minimum of three hours in the lab and/or field per week per credit. Pre-requisite: sophomore, junior, or senior standing and Biology 291 or consent of instructor. May be repeated for credit.

393, 394. Independent Study (1-3)

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

404. Evolution (3)

Evolutionary history prior to Darwin; Darwin and natural selection; population genetics; molecular evolution; phylo-genetics; speciation and macroevolution; origin of life; Cambrian explosion; evolution and development ("evo-devo"); human origins and evolution. Lecture only. Pre-requisite: Biology 300/350 or consent of instructor. Biology Content Categories 2 and 6. Spring.

407. Molecular Genetics (4)

A study of the technology which initiated the genetic revolution and discoveries that resulted from the application of this technology. Topics include restriction enzymes, recombinant DNA (vectors, clones, libraries), and DNA sequencing and mapping. Discussion of some of the major discoveries, which resulted from the application of recombinant DNA technology including genetic control of morphogenesis, immunological specificity and cancer. A substantial portion of the course will be spent in the lab applying recombinant DNA techniques. Pre-requisite: Biology 305/355. Biology Content Category 5 or 6. Fall.

413. Advanced Cell Biology (3)

An in-depth study of modern cell biology using the research literature and scientific review literature as primary resources. In-class discussions led by the instructor and by students to examine recent advances in cell biology, focusing in the background, rationale, techniques, results and conclusions of published research. No lab component. Pre-requisites: Biology 305/355 and Chemistry 301. Biology Content Category 4 or 5. Fall, alternate years.

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

This course is designed for students who are planning careers in health care. However, any university student who is interested in learning and reflecting more about the experience of being a patient and a part of the health care system can benefit from the course. A background in science is not necessary. This course will concentrate on learning about how patients, their families, and professionals who care for them experience illness; how stories patients tell become the basis for diagnosis and treatment; what it is like to be a physician; and the therapeutic relationship. Health care professionals are learning and practicing "patient-centered" medicine. This course introduces this concept to the student. Didactic presentations, interactive discussion using stories from patients, students and the related literature will provide the content of the course. The course includes a component in ethical decision-making. Pre-requisites are senior standing, PS 130, 140, PH 110, or consent of instructor. Not a Biology Content Category course. Course will count towards the Ethics minor. Spring.

481, 482. Senior Seminar (1) Per Semester

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

Special Topics (2-4) Each Per Semester

The offerings will depend on student interest and faculty availability. Pre-requisite: instructor's consent.

CHEMISTRY

Chemistry Courses (CH) (Credits)**102. Themes and Variations in Chemistry (4)**

This course is a laboratory-centered course for non-majors in which elements of scientific methodology are investigated through common laboratory experiences and diverse themes. Topics might include: chemistry in literature, chemistry and the brain, the chemical elements, toxicology, environmental chemistry, pharmacology for non-majors, history of chemistry, or chemistry and health. The topics vary from semester to semester depending on the instructor. The laboratory component is designed to reinforce principles learned in lecture. Experiments might include analysis of water for hardness, acid/base properties of household chemicals or effectiveness of dishwashing liquid. Emphasis will be on careful observation, recording data, and contextualizing experimental outcomes.

106. Elemental Geosystems (3)

This course provides an introduction to Earth from a systems perspective. The atmosphere, lithosphere, hydrosphere, and biosphere and their relation to human life are topics of study. Pre-requisite: none.

110. Secondary Science, Content & Laboratory Development (3)

This course is designed for students who are planning to be certified in Illinois to teach middle or high school science. The modules are intended to help the student to fill in gaps in content knowledge. Students will complete instructional modules in the following topics: astronomy, earth science, instructional planning and assessment in science, national science education standards, and safety in the classroom. Cross-listed with BI110. Pre-requisite: Acceptance for Student Teaching. Co-enroll in ED425.

121. General Chemistry (3)

Designed for students majoring in the natural sciences and nursing, this course is an introductory survey of the essential concepts of chemistry. These include: substances, aqueous solutions, chemical reactions, molecular structure, states of matter, mass relations, equilibrium and electrochemistry. No particular background in high school chemistry is assumed although familiarity with basic algebra is essential. Students with a strong background in chemistry are urged to take a proficiency exam. Concurrent enrollment in Chemistry 151 is recommended.

151. Introductory Chemistry Laboratory I (1)

Designed to be the first laboratory class in our project-based curriculum, this course should be taken together with Chemistry 121. Laboratory projects introduce students to basic instrumental techniques and experimental design. Projects include evaluating three methods for measuring trace amounts of iron in a water sample, distinguishing between pure substances and mixtures, evaluating the water content and effectiveness of consumer products, and the synthesis of organic acids. Emphasis is on careful observation, recording of data, planning experiments, laboratory safety and writing. One three-hour laboratory per week.

152. Introductory Chemistry Laboratory II (1)

Designed to be the second class in our project-based laboratory curriculum, this course should be taken together with Chemistry 232, Analytical Chemistry or Chemistry 224, General Inorganic Chemistry. The projects in this course include synthesis and analysis of an inorganic compound, investigating factors that affect the rate and outcome of a chemical reaction, and analysis of a problem in soil or water chemistry. Like other laboratory courses in the curriculum, emphasis is on careful observation, recording of data, planning experiments, laboratory safety and writing. The results of the final project are presented orally in a mini-symposium on water chemistry. One three-hour laboratory per week. Pre-requisite: Chemistry 151 or Chemistry 151 proficiency.

203. Essentials of Organic and Biochemistry (3)

A one-semester survey of organic and biochemistry, this course is the second course in a one-year survey of chemistry for nursing students, allied health majors and others requiring a brief introduction to the chemistry of living systems. Topics include a survey of organic functional groups and reactions most important in biochemistry followed by an outline of basic structural biochemistry and intermediary metabolism. This course does not count towards the chemistry major or minor and it does not satisfy the entrance requirements of medical, veterinary medical, or dental schools. Concurrent enrollment in Chemistry 205 required. Pre-requisite: Chemistry 121.

205. Essentials of Organic and Biochemistry Laboratory (1)

Designed to be the laboratory companion to Chemistry 203, this laboratory emphasizes projects that are related to clinical chemistry. Projects include the importance of pH on solubility, isolation of a natural product and identification of drugs. This laboratory does not count toward a chemistry major or minor and does not satisfy entrance requirements of medical, dental, or veterinary medical schools. One three-hour laboratory per week. Pre-requisite: Chemistry 151.

224. General Inorganic Chemistry (3)

This course is designed to be the first course for chemistry majors who received proficiency credit for CH121 and to be the principle follow-up of Chemistry 121 for students in the natural sciences. This course introduces the chemistry of metals and non-metals. Topics include: the chemistry of the nonmetallic elements, the chemistry of metals, atomic and molecular structure, solid state chemistry and industrial chemistry. Credit or concurrent enrollment in Chemistry 151 is required. Chemistry 152 is the companion laboratory course. Pre-requisite: Chemistry 121 or Chemistry 121 proficiency.

232. Analytical Chemistry (3)

This course, along with Chemistry 420, make up the core of analytical chemistry for majors. This course deals with solving quantitative and qualitative problems in analysis using volumetric, gravimetric, titrimetric and redox methods. There is an emphasis on quantitative problem solving and evaluation of methods and results. Acid-base equilibria and electrochemistry are central topics. Spectrophotometry and chromatography are also introduced. The course is especially useful for students interested in careers involving laboratory work. Chemistry 253 is the companion laboratory course. Pre-requisite: Chemistry 224.

251. Intermediate Chemistry Laboratory I (Analytical-Organic) (1)

Laboratory course combining organic and analytical chemistry to accompany Chemistry 301. Projects involve using spectrophotometry and chromatography to analyze pure substances and mixtures. One three-hour laboratory per week. Pre-requisite: Chemistry 152.

252. Intermediate Chemistry Laboratory II (Organic-Inorganic Synthesis) (1)

An integrated laboratory designed to illustrate modern methods of organic and inorganic synthesis; this is an alternate companion course to Chemistry 302. Green chemistry is a central theme of this course. Emphasis is placed upon experimental design, product isolation and product analysis. One three-hour laboratory per week. Pre-requisite: Chemistry 251 or consent of instructor.

253. Intermediate Chemistry Laboratory III (Analytical-Inorganic) (1)

Laboratory course combining inorganic and analytical chemistry to accompany Chemistry 232 or 302. The projects pose real world problems in which analytical methods must be developed, evaluated and then used to address the problems. Quality control, titrimetric, spectrophotometric and electrochemical methods are emphasized. One three-hour laboratory per week. Pre-requisite: Chemistry 152.

254. Introduction to Research (1)

Designed to bridge the gap between formal laboratory training and undergraduate research, this course is ideal for any student in the natural sciences who plans to do undergraduate research. Literature searching, experimental design and validation, computers and report writing culminating in a research proposal are emphasized. One three-hour discussion/activity per week. Pre-requisite: Two credits from Chemistry 251, 252, 253 or consent of department chair.

301. Organic Chemistry I (3)

The first course in organic chemistry for chemistry majors and those interested in professional studies. One semester survey course of the basic structure, bonding, nomenclature, stereochemistry, properties, and reactions of organic molecules. This course is the first in a two-tiered sequence. Any laboratory course in the 250 series may be taken as a co-requisite laboratory. Credit may not be received for both Chemistry 203 and 301. Pre-requisite: Chemistry 224 or consent of the instructor.

302. Organic Chemistry II (3)

The second course in a two-tiered sequence, this course is designed to reinforce, expand, and add theoretical depth to the content of Chemistry 301. Reaction mechanisms are emphasized. Applications of organic chemistry to living systems are extensive; structural biochemistry of carbohydrates, steroids, and polymers is introduced. Any laboratory course in the 250 series may be taken as a co-requisite laboratory. Pre-requisite: Chemistry 301.

303. Physical Chemistry I (3)

The first course in physical chemistry for chemistry majors. Topics include the laws of thermodynamics, elementary statistical thermodynamics, equilibrium, surface chemistry and physical chemistry of macro- molecules. Chemistry 351 and 353 are companion laboratory courses. Pre-requisite: Mathematics 240 and 1 year of Physics.

304. Physical Chemistry II (3)

Continuation of Chemistry 303, this course emphasizes applying quantum mechanics to understand chemical bonding and spectroscopy. Chemical kinetics also is covered. Cross-listed with Physics 304. Chemistry 351 and 353 are companion laboratory courses. Pre-requisite: Chemistry 303.

314. Pharmacology (3)

This course is designed to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking for health care professionals. Students will explore the principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics, lifespan and cultural factors, and legal and ethical implications. The focus will be on understanding the pharmacologic properties of major drug classifications and significant individual drugs, including generic and trade names, therapeutic uses, mechanism of action, interactions, and adverse drug effects, with special emphasis on nursing considerations. This course is suitable not only for majors in nursing and athletic training but majors in allied health, psychology, and other pre-professional health care majors. Cross-listed with Nursing 314, Pharmacology. This course does not count toward a major or minor in Chemistry. Pre-requisites: Biology 206, Biology 207, and Chemistry 121.

331. Biochemistry (3)

Designed for all majors in the natural sciences, this course discusses the organic and physical chemistry of life. Discussion is centered on the relationship between the structure and function of all biomolecules. Intermediate metabolism is introduced in detail. Energetics, kinetics and mechanism as well as interrelationships among pathways play an important role in the coverage. Pre-requisite: 4 courses in Chemistry.

351. Advanced Chemistry Laboratory I (1)

An advanced laboratory course for majors, this course stresses projects that measure the physical properties of pure substances and mixtures. Projects are done over the entire semester with each student team working and then reporting every three weeks both in written and oral form on specific elements of the project. Typical projects include enzyme kinetics, absorption, polymer structure, and synthesis of inorganic macrocycles. One three-hour laboratory per week. Chemistry 303 is the companion lecture course. Pre-requisite or co-requisite: Chemistry 303.

352. Advanced Chemistry Laboratory II (1)

An advanced laboratory course for majors, this course is organized to function like an analytical services laboratory in industry. Instrumental methods are the basis for the analytical methods used in this course. Design of instruments, limits of detection, post-processing of data by computer, and laboratory quality control are emphasized. One three-hour laboratory per week. Chemistry 420 is the companion lecture course. Pre-requisite: Chemistry 303.

353. Advanced Chemistry Laboratory III (1)

An advanced laboratory course for majors, this course focuses on projects from different areas of chemistry as well as formal report writing. One three-hour laboratory per week. Pre-requisite: Chemistry 303.

354. Biochemistry Laboratory (1)

A project-based laboratory course in biochemistry emphasizing using new technologies to address real-world problems, working with microgram quantities and adapting methods from primary literature. Projects have included bioremediation, industrial fermentation, cloning of genes, and protein isolation. Chemistry 331 is the companion lecture course. Pre-requisite or co-requisite: Chemistry 331.

391, 392. Undergraduate Research (1-3)

A laboratory research problem is carried out under the supervision of a chemistry faculty member, or other qualified scientist. This course is open to majors and interested non-majors. A literature survey, formal written report and attendance at research meetings are required. Chemistry majors also must give a seminar in Chemistry 481 or 482 on their results. May be repeated for additional credit. A minimum of three hours of laboratory work per week for every hour of credit is expected. Pre-requisite: Chemistry 254, 301, and 232 or 224, or consent of Department Chair.

406. Advanced Inorganic Chemistry (3)

Continuation of Chemistry 224, this course completes a one-year sequence in inorganic chemistry for majors. Topics include a systematic study of structure, bonding, reactions and periodic relationships of inorganic compounds including organometallics and bioinorganic compounds. Pre-requisite or co-requisite: Chemistry 303.

413. Cell Biology (4)

A lecture/laboratory course in the methods of cell biology and the structure and function of cellular components. Cross-listed with Biology 313. Pre-requisite: Chemistry 331.

420. Instrumental Analysis (3)

Continuation of Chemistry 232, this course completes a one-year sequence in analytical chemistry for majors. It is designed to give students in chemistry and related fields a working knowledge of common instrumental techniques in current use, including chromatography, spectroscopy and electroanalysis. Chemistry 352 is the companion laboratory course. Pre-requisite or co-requisite: Chemistry 304.

422. Spectroscopy and Advanced Instrumentation (3)

An elective for majors emphasizing spectral interpretation and identification of molecular structure using NMR, IR, MS and UV-visible methods. Principles and instrumentation used in analytical spectroscopy are discussed. The implementation, characteristics and applicability of specific spectrochemical techniques also are covered. Pre-requisite or co-requisite: Chemistry 304 and 420, or consent of instructor. Alternate years.

432. Advanced Biochemistry (3)

A seminar-style course in reading and understanding the primary literature in biochemistry. Individual oral presentations will include topics that delve deeply into current issues in biochemistry. Students will be expected to demonstrate competence in using Internet based tools and information. Pre-requisite: Chemistry 331 or consent of instructor.

470, 471. Chemistry Internship (1-4)

This activity provides students with learning, observing, research and work experience through direct contact with industry, research laboratories or governmental agencies. Pre-requisite: Junior or senior standing and consent of department chair. Students may earn a maximum of 4 credits in internship toward the chemistry major. Petitions to earn more than 4 credits will be evaluated by the department on an individual basis.

481, 482. Chemistry Seminar (1) per Semester

A combination of literature work with oral and written presentations by students on their undergraduate research. Lectures by visiting scientists and tours to chemical plants may be part of the course. Chemistry majors are required to register for at least one credit. Other students are encouraged to attend. A maximum of two credits may be earned in a seminar.

490. Advanced Topics in Chemistry (3)

Selected topics in chemistry covering fields of analytical, physical, inorganic, organic and biochemistry. Offered on demand. May be repeated for credit with a different topic. Pre-requisite: Junior standing and consent of instructor.

491, 492. Senior Research (1-4)

Students will carry out an advanced laboratory research problem under the supervision of a chemistry faculty member or other qualified scientist. This course is open to majors and interested non-majors. A literature survey, formal written report and attendance at research meetings are required. Chemistry majors must also give a seminar in Chemistry 481 or 482 on their results. May be repeated for additional credit. A minimum of three hours of laboratory work per week for every hour of credit is expected. Pre-requisite: Chemistry 304 and 391 or 392, or consent of department chair.

COMMUNICATION

Communication Courses (CO) (Credits)**101. Introduction to Communication Theory (3)**

Introduces students to the communication discipline and the systematic study of human communication. Emphasis is placed on providing students with the theoretical grounding necessary for future work in the Department of Communication. In the course of the semester, they will also meet department faculty, learn about their scholarly interests and explore career opportunities.

107. Argument and Social Issues (3)

Introduces students to the process of argumentation. Students will be encouraged to discover and assess arguments existing in artifacts ranging from popular films to presidential addresses. Special attention will be paid to ethical dimensions of argument and to the impact new communication media and climates are having on the way we engage in community and national conversations about social issues.

110. Introduction to the Radio Industry (3)

Study of practical and theoretical applications of radio production techniques, including performance, programming, editing, sales and management.

120. Media Aesthetics (3)

Students will learn the vocabulary and concepts media professionals employ in describing the choices they make in using technology. Stress will be placed on the way productions can be designed to communicate complex and subtle messages.

181-5. Communication Laboratory (1)

Students involved in specific areas of applied communication may enroll in this course to earn credit for their work. Section 1 awards credit for work at WJMU; Section 2 earns credit for participation on the Ethics Bowl team; Section 3 awards credit for tutoring in the Media Arts Center; Section 4 awards credit for webmastering. Other sections may be available on an as-needed basis. Pre-requisite for Section 1 will be CO 110, Introduction to the Radio Industry or consent of the instructor. Section 2 pre-requisite is instructor consent. Section 3 pre-requisite is CO 324, Advanced Video Production and/or consent of instructor. Section 4 pre-requisite is EN 301, Web Publishing and/or consent of instructor.

200. Public Speaking (3)

Theory and practice in speech preparation and delivery. Emphasis is on inquiry, evidence, reasoning and decision making. Fulfills the University Studies Oral Communication Studies Requirement.

204. Investigative Methods in Communication (3)

Introduces students to the varied research methodologies, both quantitative and qualitative, used in the communication discipline. Specific attention is paid to representative scholarship from the discipline to facilitate student understanding of the sources and applications of communication knowledge. Pre-requisite: CO 101 or consent of instructor.

220. Introduction to Video Production (3)

Designed to provide students with television production techniques as they pertain to single camera, electronic news gathering (ENG) and documentaries. Storyboarding, editing skills and script writing are emphasized. Production techniques under direct supervision of instructor will aid the student producer in creating news features and/or a documentary or original design.

225. Issues in Mass Media (3)

In order to more clearly understand the special problems of living in a world dominated by media technology, students will investigate the impact of mass media on American society. Topics include the role of the media in a democracy, ethics, objectivity, censorship, television and children, hegemony, demassification, pornography and other relevant issues. Pre-requisite: CO 101 or consent of instructor.

242. Business and Professional Communication (3)

The focus is on developing a working knowledge of the theory and skills for interpersonal communication, groups and teams, informative and persuasive presentations, and the use of communication technologies in business and professional presentations. Fulfills the University Studies Oral Communication Studies Requirement.

251. Introduction to Public Relations (3)

Covers basic public relations principles and tools such as research, planning, media relations, press releases, public service announcements, brochures, newsletters, layout and printing techniques, position papers, and special events. Pre-requisite: CO 101 or consent of the instructor.

260. Seminar in Communication (1-3) Per Semester

Topics to be announced each year but may include topics such as media and culture, nonverbal communication and communication in close relationships. Pre-requisite: CO 101, communication major or consent of instructor.

306. Topics in Discourse Studies (3)

Critical studies of discourse in social context. Topics might include ethnic minority portrayals in the mass media, representations of law in popular culture, and the discourse concerning popular culture. Pre-requisite: Communication 101, junior or senior standing or consent of instructor.

308. Communication Ethics and Freedom of Expression (3)

Considers the place of communication in the human situation, critically evaluates theories of ethics, takes up at least one significant problem in applied communication ethics, and makes an examination of some of the famous texts concerning freedom of expression. Pre-requisite: CO 101 or consent of instructor.

310. Small Group Communication (3)

Designed to provide students with an understanding of theory, research and methods of group interactions. Practical applications stressed through study of roles, conflict and leadership. Pre-requisite: CO 101 or consent of instructor.

314. Advanced Radio Production and Performance (3)

Copywriting, interviewing, on-air performance, and new studio production techniques are studied and practiced. Students are responsible for several broadcast-ready productions. Pre-requisite: CO 110.

324. Advanced Video Production (3)

A more intensive study of advanced production techniques. Some of these include: script and treatment development, advanced camera and lighting techniques, nonlinear editing, and work with third party graphic and image manipulation programs. Pre-requisite: CO 220.

330. Interpersonal Communication (3)

This course centers on the study, critique and application of the theory and research in communication interpersonal relationships. It examines the role communication plays in the construction of relationships. Pre-requisite: CO 101, junior or senior standing or consent of instructor.

331. Relational Communication (3)

The study, critique and application of the theory and research in communication amid close relationships. It examines the role communication plays in the construction, maintenance, repair and dissolution of friendships, romance and family. Pre-requisite: CO 101 or consent of instructor.

332. Gendered Communication (3)

The course explores the relationship between communication, gender, and culture in various contexts such as in the media, relationships and organizations. Also, in analyzing these various contexts we investigate how gender is culturally constructed through communication by examining expectations, identities, roles, similarities, and differences. Pre-requisite: CO 101 or consent of instructor.

341. Survey of Organizational Communication (3)

Examination of the theories of communication within an organization. Topics include formal and informal networks, leadership and management styles, human relations, corporate culture, communication audits and training. Practical application through case studies, simulation and analysis of local companies. Pre-requisite: CO 101, junior or senior standing or consent of instructor.

342. Applications in Organizational Communication (3)

This class is a very applied approach to organizational principles, theories, and processes. This course will prepare you to be effective communicators in organizations, from the first day of entering an organization and thereafter. Pre-requisite: CO 101, junior or senior standing or consent of instructor.

343. Communication and Conflict (3)

Introduces students to effective strategies for addressing conflict and mediating disputes. Participants analyze the ways they handle conflict and investigate theoretical approaches to conflict mediation.

344. Leadership (3)

Focuses on the key concepts of leadership and application of those concepts in real-world scenarios. Effective participation in this course should help the student better understand the complex interconnections between power, leadership, and group processes.

351. Topics in Writing for Communication Professions (3)

Specialized workshops in writing for students seeking to develop skills for mass media and public communication professions. Topics will include: Radio-Television Newswriting, Speech Writing, and Public Relations Writing. Pre-requisite: Communication 101, junior or senior standing or consent of instructor; some sections may have additional prerequisites.

356. Sport Communication (3)

Students will study effective communication in the sports entertainment industry, exploring the relationship between sports, media, public relations, and interpersonal communication in today's society. Critical approaches to sports and public discourse and their application to sports organizations and the media will be examined. Pre-requisite: CO 101 or consent of instructor.

360. Seminar in Communication (3)

An intensive, junior-senior level study of a particular topic or communication context. Pre-requisite: Communication 101, Communication major or consent of instructor.

371-2. Internship (1-3, maximum total 3)

Opportunities for majors to work with local businesses and agencies in order to receive practical experience. Maximum of three credits. Pre-requisite: 2.0 grade point average and junior Communication major, or consent of Department Chair.

391- 394. Independent Study (1-3) Per Semester

Directed study in a topic chosen jointly by student and instructor, with approval of Department Chair.

401. Topics in Persuasion (3)

Emphasizes the theoretical concepts that explain the process and effects of persuasion from both the source and the target perspective. Application of theories to the classroom, law, advertising, politics, marketing, interpersonal influence, corporate advocacy and social movements. Pre-requisite: junior or senior standing, CO 101 or consent of instructor.

425. Media Law and Policy (3)

Seminar on topics concerning rights and obligations of mass media in the legal and regulatory environment. Also discussed will be the social implications and the economics of media policy behind these issues and their influences on public debate and knowledge. Research and discussion cover areas such as privacy, libel, obscenity, prior restraint, free press v. fair trial, censorship, copyright, and other constitutional problems. Pre-requisite: CO 225 and junior or senior standing, or consent of instructor.

432. Intercultural Communication (3)

A seminar focusing on the ways in which cultures vary and how these variations impact communication between cultures.

456. Applications in Public Relations (3)

Continuation of Communication 251, applying public relations skills to campaigns and crisis situations. Emphasizes crisis planning, ethics, media buying, budget management, fund-raising and direct mail. Pre-requisite: CO 251.

471-5. Senior Track Internship (1-6, 6 maximum, all terms)

Opportunities for senior majors to work with local businesses and agencies in order to receive practical experience. All seniors will complete an internship or experiential learning experience in their professional track. Must be taken in conjunction with CO 480: Capstone Experiential Learning Seminar. Maximum of three credits. Pre-requisite: 2.0 grade point average and senior Communication major, or consent of the Department Chair.

480. Capstone Experiential Learning Seminar (1)

Taken in conjunction with CO471-5, an opportunity for reflection on the graduating major's internship or service learning experience and anticipation for the student's entry into work and opportunities beyond undergraduate education.

Criminal Justice

Criminal Justice Courses (CJ) (Credits)**CJ235/PO235. Introduction to the Criminal Justice System (3)**

This course will provide an overview of the stages, processes, institutions, issues, and actors comprising the three major components of the criminal justice system in the United States, that of law enforcement, the courts (the judiciary), and corrections. The course is organized, sequentially, as an accused might pass through the criminal justice system. Students will become familiar with criminal justice terminology, basic legal definitions, and concepts. This course is designed not only to introduce students to the basic structure and function of the criminal justice system but to analyze the implicit assumptions underlying our conceptions of crime and justice (i.e., what defines a crime and what is the appropriate response from our government), current critical issues (i.e. racism, rights of the accused, death penalty) and policy dilemmas (i.e. influence of the Supreme Court, war on drugs, terrorism, crime prevention). Students will have the opportunity to evaluate personal attitudes and values regarding crime and responses to crime. Additionally, this course is designed to expose students to ongoing problems, new developments, and major issues that are facing criminal justice professionals.

250. Introduction to Criminal Law (3)

This course involves an in depth introduction to the general part of substantive criminal law. Students will become familiar with the major principles of substantive criminal law, including their evolution, the rationale behind them, and the policies they are meant to promote. Students will learn the sources and purposes of criminal law as well as Constitutional and other limitations on criminal law. Students will explore the general requirements for criminal culpability as well as the elements of crimes in common law and under modern penal codes, and the available defenses. The role of both trial and appellate courts in interpreting criminal laws will be explored. Students also will gain an understanding of the difference between and inter-relationship among, constitutional law, statutory law, and case law in the American legal system.

260. Criminal Procedure (3)

The course will examine the framework of criminal procedural law that defines the treatment accorded individuals who are stopped, searched, arrested and interrogated by the police; and defendants who are charged, convicted and sentenced. This course covers the formal pre-trial and trial processes, including the right of counsel (and the concomitant right to "effective assistance" of counsel), prosecutorial charging criteria and discretion, grand juries, bail, speedy trial, discovery, plea bargaining, trial by jury, double jeopardy, joinder and severance, discovery, the right to jury trial, sentencing, and appellate review. Students will study how criminal procedural laws are defined by the legislatures, interpreted and refined by the courts and executed by the police and the prosecutors as well as how these laws must strike a balance between the need of society to protect itself against offenders and the need of individual citizens

to be protected from arbitrary and capricious laws and officials. This course will trace the development of criminal procedure in the United States including recent court and legislative decisions. Prerequisite: CJ250 Criminal Law.

280. The Correctional Process (3)

The focus of this course is to introduce the student of criminal justice to the American correctional process. This course analyzes the development of correctional practices in the handling of those convicted of crimes from early to modern times. Students will explore correctional institutions including the subject areas of penology, correctional science, the sociology of punishment or penal sanctions, and the study of social control. Students will come to understand exactly how correctional institutions implement the incarceration function for society, and in turn, are both shaped and shapers of culture. This course will also consist of an in-depth analysis regarding subcomponents (e.g., bail, jail, probation, different types of prisons, the death penalty, community-based programs, parole, release and reentry) of the correctional "subsystem" in criminal justice. An appreciative understanding will be sought by requiring students to think critically about life in prison, and the socio-cultural or psychological aspects of inmate "society." Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

305. The Law of Evidence (3)

This survey course focuses on the Federal Rules of Evidence (and in some instances, the Illinois Evidence Code), related case law, and those constitutional concepts that limit proof at criminal trials. Students will explore the origin, development, philosophy and constitutional basis of the rules of evidence used in criminal proceedings in the United States. Students will become familiar with the features of evidentiary procedures, such as real and physical evidence, relevance, burdens of proof, presumptions, stipulations, competency, privileges, cross-examination, hearsay and its exceptions, and expert opinion testimony. Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

340. Criminal Investigations (3)

This course is designed to introduce the student to the unique aspects of criminal investigation, as distinguished from other areas of police service. Students will explore investigative theory, the collection and preservation of evidence, sources of information, concepts of interviewing and interrogation, the use of forensic sciences, and trial preparation. Emphasis will be placed on investigative techniques employed, identification of motives and modus operandi, and the use of informants. Gathering information through interviews and interrogation as well as the legal aspects of crime solving will be integral parts of the focus of the course. The course also examines concepts and methods of investigation of specific forms of crime (for example, homicide, rape, and robbery). Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

355. Forensics (3)

This course provides students with a basic understanding of the nature of physical evidence and its role in the criminal justice system. Students will explore basic scientific and legal principles involved with the identification, collection, preservation and analysis of forensic evidence. Students will be exposed to specific items of physical evidence including their components, manufacture, methods of analysis, and value in case work. Students will engage in the application of scientific methods in an effort to successfully resolve various criminal justice problems. Prerequisites: CJ250 Criminal Law, CJ260 Criminal Procedure, CJ340 Criminal Investigations or approval of the faculty coordinator.

370. Criminal Justice Research and Analysis (3)

This course provides an overview of social science research methods, applied statistical techniques, and statistical software used in the study of criminal justice. Students will engage in problem definition, proposal writing, study design, information gathering, literature reviews, data analysis and interpretation, as well as writing and presenting research on criminal justice issues. Particular attention will be given to research design, sampling techniques, interviewing, questionnaire or survey instrumentation, and observation-participation techniques. Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

400. The Juvenile Justice System (3)

This course provides an introductory study of juvenile justice in the United States. Students will learn the history and philosophy of juvenile justice, and the various agencies that comprise the juvenile justice system. Students will study the laws and procedures applicable to the handling of juvenile matters as well as the philosophy of juvenile corrections. Students will compare and contrast the juvenile court adjudication and disposition with the adult trial and sentencing. The course will examine current issues involving juveniles, the needs of the criminal justice system and society, and explore theories concerning juvenile justice. Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

405. Ethics and The Criminal Justice System (3)

This course examines the ethical issues relevant to the administration of criminal justice. This course will present an introduction to the ethical issues arising in the law, to the methodology by which ethical deliberations are resolved, and to the personal-societal implications of ethical decision making. Students will explore the origins of ethical standards, the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. The course will examine and challenge the conflict between professional standards of behavior and the acceptable norms within an organization. Students will apply principles of ethical analysis to current criminal justice problems and practices. Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure

420. Victims in Society (3)

This course focuses upon crime and the justice system from the victims' perspective. Students will study and gain an understanding of the legal, social, psychological and economic perspectives, approaches and consequences of victimization from an individual, institutional, and legal point of view. The course will examine the levels, dynamics and major correlates and consequences of primary and secondary criminal victimization, and the appropriateness of a variety of formal and informal responses aimed at preventing and/or remedying them. Emphasis throughout the course will be upon developing students' skill at systematically clarifying the definition of those problems and proposed or existing responses, as well as understanding and applying criteria and methods by which alternative responses might be evaluated. Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

430. Human Diversity and The Criminal Justice System (3)

This course will sensitize and educate students to issues of diversity in the criminal justice system. Students will explore the cross-cultural contact that criminal justice professionals have with citizens, victims, suspects, and co-workers, and the influence of culture, socio-economic status, race and gender in the criminal justice field. Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure.

440. Special Topics in Criminal Justice (3)

The focus of this course is to introduce the student of criminal justice to various topics, issues, and sub-fields within the substantive field of criminal justice in a seminar format. Students will read and discuss the most important current literature covering the topics and conduct research and literature review projects. The skills fostered will be critical reading and writing, research, reflection, analysis, and scientific method. The course will foster intellectual curiosity and risk taking. Examples of possible course offerings include: Comparative Criminal Justice Systems, Organized Crime, White Collar Crime, Private Security, Youth Gangs, Terrorism, Police Organization and Management, Crime Mapping, The American Criminal Jury Trial Process, Rehabilitation of the Offender, Gangs, Domestic Violence and the Criminal Justice System, Criminal Justice and the Media, Homeland Security, School Security, Spanish for Criminal Justice Professionals, and Reel Justice: Where Myth Meets Reality (an exploration of legal films). Prerequisites: CJ250 Criminal Law and CJ260 Criminal Procedure, CJ370 or approval of the faculty coordinator.

450. Capstone in Criminal Justice (3)

Capstone seminar for Criminal Justice majors in their final semester. Builds on each student's knowledge of criminal justice policy, theory, and practice. Students prepare a major research paper dealing with criminal justice public policy and make a formal presentation. Seminar provides the basis for exit assessment of writing, research, and communication skills in the major. Additionally, this course is designed to familiarize students with concepts relating to cultural diversity and the ethics/morality of criminal justice practitioners in the U.S. Prerequisite: All courses in the major or consent.

ECONOMICS

Economics Courses (EC) (Credits)**100. Principles of Macroeconomics (3)**

Basic economic concepts and their application to problems of broad public policy, such as inflation, unemployment and international economic relations. The special role of the government in the economy through taxation, expenditures, monetary policy and regulation. Economic growth, development and different economic systems. A general education course. Pre-requisite: University mathematics competency (see General Education requirements).

110. Principles of Microeconomics (3)

Analysis of demand theory, costs, supply and prices in various market structures, including resource markets. Nature of market failures, externalities, and public goods.. Pre-requisite: Economics 100.

120. Principles of Economics (3)

Economics 120 is designed to give students an introduction to the core concepts of economics with an emphasis on real-world examples and current events. Learning to analyze problems and make decisions is a major theme throughout the course. The course will look at how markets work and don't work, how businesses and consumers make decisions, and issues such as inflation and unemployment with their possible causes and cures. The roles of the government and the Federal Reserve in the economy will be examined as well. What students learn in this course will help them to make more informed decisions in their roles as voters, consumers, workers and citizens. Cannot be taken for credit in any Tabor School major. Pre-requisite: University mathematics competency (see General Education requirements)

310. Managerial Economics (3)

Intermediate economic theory from the viewpoint of the firm. Application of economic analysis to demand forecasting, cost analysis, location theory, and the ramifications of competition in industry. Pre-requisites: junior standing, Accounting 240, Economics 110, and Mathematics 220.

312. Intermediate Macroeconomics (3)

Analysis of consumer, government and investor behavior as it relates to aggregate economic activity. Development of a mathematical model useful for analyzing policy impacts. Offered alternate years. Pre-requisites: Economics 100, 110, or consent of instructor.

322. Intermediate Microeconomics (3)

The theory of consumer and producer behavior. The impact of alternative market structures (monopoly, competition) on the efficient allocation of resources. Offered alternate years. Pre-requisites: Economics 100, 110 or consent of instructor.

351. International Trade and Finance (3)

Principles of international trade, exchange rates and balance of payments adjustments. Methods of financing international trade. The international financial institutions that aid the flow of funds. Working capital considerations and capital budgeting problems of the multinational corporation. Pre-requisites: junior standing, Economics 100 and 110.

450. Economics Research Project (3)

This course is used by students completing an economics research project under the direction of a faculty member on an individualized, one-on-one basis. In addition to the research project itself, the course requires an initial completion of a formal project proposal and a final oral presentation. Pre-requisites: Economics 312, Economics 322, or consent of instructor.

471, 472. Economics Internship (1-3)

Cooperative course between the University and selected businesses to develop further training of economics majors. Combination of work experience and written reports. Pre-requisite: consent of Economics coordinator.

EDGE

Edge Courses (IN) (Credits)**112. Edge Topics 1 (1-3)**

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Study skills and college transition issues will be integrated into the course. Pre-requisites: incoming freshman and permission of the instructor.

113. Edge Topics 2 (1-3)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Course may be repeated for credit if topic is different from those previously taken in IN112 or IN113. Pre-requisite: permission of the instructor.

EDUCATION (ED) (Credits)

Early Childhood, Elementary, and Professional Education**120. Introduction to American Education (3)**

Problems concerning the nature and aims of American education, the curriculum, the organization and administration of a school system are studied with respect to their historical development and the philosophical issues to which they are related. Special emphasis is placed on the present strengths and weaknesses of American schools and upon the potential value of educational innovations. The professional role of the teacher will be examined with special attention given to the professional standards that prospective teachers must meet. Requires a lab in which the class visits and observes students in area schools.

130. Introduction to Early Childhood Education (3)

Introduces students to the variety of early care and education settings in the United States, focusing on birth – grade 3. Course includes consideration of history, philosophy, and theories of early childhood education. Current trends and issues are discussed. Lab experiences include site visits to early care and education settings in the local community.

160, 260, 360, 460. (Experimental Courses in Education) (1-3)

Various topics in education may be addressed through the offering of courses under these numbers.

170. Education Internship I (1)

Experience in a classroom with a certified teacher. Students serve as an unpaid teacher aide in local elementary and/or secondary schools for 30 or more clock hours during a semester. Students attend two seminars for orientation, discussion and evaluation. Reflective journals are required. The purpose of this exploratory internship is for students to become aware of the role of a teacher in specific grade levels/content areas and to gain experience with students. Repeatable..

172. Education Internship II (1)

A concentrated, weeklong internship in a classroom with a certified teacher. Students serve as an unpaid teacher's aide in elementary and/or secondary schools for 5 consecutive days. Students attend an orientation seminar and complete reflective journals about their experiences. This exploratory internship provides opportunities for students to learn about the role of teachers in their field. Repeatable. Available during spring semesters only. Students register for internships in January, March and/or May sessions when Millikin University is not in session.

180. Gifted Student Mentor (1)

Assists one or two area fifth through eighth grade gifted students to carry out an enrichment project proposed by the mentor. Includes helping students plan, organize, carry out, and present the project to a school group. Pre-requisite: Consent of instructor.

200. Human Development, Pre-K-Grade 6 (3)

Study of child and adolescent development. Major theories of intellectual, social, and emotional development will be surveyed, as well as stages of physical development. Issues and concerns specific to elementary school students, such as emergent literacy, developing social competence, and latchkey children are addressed. Implications for instruction will focus on the needs of children in pre-K through sixth grade. Pre-requisite: ED120

201. Human Development, Grades 6-12 and K-12 (3)

Study of child and adolescent development. Major theories of intellectual, social and emotional development will be surveyed, as well as stages of physical development: addresses problems unique to adolescents, such as adolescent egocentrism, body image issues, and substance abuse. Students will examine instructional implications for teachers of developing adolescents. In-school case study and individual tutoring are required. Pre-requisite: ED120.

202. General Early Childhood Methods and Assessment (3)

The purpose of this course is to lay the foundation for understanding the elements of early childhood education (ECE). During this course, students will study five key elements of the care of young children: the history and current issues of early childhood education, types of programs within ECE, knowledge of the young child, the roles and responsibilities of the teacher, and the dynamics of environment and curriculum. Students will be introduced to anti-bias curriculum, the Project Approach, and basic elements for working with English language learners (ELLs). Students will be active learners through assigned coursework and reflective practitioners through observation and activity with young children in the accompanying field experience. Pre-requisite: ED120. Concurrent enrollment in ED232, ED236, ED, 239, and ED240.

203. General Elementary Methods and Assessment (3)

Theories and techniques of teaching in elementary schools. Planning, organizing, and presenting learning experiences; assessing student progress toward learning outcomes. Concurrent enrollment in ED 200, ED204 and ED206 required for Sophomore Block. Pre-requisite: ED120

204. Literacy I: Children's Literature (3)

This is a content and methods course that reviews the broad body of children's literature that is available for teachers to use in their PreK-8 classrooms. Emphasis is placed on looking at literature that teaches a positive worldview and helps elementary students understand a variety of contemporary social issues. Methods of integrating children's literature across the curriculum are explored. Pre-requisite: ED120 or ED130.

205. Orientation to the Unit Assessment System (1)

This course assists transfer students and students in PACE programs to develop the first two Candidate Assessments required of all students as part of admission to the School of Education. The course will explain the content of the Candidate Assessments, the alignment of standards to artifacts, and engage students in active exploration of required Candidate Assessment content from their prior college work. The primary assessment of the course will be the successful presentation of CA1 and 2 and School of Education applications. Taken if ED120 is transferred in and required for all PACE Education students.

206. Literacy II: Teaching Language Arts (3)

Current methods used in teaching and assessing language arts for elementary children. This course addresses national and state standards for teaching language arts. This course focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension in addition to literature, genres of writing, speaking, listening, viewing, and visually representing and the incorporation of handwriting, spelling, and grammar for children in kindergarten through grade 8. Emphasis placed on reading and writing processes in the language arts program with special attention on nurturing English Language Learners. Concurrent enrollment in ED200, ED207 and ED203 required for Sophomore Block. Pre-requisite: ED120

207. Teaching Methods in Social Studies (3)

Current methods and materials used in teaching social studies in elementary and middle schools. Includes some content in introductory geography. Addresses state and national standards of social studies education. Concurrent enrollment in ED200, ED203 and ED206 required for Sophomore Block.

218. Technology for Preschool and Elementary Classrooms (1)

Assists novice teachers to use technology to facilitate learning in elementary schools, organize and maintain classroom records and assessment, and accommodate individual learning needs. Hands-on experience provided in preparing instructional materials and actively engaging elementary level learners through the use of technology. Designed to assist elementary majors in meeting Illinois Core Technology Standards.

220. The Exceptional Child (3)

A study of the educational needs of children who deviate from the average in such areas as intelligence, hearing, sight, speech, and behavior. Addresses professional education and special education standards. Contemporary provisions for educating exceptional individuals, following state and national mandates. Special emphasis on the learning disabled child.

232. Early Childhood Development (3)

The course involves a study of human development during the early years of life (prenatal to age 8). The class includes physical-motor, social-emotional, cognitive, language, and literacy development. Emphasis is on early interaction with parents, other adults, siblings, peers and applications to childcare and preschool settings. The class emphasizes learning to observe small children where students will develop a case study. Supervised participation in an early childhood setting is required. Pre-requisite: ED120. Concurrent enrollment required in ED202, ED236, ED239, and ED240.

236. Development and Acquisition of Language (3)

Examines processes, beginning in infancy, through which children acquire language and communication skills. Consideration is given to basic principles, strategies, and materials that foster language development and acquisition at home and in early education and care settings. Emphasis is placed on developmental and cultural factors in children's learning to use language. Concurrent enrollment required in ED202, ED232, ED240, and ED239 (Sophomore Block). Pre-requisite: ED120 or ED130.

237. Health, Nutrition, and Welfare of Young Children (3)

This course addresses the early childhood educator's role in assuring children's health and welfare. Emphasis is placed on best health practices including nutrition, hygiene, and well child care. In addition, environmental risks to children and their caregivers will be illuminated. Early identification and support for families of children with special needs will be addressed. Community resources will be identified and the appropriate application of such resources discussed. Current issues regarding the health and safety of children will be topics that drive classroom discussion. Pre-requisite: ED120.

239. Characteristics of Young Children with Special Needs (3)

Studies the variety of challenges faced by children with special needs, which may include impairments from genetic abnormalities, pregnancy or birth complications, or environmental causes. Examines the impact on a child's family, social and learning environment, as well as the potential for development. Concurrent enrollment required in ED202, ED232, ED236, and ED240 as part of Sophomore Block. Pre-requisite: ED120 or ED130.

240. Infant-Toddler Assessments and Working with Families (3)

The twin focus of this course will be assessment of very young children and methods of support for family relationships with parents, infants, and toddlers. Students will gain experience with the Touchpoints model of working with infants, toddlers, and their parents, originally developed by Dr. T. Berry Brazelton of Harvard's Children's Hospital. Students will learn to administer the Hawaii Early Learning Profile 0-3 (HELP), and observe neonatal assessments using the Newborn Behavioral Observation System. Evaluated work

will include a reflective journal and a supervised HELP assessment. This class may be an interesting elective for students in education, nursing, or psychology, and will be especially helpful for Early Childhood Education majors who wish to earn a Developmental Therapy Credential. Pre-requisite: IN151 or equivalent with a grade of C or above and concurrent enrollment required in ED202, ED232, ED236, and ED240 as part of Sophomore Block. Pre-requisite: ED120 or ED130.

305. Literacy III: Teaching Methods in Reading (3)

Current methods and materials used in teaching school children to read. Incorporates state and national standards for teaching reading. Includes diagnostic and remedial techniques. Concurrent enrollment required in ED312, ED306 and ED310 for Junior Block. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Director of the School of Education).

306. Teaching Methods in Science (3)

Principles of science including content and methods of teaching science in elementary and middle/junior high schools. Addresses state and national standards and benchmarks of science education. Concurrent enrollment required in ED305, ED312 and ED310 for Junior Block. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Director of the School of Education).

310. Creating Communities of Learners (3)

Addresses principles of individual and group motivation and communication, as well as strategies of management and discipline, that will assist students to create positive learning communities that foster positive social interaction, active engagement in learning, and self-motivation. Case descriptions and microteaching will assist candidates to solve classroom behavioral and motivation problems. Applications of discipline and learning theories will be examined to enable the development of proactive and preventive classroom management strategies. Students will prepare and present a discipline and management plan. Concurrent enrollment in ED305, ED306 and ED312 required for Junior Block for Elementary Education program and ED332, ED336, ED335, and ED339 for Early Childhood Education program. ED310 required for Music Education. ED310 and ED321 required for Secondary Block for Secondary and K-12 programs. Pre-requisite: Sophomore Block courses (Early Childhood and Elementary Education only) and admission to the School of Education (or consent of Director of the School of Education).

311. Art for Teachers (2)

Emphasis on planning, presentation, organization, and techniques for elementary school teachers. Attention given to different art media used in the public school. Art majors working toward a special certificate are required to take this course. For Elementary Education and Art Therapy majors only. Will not count towards the MPLS fine arts requirement.

312. Mathematics Methods for Elementary Teachers (3)

Overview of current national and state mathematics standards. Theoretical and practical strategies for teaching mathematics in elementary schools. Includes peer-teaching experiences. Pre-requisite: Successful completion of one math course above MA106. Concurrent enrollment in ED305, ED306 and ED310 required for Junior Block for Elementary Education.

321. General Secondary Methods and Assessment (3)

Theories and techniques of teaching in secondary schools with specific emphasis on the planning, organizing and presenting of learning experiences and assessment of student achievement. Students are assigned to a local middle or high school classroom to complete a 30 hour internship for two full mornings a week for four weeks. Pre-requisite: Admission to the School of Education (or consent of Director of the School of Education). Concurrent enrollment in ED310.

332. Teaching Language Arts and Social Studies in Early Childhood (3)

This course includes the study of social studies and language arts in an early childhood education program (preschool -3rd grade). Building a solid foundation in social studies will promote the development of citizenship and cultural understanding in a democratic society. The development of a child's environment, community, and world will be emphasized in social studies curriculum development. Basic principles, techniques, and materials are emphasized for the emergent literacy classroom. The techniques and principles of the project approach will be used to illustrate multidisciplinary and interdisciplinary teaching of social studies and language arts. Pre-requisite: Admission to School of Education. Concurrent enrollment required in ED336, ED335, and ED339.

335. Child, Family and Program Relationships (3)

Studies relationships among home, community, and early care, education, and intervention settings (birth-age 8). Effective communication between settings is emphasized. The class explores how a child's family background influences his/her education and care experiences, and how best to work with diverse families, including families of infants and toddlers with special needs. Applications to early intervention, child care, preschool and K-3rd grade settings are studied. Students will have direct interactions with parents and other family members. Pre-requisite: Admission to the School of Education and concurrent enrollment in other ECE junior block course: ED310, ED332, ED336, and ED339.

336. Teaching Math and Science in Early Childhood (3)

Introduces the principles, place and practice of science and mathematics education in early childhood education and in the lives of young children. Stresses the functional nature of science and mathematics and their inter-relatedness. Pre-requisite: Admission to the School of Education and concurrent enrollment in other Junior Block courses: ED310, ED332, ED335, and ED339.

337. Creative Arts and Movement in Early Childhood (3)

Introduces the role of creative arts including dance, drama, music, and the visual arts in early childhood education. Emphasizes the importance of authentic art for young children. Focuses on the interrelationships among curriculum as it pertains to the development of the young child. Pre-requisite: Admission to the School of Education.

339. Methods in Early Childhood Special Education (3)

Examines the process of adapting learning goals to a child's individual special needs. Includes a discussion of therapeutic measures to address a child's development in language, social-emotional, motor, and cognitive domains. Concurrent enrollment required in

ED310, ED332, ED335, and ED336 as part of Junior Block. Pre-requisite: Admission to the School of Education and successful completion of Sophomore block courses.

406. Multidisciplinary Instructional Design and Assessment for Elementary and Early Childhood Education Teachers (1)

Assists students to apply, implement, and reflect on principles of instructional design and assessment in elementary and early childhood education through the creation of a multidisciplinary unit of instruction. The unit will be taught at the student teaching site, and the planning for the unit will occur during a 40 hour internship prior to the semester before student teaching begins. Samples of K-6 student work will be analyzed based on pre and post assessment processes.

424. Teaching Literacy in the Content Areas (3)

This course is required for all secondary and K-12 education majors. Students will learn about common reading and writing problems associated with the use of text in middle and high school content courses. Students will learn strategies for diagnosing and correcting reading difficulties. Other areas that will be studied: Content Literacy and the Reading Process; Language Diversity and Culture; Assessment of Textbooks; Reading to Learn; Studying and Study Strategies; Writing Across the Curriculum.

425. Instructional Analysis, Design and Assessment for Secondary and K-12 Teachers (1)

Instructional approaches and techniques for teaching in middle and high schools including 40 hours or more of structured school classroom experiences required in the student teaching classroom. Pre-requisite: ED201 and ED321, senior standing, and Admission to and retention in the School of Education and Admission to Student Teaching (or consent of Director of the School of Education). Pre or Co-requisite: specific methods in the corresponding content area in which one is being certified.

430. Leadership and Professionalism in Early Childhood Programs (3)

Examines the meanings of professionalism and the responsibilities of people who have leadership positions in care and education programs for young children (birth-age 8). Emphasis is on core ethical standards, as well as on professional development, program management, and participation in professional organizations. Includes interaction with individuals who are considered leaders in the early education, care, and intervention professions. Prerequisite: Admission to the School of Education and Senior standing.

435. Reading Methods in Early Childhood (3)

Introduces basic principles, techniques, and materials for emergent and beginning literacy classrooms. Emphasizes developmentally appropriate practices for teaching reading and writing in grades K-2, and addresses state and national standards for children's language and literacy learning. Requires internship hours in a classroom, minimum 20-hour internship in student teaching classroom, tied to implementation of major assignment. Pre-requisites: Sophomore Block classes, senior standing; admission to/retention in the School of Education; admission to student teaching; or consent of Director of the School of Education.

439. Assessment and Diagnosis of Children with Special Needs (3)

Introduces goals, processes and types of assessments used to make educational decisions for young children with special needs. Pre-requisite: Admission to the School of Education.

440. Early Adolescents and Schools (2-3)

Study of the development of early adolescents (ages 10-14). Required for Illinois middle level endorsement on elementary and/or secondary certificate. Builds on knowledge from ED200 or ED201, Human Development and other psychological foundation courses. Focuses on the developmental characteristics and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing guidance as well as in assessing, coordinating, and referring students to health and social services. A 20-hour internship in a middle level (grades 5-8) classroom is required. (current Millikin students should take this course for 2 credits; students not matriculating from Millikin will need to take this course for 3 credits to fulfill state requirements and will be expected to complete an additional project to account for the added credit) Pre-requisite: ED200 or ED201 (or concurrent enrollment) and admission to the School of Education (or consent of Director of the School of Education).

450. Middle School: Philosophy and Practices (2-3)

Ideas and practices for prospective middle school teachers. Required for Illinois middle level endorsement on elementary and/or secondary certificate. Focuses on middle school philosophy, curriculum, instruction, and current practices. Includes instructional methods for designing and teaching developmentally appropriate programs in middle schools. Builds on knowledge from educational foundations and methods courses in contrasting middle school ideas and practices to those in upper elementary grades and junior high schools. Some visits to area middle schools may be included. (current Millikin students should take this course for 2 credits; students not matriculating from Millikin will need to take this course for 3 credits to fulfill state requirements and will be expected to complete an additional project to account for the added credit) Pre-requisite: ED203 or ED321 and admission to the School of Education (or consent of Director of the School of Education).

470. Supervised School Nursing (6)

A twelve-week school nurse internship experience for nurses who wish to gain certification as a school nurse. Observation and experience in school nursing under direct supervision of one or more certified school nurses with course supervision by a university faculty member. Pre-requisite: Admission to and retention in the School Nurse Program.

471. School Nurse Internship I (1-3)

Fall semester internship with a school nurse. Designed for the nurse who wishes to complete a supervised internship for the Illinois School Service Personnel certificate. Supervision by nursing faculty and a certified school nurse. Seminars and readings required. More credits required of inexperienced school nurses. Pre-requisite: Admission to and retention in the School Nurse Program; employment as a school nurse or consent of instructor.

472. School Nurse Internship II (1-3)

Spring semester internship with a school nurse. Designed for the nurse who wishes to complete a supervised internship for the Illinois School Service Personnel certificate. Supervision by nursing faculty and a certified school nurse. Seminars and readings required.

More credits required of inexperienced school nurses. Pre-requisite: Admission to and retention in the School Nurse Program; employment as a school nurse or consent of instructor.

474. Supervised Teaching in Early Childhood Education (4-12)

Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning. Students assume full responsibility for the classroom for a period of 5 to 7 weeks. Pre-requisite: Admission to and retention in Teacher Education and Admission to Student Teaching.

476. Supervised Teaching in Elementary School (4-12)

Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning. Students assume full responsibility for the classroom for a period of 5 to 7 weeks. Pre-requisite: Admission to and retention in Teacher Education and Admission to Student Teaching.

477. Supervised Teaching in Middle School (4-12)

Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning for 14 weeks. Students assume full responsibility for the classroom for a period of 5 to 7 weeks. Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

478. Supervised Teaching in High School (4-12)

Observation, planning for classroom instruction, preparation and presentation of lessons, and assessment of student learning for 14 weeks. Students assume full responsibility for the classroom for a period of 5 to 7 weeks. Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

481, 482, 483, 484. Topics in Education (1-3) Per Semester

Readings and discussion centered on a specific issue of current educational interest, as scheduled by a faculty member. Pre-requisite: Admission to the School of Education.

488. Education Senior Seminar (2)

Problems of beginning teachers, including the job seeking process, certification, legal aspects of teaching, and graduate school opportunities. Specific problems analysis by teaching major and for each teacher candidate. Taken concurrently with ED474/476/477/478 (student teaching). Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

491, 492, 493, 494. Independent Study (1-3) Per Semester

Reading and research for juniors and seniors in the School of Education.

ENGLISH

English Courses (EN courses)

100. English Fundamentals (1)

Tutorial providing instruction and practice in grammar, usage, punctuation and spelling. To be taken in conjunction with Interdisciplinary 150 Critical Writing, Reading and Research I. Graded on a pass/fail basis.

105. Introduction to Millikin English Studies (1)

This one-credit roundtable, required of all English majors or minors and open to any students interested in exploring the English majors, introduces students to the learning opportunities and experiences available through English Studies at Millikin University. Content includes an introduction to typical learning communities in English Education, English Writing and English Literature majors. Students will examine the curriculum requirements and opportunities for study in each major, including possible career choices. Exposure to "doing" English Studies is emphasized, with presentations on the Writing Center, Bronze Man Books, the *Decaturian*, the *Collage* Literary Magazine. Expectations include attendance at campus events and activities that are English Studies-related.

110. ESL Tutoring Roundtable (1)

This Tutoring Roundtable provides those interested in tutoring with an understanding of the English as a Second Language student writing experience, the kinds of writing that might be generated and why, and offers insight into the needs and concerns of these writers. Students in this class will have the opportunity to learn about and apply useful and effective tutoring strategies and tools for working with ESL students. Upon completion of this course, students will have developed an understanding of the background of the ESL writer and ESL writing issues, be able to identify common as well as some of the unique challenges ESL students may have with writing and communicating, and will have developed, practiced, and demonstrated a repertoire of strategies and tools for addressing ESL student writing needs.

111. ESL: Beginning Listening and Speaking (3)

English as a Second Language: Beginning Listening and Speaking offers opportunities to practice listening and speaking skills necessary for academic and social settings for students whose first or primary language is not English. It helps students practice listening skills such as listening to college lectures, dialogues, and group discussions. It also emphasizes speaking skills such as pronouncing words correctly, speaking sentences with correct stress and intonation, and making short oral presentations.

112. ESL: Beginning Reading and Writing (3)

English as a Second Language: Beginning Reading and Writing offers opportunities to practice reading and writing skills necessary for academic and professional settings for students whose first or primary language is not English. It emphasizes skills and strategies to improve reading comprehension, expand vocabulary, and conduct basic research. Students develop skills and strategies to generate

ideas for academic essays, develop paragraphs for better cohesion and coherence, revise and proofread for better organization and correct grammar.

113. ESL: Intermediate Reading and Writing (3)

English as a Second Language: Intermediate Reading and Writing is required of all ESL students with below-standard TOEFL score and open to all ESL students. This course facilitates a transition for ESL students into mainstream academic learning environment by focusing on reading and writing strategies at an intermediate level. Students will learn various reading strategies through intensive reading, extensive reading, and timed reading practices. Students will practice effective writing skills and diverse rhetorical strategies. Students will learn research strategies and practice documentation.

120. Approaches to Literature (3)

An introduction to literature and to basic methods of literary analysis and interpretation. Includes reading of short fiction, novels, poetry, and drama. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

160. Reading Roundtable (1)

The Reading Roundtable offers students the opportunity to read significant works of literature, and to learn techniques of participating in-and leading-discussions about literature. Topics vary from semester to semester.

170. Creative Writing Roundtable (1)

The Writing Roundtable meets weekly as a reader response workshop. Students share and respond to ongoing creative writing projects, concluding with a formal presentation or publication by participants. Each semester the roundtable focuses on a different emphasis such as poetry, playwrighting, screenwriting, folklore, haiku, fiction or writing for children.

175. English Language Arts Education Roundtable (1)

English Language Arts Education Roundtable offers students the opportunity to become involved in professional organizations in English language arts education. The course may focus on a professional conference (which students will attend) or on a professional organization (which students will join). Students will become familiar with the goals and activities of these organizations.

180. Introduction to Tutoring Roundtable (1)

Introduction to Tutoring Roundtable aims to provide students with theoretical and experiential grounding in peer tutoring of writing, allowing them to move from the traditional role of instructed subjects to a more dynamic role as peer tutors and collaborators. Throughout the course our concerns will be practical as well as pedagogical. We begin by examining the philosophy of the Writing Center and how that fits into the theoretical/pedagogical approaches to peer tutoring, and move into practice, focusing on interpersonal dynamics, audience adaptation, and collaborative learning. Students will engage in active sharing and development of tutoring styles, skills, and strategies, investigate writing in the disciplines, and engage in self-reflection concerning the practice of peer tutoring. This course will be a combination of discussion, lecture, reflection, group work, and tutor presentations that will allow us to opportunities to share, analyze, and critique as well as connect theory and pedagogy to real world tutoring experiences. Pre-requisite: consent of instructor.

200. Writing Seminar (3)

A course in non-fictional prose, emphasizing clarity of style, audience and development of ideas. Content will vary semester to semester. Representative topics include persuasion and argument, the variety of non-fiction, writing in academic disciplines, research and extended essays. Pre-requisite: sophomore standing or consent of Department Chair.

201. Introduction to Creative Writing (3)

An introduction to writing in three genres: fiction, poetry, and drama. Special attention given to techniques of characterization, dialogue, diction, phrasing, plotting, narration, description and prosody. Includes a writing project designed by each student.

202. Writing About Literature (3)

This is an entry level course to learn to write about literature, with special emphasis on literary criticism and critical approaches. The course begins with forms of writing about literature for the general public—book and film reviews, personal essays, diaries and journals. The course then moves to careful reading and close textual analysis, with written forms to include explication and interpretation based on primary texts from a variety of authors and genres. Finally the course includes basic critical approaches to reading literature, such as feminist, formal, cultural studies, biographical, and psychological. Students compile a portfolio of writing by the end of the course. Required of all literature and English Education majors, this course fulfills one of the advanced writing requirements for all English majors. Usually taken in the sophomore year. Pre-requisite: IN 151 or consent.

210. Business and Professional Writing (3)

In this course, students investigate the role of writing in various professions and develop problem solving strategies for writing effective letters, memos, case studies, summaries, reports and resumes. This course emphasizes conciseness, clarity and persuasiveness. Pre-requisite: IN 151 or consent.

215. Journalism: Newswriting I (3)

Introduction to basic methods of news reporting and writing. Students learn Associated Press style basics and an introduction to journalism ethics while writing the basic types of news stories: obituaries, advances, follow-ups, breaking news, controversy and research-based. Focuses on print journalism, but also addresses broadcast news writing.

220. Literary Topics (3)

Readings in literature that focus on a particular topic. Offerings vary semester to semester and include such topics as gender roles in literature, death and dying, the Holocaust, ethnic voices in America, the Nobel Prize in literature, and science fiction. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement. Pre-requisite: IN 151 or consent.

222. Contemporary Adolescent Literature (3)

Students read and study a large variety of adolescent literature generally taught in middle and high school classes, examining issues related to the reading and teaching of adolescent literature, including the relationship of adolescent literature to “classic” literature. Students explore the depiction of “young adulthood” in these texts and the relation of “young adults” to other groups, the differences among young adults, and the role of family, education, media and other social institutions in young adult life. Recommended for all Education majors, especially language arts students. Pre-requisite: IN 151 or consent.

231. American Literature through Twain (3)

Study of major American writers from beginnings to 1900, including Bradstreet, Franklin, Poe, Thoreau, Hawthorne, Melville, Douglass, Stowe, Whitman, Dickinson and Twain. Examines these writers in cultural, intellectual and historical context. Pre-requisite: IN 151 or consent.

232. American Literature from 1900 to the Present (3)

Study of modern American writers, including such figures as James, Chopin, Fitzgerald, Cather, Hemingway, O’Neill, Faulkner, Williams, Steinbeck, Eliot, Frost, Plath and Walker. Examines these writers in cultural, intellectual and historical contexts. Pre-requisite: IN 151 or consent.

233. Traditions in African American Literature (3)

From Phillis Wheatley to Edward P. Jones, from spirituals to folk tales, from slave narratives to postmodern novels, students study major African American authors, literary forms, and themes in their social, historical, and cultural contexts. Topics and authors may vary from semester to semester. Fulfills College of Arts and Sciences literature requirement; if cross-listed, fulfills U.S. Cultural Studies requirement. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

234. American Multicultural Literature (3)

An introduction to American writers from diverse cultural backgrounds. The course will examine culturally specific questions, as well as cross-cultural issues of race, class, gender, and sexuality. Topics and authors may vary from semester to semester. Course may include authors such as Toni Morrison, Zora Neale Hurston, Sandra Cisneros, Julia Alvarez, Sherman Alexie, Audre Lorde, Richard Rodriguez, Philip Roth, Maxine Hong Kingston and/or N. Scott Momaday. Fulfills College of Arts and Sciences literature requirement; if cross-listed, fulfills U.S. Cultural Studies requirement. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

235. Methods for Teaching Secondary Language Arts (3)

Introduction to methods and materials for teaching listening, speaking, reading, and writing with an emphasis on language development across the curriculum. Helps students combine theory, research and practice into sound strategies for teaching English in middle, junior, and senior high schools. Students begin to develop a philosophy of secondary Language Arts teaching and learn how to plan instruction that is consistent with that philosophy and with various national, state, and school district standards and guidelines. The English segments of the Education Portfolio will also be initiated. Pre-requisite: IN 151 or consent.

241. Western Classical Traditions: Literature, Rhetoric & Culture (3)

Examines the role of literature and rhetoric in society. The course examines the tension between oral traditions and the emergence of a radical new technology called ‘writing’ through close reading of primary texts such as *The Odyssey*, Greek drama, Aristotle’s *Rhetoric* and *Poetics*, Plato’s *Phaedrus* and *Gorgias*, and Longinus “On the Sublime”. Pre-requisite: IN 151 or consent.

250. Introduction to Film (3)

Introduction to viewing film as an art form, with some emphasis on technique, the history of film, and the relation between film and literature. Includes such films as Chaplin’s *The Gold Rush*, Keaton’s *The General*, *Citizen Kane*, *The African Queen*, *Psycho*, *Cat Ballou*, and *2001: A Space Odyssey*. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

270. Computer-Aided Publishing (3)

An introduction to computer-aided publishing for print-media production. A workshop of simple to more complex publication projects that develop three essential roles: (1) the user of computer-aided publishing technology, (2) the publication designer, and (3) the manager of the publishing process.

271. Copyediting (1)

This is a one-credit workshop on professional copyediting. This course helps students master copyediting skills, including the ability to edit others’ writing for accuracy and completeness. Through a carefully sequenced series of case studies, students learn conventions and professional editing practices for the workplace.

275. Modern English: Varieties and Structures (3)

Modern English: Varieties and Structures provides an introduction to the linguistic study of modern American English. Major topics include varieties of modern English in the US, the phonology of English and its relationship to spelling, and the syntax and morphology of modern English.

280. Journalism Laboratory (1)

Staff members of the *Decaturian*, Millikin’s student newspaper, receive credit for making a regular contribution to the paper for the semester, writing and performing other weekly duties for each issue. Participants create a portfolio reflecting on their development during the semester. This course can be repeated each semester for up to eight credits. Pre-requisite: EN 215 Newswriting 1 or consent of instructor.

290. Sophomore Writing Portfolio (1)

English 290, Sophomore Writing Portfolio, is a one-credit workshop required of all sophomore-level writing majors (including

transfers). The primary goal of the course is to provide an opportunity for sophomores to review and reflect on their writing, editing, and publishing projects completed in their first two years of study. Over the course of the semester, students work to discover their writing identities in relation to various audiences and to develop a strong sense of the expectation of the writing major and the various writing concentrations. Students will develop a preliminary personal writing theory. By the end of the course, each student designs, prepares, and presents a professional writing portfolio that demonstrates the knowledge they have acquired about what constitutes quality performance at Millikin and in the broader field.

295. Community Literacy (1-3)

This course is intended for students—majors and non-majors—interested in developing skills in community literacy programs. This course fosters links to the community, enables off-campus learning, and provides valuable instruction in working with programs such as Project READ.

300. Advanced Writing (3)

Specialized topics in writing at the advanced level, including such representative areas as the persuasion, resistance, public relations, technical writing, grant writing, science writing and report writing. Includes an extended writing project. Pre-requisite: IN 151 or consent.

301. Advanced Creative Writing (3)

Advanced workshops in creative writing, such as the short story, playwriting, poetry, or a special theme. Topic varies by semester. Pre-requisite: English 201 or consent of instructor.

305. Web Publishing (3)

This course is an introduction to writing, editing and publishing web sites for a variety of rhetorical purposes. Students examine the history of publishing technology and the remediation of print media conventions into web publications. Major topics include the integration of visual and verbal elements including writing, graphics, photographs, video, audio elements into rhetorically effective new hypertext media. As a workshop students learn to use the latest professional web design technologies for campus and off-campus clients.

310. Applying Writing Theory (3)

An introduction to contemporary writing theories with an emphasis on applying these theories to the student's own writing processes and strategies. Also examines the history and application of writing theory to the teaching of writing. Includes an overview of invention strategies, the role of audience, the aims of discourse, approaches to style and methods of arrangement in writing and the formal study of grammar. Pre-requisite: an advanced writing course.

315. Newswriting II: Beat Reporting (3)

Expands on principles covered in EN 215 Newswriting I. Students identify a specific "beat" (i.e. covering a particular sport, news beat, organization's activities) and develop expertise and source building by covering the same beat for the semester. Pre-requisite: EN 215 Newswriting I.

316. Journalism: Feature Writing (3)

An advanced journalism course focusing on feature writing. Students analyze award-winning feature stories and research and write their own in-depth newspaper/magazine style features. The course also covers editorials and reviews. Pre-requisite: English 215 or consent of instructor.

321. Major English Authors I (3)

Reading and analysis of major writers of English literature from the beginnings to the end of the 18th century. In a typical semester, students will read such works as Beowulf, Sir Gawain and the Green Knight, selections from Chaucer's Canterbury Tales, the sonnets and at least one major play of Shakespeare, Marlowe's Dr. Faustus, Milton's Paradise Lost, Swift's Gulliver's Travels and Boswell's Life of Johnson. Students will also trace the evolution of the English language and the major cultural and political events of each period. Pre-requisite: IN 151.

322. Major English Authors II (3)

Reading and analysis of major writers of English literature from latter part of the 18th century to the present. Includes writers of the Romantic period (Wordsworth, Coleridge, Keats, Byron, Austen, and the Shelleys), Victorian period (Tennyson, Browning, Dickens, the Rossetts, Eliot, Hardy), and Modern period (Yeats, Joyce, Woolf, Conrad, Lawrence, Auden and others). Pre-requisite: IN 151 and 1 literature course.

325. Studies in Shakespeare (3)

Studies in Shakespeare offers specialized topics in Shakespeare studies from both literary and theatrical perspectives. Topics and readings vary from semester to semester and include a historical perspective of the early modern period, Shakespeare's life, drama, and poetry. A minimum of five plays will be covered each semester. Fulfills Shakespeare requirement for literature, writing and English education majors, Arts & Sciences literature requirement, and dramatic literature requirement for Theater. Pre-requisite: IN 151.

331. International Film (3)

An introduction to the global traditions of film, emphasizing the universal nature of cinema. Examination of the language of film analysis will be combined with an historical survey of developments in worldwide cinema, and a discussion of the idea of the director as "auteur" or author of a film. Topics, which can vary from semester to semester, may include Italian neorealism, the French New Wave, the New German Cinema, Hong Kong cinema, Indian cinema, Dogme 95, and the work of international directors like Antonioni, Bergman, Bunuel, Fellini, and Kurosawa. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement or the International Cultures and Structures requirement.

335. International Literature (3)

International Literature emphasizes an in-depth comparative study of texts, themes, genres, and authors from literatures of the world, representing one or more of the following areas: Africa, Asia, the Caribbean, Europe, India, Latin American, and the Middle East. Pre-requisite: IN 151 or consent. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement or the International Cultures and Structure requirement.

340. Studies in Poetry (3)

Readings in special areas of poetry, including a single major writer, period, form or theme. Content will vary from semester to semester. Representative topics include Chaucer, Renaissance love poetry, Global haiku, the sonnet, the Romantic poets, Pound and Eliot, and Contemporary Poetry. Pre-requisite: IN 151.

350. Studies in Drama (3)

Specialized topics in drama at the advanced level. Content varies from semester to semester. Representative topics include Elizabethan and Jacobean tragedy, Greek and Roman drama, African-American performance literature, modern and contemporary plays. Pre-requisite: IN 151.

360. Studies in Fiction (3)

Specialized approaches to short fiction and novels at an advanced level. Topics and readings vary from semester to semester. Representative topics include major women writers, fiction into film, the post-modern novel, and the classic English novel. Pre-requisite: IN 151.

366. Studies in Literary History (3)

Advanced study of literature in historical, intellectual and cultural context. Offerings vary semester to semester and include medieval, Renaissance, 18th century, romantic, Victorian, modern, and contemporary. Pre-requisite: IN 151.

370. Studies in the English Language (3)

Students will examine the major periods in the development of the English language, study contemporary linguistic analyses of English, and explore how the use of language varies according to region, gender and social status. Pre-requisite: IN 151.

375. History of the English Language (3)

History of the English Language provides an introduction to the history of the English language. Major topics include the Anglo-Saxon base; the effects of the Norman Invasion; changes in vocabulary and semantics due to borrowings from French, Latin, and other sources; and changes in morphology and phonology. Illustrative texts will include selections from Beowulf, Chaucer, and other Old and Middle English works. Pre-requisite: IN 151.

380. Studies in Journalism (3)

Specialized topics in journalism at the advanced level. Content varies from semester to semester. Representative topics include investigative reporting, advanced feature writing, review/editorial writing, history of journalism, editing and newspaper publication design. Pre-requisite: EN 215 Newswriting 1.

382. Advanced Writing and Publishing Projects (1-3)

Highly qualified students collaborate with faculty on scholarly, writing, or publishing projects. Topics vary including advanced web publishing, advanced web graphics, literary editing, the history of book production, arts of publishing, broadside publishing, and production positions for the student-run Bronze Man Books publishing company.

410. Writing Portfolio (3)

Senior writing majors and other highly qualified students develop a professional writing portfolio. Also includes preparation for careers and professions in writing. Offered only in the fall. Pre-requisite: senior writing major or minor or consent of instructor.

420. Seminar in Literature (3)

Advanced seminar in which students complete a major project in literary study or writing. Emphasis and topic vary semester to semester. Representative topics include recent trends in literary criticism, autobiography, American Romanticism, Poe, Twain and the Beat Generation. Pre-requisite: senior literature major or consent of instructor.

425. Advanced Methods of Teaching Language Arts (1)

This one-credit course continues the teaching of specific methods of Language Arts instruction in secondary schools and is a follow-up to the EN235 Methods course. The course's specific focus is on planning and organizing a multi-part unit of instruction for implementation during student teaching. Also included are research opportunities for identifying instructional resources along with peer critiques of specific lessons designed within the unit plan. Pre-requisite: EN235 Methods of Teaching Secondary Language Arts.

470. Internship in the Teaching of Writing (3)

Students work with a faculty member teaching Interdisciplinary 150 helping to design assignments, tutor students, and read about and discuss various composition theories. This course is required for English education majors and encouraged for all English majors planning to attend graduate school. Pre-requisite: consent of instructor.

480. Professional Writing Internship (1-3)

The internship provides qualified students an opportunity to receive academic credit for supervised, non-classroom experience in an employment setting. Students may choose to serve apprenticeships in various fields of interest, such as newspaper or public relations, library work, legal offices or other areas of professional training. A maximum of six credits of internship may count toward major, with no more than three credits per semester. Pre-requisite: consent of Department Chair.

491. Independent Study in English (3)

Opportunity for the advanced student to pursue a special topic or project independently, under the guidance of an English faculty member. A learning contract indicating tasks to be completed, learning goals, and timeline for review of work is required. Pre-requisite: consent of Department Chair.

ENTREPRENEURSHIP

Entrepreneurship Courses (ET) (Credits)**260. Create & Lead-.com.org.life (1)**

This 1 credit hour course will provide students with the opportunity to explore entity creation and leadership as a career direction. Create & Lead-.com.org.life is designed to help students embrace creation and leadership as life-long activities. This class will explore how each of us is capable of creating the future, whether by founding a fast-growing innovative business, giving life to a community event to raise awareness and funds for a good cause, effectively steering and developing an artistic career, or simply by facing a nagging day-to-day problem head on. Students will use self-analysis, observations, readings, and discussions to move students forward.

340. Foundations of Entrepreneurship (3)

The course provides an understanding of the roles of economic environment awareness and idea recognition as fundamental ingredients in the entrepreneurial process. Students will learn to use analytical tools to assess the feasibility of the idea as a successful business opportunity. The course also addresses the multiple definitions of success as it pertains to financial, social, ethical, and self-worth issues.

350. Entrepreneurial Finance (3)

The course introduces the theory, knowledge and financial tools needed by the entrepreneur in starting, building and harvesting a successful venture. The successful entrepreneur also must know how and where to obtain the financial capital necessary to run and grow the venture. The course will focus on understanding, from an entrepreneur's perspective, the types and sources of financial capital and the related investment processes. Finally, the course will develop models for the valuation of the entrepreneurial venture. Pre-requisite: junior standing, FI 340 strongly recommended.

380. The Art of Entrepreneurship (3)

The course will provide students with the foundation to analyze the marketing, operations, and financial functions of a new business utilizing Millikin's student-run ventures. The course focuses on understanding the process of creativity and opportunity recognition and introduces students to the meaning and implications of ownership through their participation at a student venture.

381, 382. Entrepreneurship Practicum (1-3)

The course/practicum involves students working with problems that confront small businesses and entrepreneurs. It provides a supervised experience entailing work on one of several projects to assist mostly, but not limited to, campus-located ventures in developing systems and strategies for successful outcomes. Students will interact with business school faculty, staff, student supervisors, and student owners in an environment that will require idea-sharing and teamwork. The course is available in 1, 2, or 3 credit hour segments that can be taken in 1, 2, or 3 semesters. The course will satisfy off-campus Tabor requirements. Pre-requisite: MG100 and consent of instructor.

390. Blue Connection (1-3)

Students enrolled in ET390 are the Leadership Team of Blue Connection, Millikin's student-run retail art gallery. The Leadership Team meets weekly to establish goals, set timelines, and execute plans in addition to presenting a monthly report to Blue Connection's Board. Emphasis is placed on strategic planning, opportunity recognition, and ownership. Pre-requisite: ET380 or consent of instructor.

400. Small Business Consulting (3)

Designed to help students integrate previously studied business disciplines by consulting with firms seeking management assistance. Students work in teams to apply theoretical knowledge to the solution of real business problems. May be taken independently of Entrepreneurship 340 and 350. Pre-requisites: senior standing and consent of instructor.

410. Entrepreneurial Consulting: An International Experience (3)

Provide students with the opportunity to apply concepts learned to real world situations. Operating in teams, students will provide consulting to small/ medium-sized business enterprises under the direction of a faculty team. Students will explore potential markets in the U.S. for international businesses not presently importing to the United States. Pre-requisite: senior standing and consent of the faculty.

440. Entrepreneurial Management and Strategy (3)

This course provides theory and application of strategic decisions from an entrepreneurial perspective. It also provides a strategic approach to the evaluation of entrepreneurial opportunities and the recognition of the characteristics of high-growth potential. The course provides implementation of operational and tactical activities that support strategic goals. The course stresses the need for ethical conduct. Pre-requisites: Senior standing, Marketing 300, Management 300, Finance 340.

470, 471. Entrepreneurial Internship (1-3)

A cooperative course between the University and selected businesses to develop further professional training of entrepreneurship majors. Combination of work experience and written reports. Pre-requisites: consent of instructor and coordinator.

EXERCISE SCIENCE AND SPORT

Exercise Science and Sport Courses (ES) (Credits)

Students participating in intercollegiate athletics are eligible to receive general activity credit for their participation. This credit is optional. See the online course schedule for specific course credit options.

011. Dance and Creative Movement (1)

This course is designed to introduce students to techniques, steps, and activities in dance and rhythmic activities. Students are taught numerous dance styles (social, recreational, individual, partner) and group rhythmic activities.

012. Court Games (1)

This course is designed to introduce students to the rules, equipment, technical skills, and strategies of court games and provide opportunities for students to lead class activities.

013. Field Games (1)

In this course, students learn fundamental skills, strategies, rules, and progressions for teaching field games for a lifetime of physical activity and disease prevention. Games include soccer, softball, flag football, and ultimate frisbee.

014. Individual Activities (1)

Students learn a variety of indoor and outdoor activities that encourage an appreciation of non-competitive and cooperative activities for a lifetime of physical activity and disease prevention. Bowling, rock climbing, golf, hiking, biking, jogging, walking, archery, gymnastics, and yoga are several of the individual activities offered in this course.

015. Aquatic Fitness (1)

Students learn basic swimming techniques of the freestyle and backstroke. Emphasis is placed on aquatic conditioning and its relationship to lifelong physical activity and disease prevention.

016. Fitness and Strength Training (1)

In this course, students participate in a progressive fitness and strength program. Emphasis is placed on lifelong physical activity through the use of resistance training. Offered fall and spring semesters.

017. Fitness Development (1)

Students learn the foundations of health-related fitness and conditioning. Emphasis is placed on aerobic conditioning. Students participate in a progressive fitness program and learn activities that will furnish them with knowledge, skills, and attitudes for a lifetime of physical activity and disease prevention. Offered fall and spring semesters.

018. Senior Life Saving (1)

Students, taking this course, will become certified in the American Red Cross certification for lifeguards in pool and waterfront settings. Students learn techniques and skills for basic safety and rescue. Prerequisite: Prior certification in CPR or concurrent enrollment in a CPR training course.

130. Prevention and Treatment of Athletic Injuries (3)

This is an introductory course emphasizing prevention and treatment of injuries peculiar to athletics and recreational activities. Rehabilitation procedures are included. Offered fall and spring semester. Required for all majors in the Department of Exercise Science and Sport.

131. Practicum in Sport Management I (2)

The first practicum in a series of integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in campus sport and fitness organizations.

140. Standard Red Cross First Aid (2)

Response, care, and treatment in emergency situations are the primary focuses of this course. The course is taught in compliance with standards established by the American Red Cross and American Sport Education Program. Personal and community safety and disaster response will be addressed. CPR certification for workplace and home is included. Offered fall and spring semester. Required for Physical Education and Health, Fitness and Recreation majors and open to all students.

141. Practicum in Athletic Training I (2)

The first of five laboratory courses required of Athletic Training majors. Under the direct supervision of a board certified athletic trainer/clinical instructor; students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. Students will gain an understanding of the daily operations of the athletic training room and learn entry level skills in athletic training focusing on: risk management and injury prevention, acute care of injury and illness, and basic assessment and evaluation skills. Fall course offering. Required for Athletic Training majors. Prerequisite: Admittance to the Athletic Training program.

160. Personal and Community Health (3)

This is an introductory course surveying topics and issues pertaining to the health/wellness classroom. Developing the wellness concept; physical, mental, social, emotional, and spiritual well-being are discussed. Offered fall and spring semesters. Prerequisite: Exercise Science and Sport majors only.

200. Drugs in Our Society (1)

This one credit course is an intensive look at drug use, misuse and abuse in our society. Cultural circumstances, motivation, treatment and strategies for control will be explored. Offered fall semester. Required for health endorsement. Exercise Science elective. Prerequisite: ES160 or consent of instructor.

202. Introduction to Safety Education (3)

This is a foundation course designed to provide standard information on safety and accident prevention in the school environment, as well as in the workplace and home. Identifying safety hazards and education for proactive rather than reactive responses is a major emphasis. Offered fall and spring semesters. Required for all majors in the Department of Exercise Science and Sport. Required for Health and Driver Education endorsements. Prerequisite: Exercise Science and Sport majors or consent of instructor.

204. Foundations of Physical Education (3)

This course is an introduction to the discipline of exercise science. Study of the history and evolution of Physical Education, current practices in the school environment, and expanded career options in the discipline of exercise science will be discussed. Assessing current practices and fundamental characteristics and expectations of physical education programs will be explored. Offered spring semester. Prerequisite: Physical Education major.

206. Foundations of Health, Fitness and Recreation (3) Exercise science encompasses a growing number of subdisciplines, each aimed at integrating the unique demands of movement and the basic science associated with the subdisciplines. The aim of this course is for students to learn the introductory science and basic concepts of exercise, movement and healthy behaviors. Students will demonstrate knowledge of the requirements for career preparation in the major subdisciplines of health, fitness, athletic performance and recreation.

210. Foundations of Sport Management (3)

The course surveys the functional areas of contemporary sport management and the career preparation of professionals in the field. Students will be introduced to the historical background, unique nature and current issues in sport management.

218. Your Health, Your Style: Strategies for Wellness (2)

This is an introductory course focusing on the components of wellness and their practical application for making healthy lifestyle choices. Exploring health and wellness ideas, issues and strategies combined with personal assessment and laboratory activities will be included. Primary topics will include fitness, stress management, and nutrition. Additional topics may include healthy relationships, substance abuse, environmental impacts on health, and consumer health. The course format will include physical activity and local experts in the wellness field. Offered spring semester. Open only to non-Exercise Science majors.

231. Practicum in Sport Management II (2)

The second practicum in a series of integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in intercollegiate athletics

234. Recognition and Evaluation of Athletic Injuries I (3)

This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess orthopedic and athletic related injuries to the spine and upper extremities sustained by physically active individuals. Lecture, demonstration, and practical experience will be the instructional methods used to help students gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. Offered fall semester. Required for Athletic Training majors.

235. Recognition and Evaluation of Athletic Injuries II (3)

This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess general medical conditions, illnesses, and orthopedic and athletic related injuries to the spine and upper extremities sustained by physically active individuals. Lecture, demonstration, and practical experience will be the instructional methods used to help students gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. Offered spring semester. Required for Athletic Training majors.

241. Practicum in Athletic Training II (2)

The second of five laboratory courses required of Athletic Training Majors. This purpose of this course is to measure the skill level of each student. This class will focus on injury evaluations of the lower extremities including posture, anatomical and special testing for various musculoskeletal and neurological conditions. Spring course offering. Required for Athletic Training majors. Prerequisite: ES141.

260. Foundation of Sport Management Topics (2-3)

Offerings vary semester to semester and include introduction to such topics as sport management, recreation management, exercise science, and coaching.

281. Intercollegiate Athletics (2)

The seminar will bring unique features to the classroom in the field of sport management. Topics related to intercollegiate athletics include, but are not limited to: event management, behavioral dimensions in the sport culture, ethics in sport management, interpersonal and mass communication, fund raising, sport finance, legal aspects of sport management, leadership, sport law, officiating, special population needs, facility management, and strategic planning and forecasting. Required for Sport Management major. Open to all students.

300. Event and Venue Management (3)

This course integrates the various management functions of public assembly facilities and planning sport events. Students focus on advanced management principles, practices and methods. Prerequisites: Junior or senior major in Sport Management or Health, Fitness and Recreation. Completion of ES 210 Foundations of Sport Management, junior or senior.

301. Driver Education (3)

Preparing educators for the classroom portion of driver education in secondary schools is the focus of this course. State mandates, traffic safety requirements, "Rules of the Road" information, and planning for the in-the-car phase of the training will be incorporated. A survey of materials and methods proven to be effective will be included. Offered fall semester. Required for driver education endorsement. Education majors only. Prerequisite: ES202 and admittance into Teacher Education program.

305. Physical Education and Health for Elementary Teachers (2)

This course is designed to provide a basic understanding of health and physical education in the elementary curriculum. Appropriate teaching styles and practices for content and activity specific to the discipline will be emphasized. Scope and sequence for organizing material and the development of an ongoing, balanced curriculum for the growing child will be included. Strategies and adaptations for the special needs student will be explored. Offered fall semester. Required for elementary education teacher certification. Prerequisite: Elementary Education major, junior or senior standing.

310. Kinesiology (3)

This course focuses upon the anatomical understanding of the human body, with emphasis on biomechanics, origin, insertion, action, and innervation of the primary muscles used in human movement. Required for all majors in the Department of Exercise Science and Sport. Prerequisite: Biology 204 or Biology 206.

311. Therapeutic Modalities (3)

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic modalities in the treatment of injuries and illnesses of athletes and physically active individuals. Therapeutic modalities covered in this course include but are not limited to: cryotherapy, thermotherapy, electrical stimulation, ultrasound, massage, and traction. Offered spring semester. Required for Athletic Training majors.

320. Sport Skills Instruction (3)

Preparing future teachers and fitness and sport majors by providing an opportunity to learn and develop specific sport skills. The class focuses on the development of fundamental skills and their integration into team play through individual, small group, and team drills. Prerequisite: Sophomore rank or higher and a major in Physical Education or Health, Fitness and Recreation; ES204 or ES210

321. Health and Pollution (2)

Material covered in this course will include pollution and its effects on the air and surface ground water sources. Waste disposal, energy dependence, pesticides, and global warming will be addressed. The relationship of pollution on the long and short-term health of the individual, ecosystems and the planet is the primary focus of the course. Elective for majors of the department. Open to all students.

324. Human Sexuality and Family Life (2)

Material covered in this course will include social and biological foundations of human sexuality, the developmental and social perspectives of gender roles, relationships and communication, sexual values, family lifestyles and parenthood, reproduction, sexual behavior in modern society, sexual coercion, rape and abuse, sexually transmitted diseases, HIV/AIDS, and sex, art, the media and the law. Offered spring semester. Required for health endorsement, elective for majors in the department, and open to all students.

325. Growth and Development (2)

Study of child, adolescent, and adult motor development will be the primary focus. Reference to similarities and differences in motor development through the lifespan of the individual will be emphasized. Secondary considerations of the cognitive, social, and emotional development will be included. Offered fall semester. Required for Fitness and Sport majors and open to all students.

328. Health-Related Nutrition (2)

This course will look at the interactive nature of physical fitness components and nutrition as professionals strive to bring optimal wellness conditions to the general population. Fitness components, testing, and program design will be discussed. Nutritional concepts, nutrient function, and dietary considerations will be explored. Offered spring semester. Required for Athletic Training and Fitness and Sport majors. Prerequisite: Junior or senior standing, department majors only or consent of Department Chair.

330. Practicum in Health Promotions (3)

This course will look at the interactive nature between nutrition and physical fitness in effort to bring optimal wellness conditions to the school-age children. Nutrition and fitness components, testing, program design and implementation will be discussed. Prerequisite: Health, Fitness and Recreation junior or higher standing, ES 206 or ES 210; ES 328; ES 436

331. Practicum in Sport Management III (2)

The third practicum in a series of four integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in event planning and sport venues. Prerequisite: Sport Management major, Junior or Senior standing; co-enroll with ES 300 Event and Venue Management.

332. Therapeutic Exercise (3)

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic exercise in the treatment of injuries and illnesses of athletes and physically active individuals. Offered spring semester. Required for Athletic Training majors.

341. Practicum in Athletic Training III (2)

The third of five laboratory courses required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Fall course offering. Required for Athletic Training major. Prerequisite: ES241.

342. Practicum in Athletic Training IV (2)

The fourth of five laboratory courses required of Athletic Training majors. The course is designed to include specific clinical experiences in the field of Athletic Training. The didactic education focuses on fitness testing protocols and assessments, fitness techniques, and biomechanical principles and concepts, including functional classification of joints, arthrokinematics, normal ranges of joint motion, joint action terminology, skeletal muscle contraction, kinesthesia/proprioception, and muscle action. Spring course offering. Required for Athletic Training majors. Prerequisite: ES341.

350. Practicum in Sport Performance (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in planning and implementing sport performance training programs. Prerequisite: Junior or senior standing Exercise Science and Sport major, ES 310, ES 418

351. Practicum in Recreation (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in campus recreation and local community recreation. Prerequisite: Health, Fitness and Recreation or Sport Management sophomore or above standing; ES 206 or ES 210

352. Practicum in Group Fitness (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in planning and implementing group fitness activities. Prerequisite: Health, Fitness and Recreation or Physical Education sophomore or above standing, ES 206 or ES 210

360. Topics in Sport Management (2-3)

Studies in the functional areas of sport management. Offerings vary semester to semester and include such topics as fitness club management, personal trainer certification, sport public relations, intercollegiate sport administration, event planning, and professional sports.

390. Independent Study (1-3)

This course selection gives students opportunity for advanced study in a topic chosen jointly by the student and instructor. Offered fall and spring semesters. Elective for all majors in the department. Prerequisite: Consent of Department Chair.

400. Sport Marketing (3)

Sport Marketing applies marketing principles and techniques to sport including sport events, sport products, ticket sales and sport sponsorship. Marketing strategies including sales, promotions, public relations and advertising of sport will be emphasized. Prerequisites: MK 300, Sport Management major and Junior or Senior standing; co-enroll with ES 420 Practicum in Sport Management IV.

401. Methods in Elementary Physical Education (3)

This course is designed to provide current teaching styles and practices for the elementary student. Special emphasis on scope and sequence for learning sport skills, efficient body mechanics, creative movement, and locomotion skills will be included. Development of an ongoing, balanced curriculum for the growing child will be included. Teaching strategies and adaptations for special needs students will be explored. Offered spring semester. Required for Physical Education majors. Prerequisite: Physical Education major or consent of instructor.

402. Curriculum Development and Evaluation in Health Education (3)

This course addresses curriculum theory, teaching methods, and course content for health education. Sources and resources available to the health educator will be included. Specific ideas for cross-curricular integration of health topics will be explored. Current health topics will also be incorporated. Required for health endorsement. Junior standing required.

409. Mechanical Kinesiology (2)

The study of the physical principles and properties (physics) of the human body as it moves during activity is the primary focus of this course. A variety of physical activity segments will be used. Offered as needed. Prerequisite: ES310.

410. Physiology of Exercise (3)

This course is designed to facilitate understanding in how the body reacts and adapts to exercise. Attention to the methods and principles of exercise testing is covered in detail. The course includes practical application of principles through laboratory experiences. Importance and purpose, physiological rationale, methodology, analysis and discussion of exercise, and the human body are all included. Required for Athletic Training and Health, Fitness and Recreation majors. Open to all students. Prerequisite: Biology 204 or Biology 206.

418. Principles of Strength and Conditioning (3)

This course will examine the basics of training design for personal fitness and athletic enhancement. Main topics, which are applied, are anatomy and physiology, testing and evaluation, exercise techniques, and program design. Students who complete this course will have sufficient knowledge to pursue a certification as a personal trainer from accredited fitness organizations. Required for Athletic Training and Health, Fitness and Recreation majors. Prerequisite: ES310 and ES410.

420. Practicum in Sport Management IV (2)

The fourth practicum in a series of four integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in sport marketing, ticket sales and promotion. Prerequisites: Sport Management major, Junior or Senior standing; co-enroll with ES 400 Sport Marketing

422. Advanced Driver Education (2)

The major focus of this course is to observe and teach behind-the-wheel driver education. Strategies and techniques necessary to assess driving skills and communicate reinforcement of safety and lawful application of driving will be included. Required for Driver Education endorsement, Education majors only. Offered spring semester. Prerequisite: ES301 and admittance into Teacher Certification Program.

424. Instructional Materials (2)

This is an independently directed course designed to develop a personal library of resources for the driver education classroom. Review of a variety of materials and resources is required. Elective for driver education endorsement, education majors only. Prerequisite: ES301 and admittance into Teacher Education.

425. Secondary Curriculum Development of Physical Education (3)

Curriculum theory and design applicable to the physical education classroom are the major focus areas of this course. Scope and sequence within the curricular format of fitness development, individual, dual and team sports and recreational activities will be highlighted. Integrating physical education goals and philosophy will be emphasized. Required for Physical Education major. Prerequisite: Physical Education major.

428. Community Health Problems and Practices (3)

Exploring the community resources and public health policies designed to meet the health needs of individuals and families in their normal environment such as the home, school, and place of work. Understanding health-related data about social and cultural environments will be included.

431. Adaptive Physical Education (2)

Studying the diverse and complex nature of the atypical student in the educational environment is the focus of this course. Creating an atmosphere in the gymnasium that leads to success for all students will be explored. Adapting activities, testing, and skill development for the physically challenged will be included. Offered fall semester. Required for Physical Education majors.

433. Programs in School Health (2)

Exploring the interrelationships of health instruction, services, and facilities in the school environment is the major focus of this course. Study of the principles, philosophy, and history of school health programs is included. Assessing current status and future needs of a school's total health needs will be examined. Required for health endorsement and open to all students.

436. Evaluation and Measurement in Physical Education (2)

A general overview of testing and measurement tools available for exercise science assessment will be introduced. General statistical concepts will be taught. Testing, both standardized and instructor designed, in the areas of fitness, agility, balance, psychomotor skills, specific sport skills, and posture assessments will be conducted. Special population needs and assessments will be explored. Use of computerized means in measurement, evaluation, and assessment will be included. Prerequisite: Physical Education and Fitness and Sport major.

440. Sport Nutrition (3)

This course will look at the interactive nature between nutrition, sport, and sport performance in all athletes and proficiency levels. Sports nutrition basics, screening and assessment, sports nutrition across the lifespan, and sport-specific nutrition guidelines are reviewed and discussed. Prerequisite: ES 328, Health Related Fitness, Health, Fitness and Recreation major.

441. Practicum in Athletic Training V (2)

The final laboratory course required of Athletic Training majors. This purpose of this course is to expose athletic training students to experiences common to the practice of athletic training in collegiate and general medical settings and to re-introduce and evaluate practical skills important in the practice of athletic training. This course will also certify the students in epi-pen injections and inhaler use through the America Red Cross. Fall course offering. Required for Athletic Training majors. Prerequisite: ES342.

450. Athletic Training Administration (2)

This course will expose students to materials and techniques designed for the acquisition of higher level athletic training skills. Knowledge within the entire Sport Medicine field will be a focus area. This course introduces the knowledge, skills, and values necessary to manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity. Information regarding professional responsibilities, avenues of professional development, and national and state regulatory agencies and standards will also be introduced. This class serves as the Departmental Capstone for Athletic Training majors only. Required for Athletic Training majors. Prerequisite: Admittance to the Athletic Training program.

460. Personal Fitness Practicum (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in planning and implementing personal training activities. Prerequisite: Health, Fitness and Recreation senior, ES 206 or ES 210; ES 310, ES 410, ES 418

472. Internship in Sport Medicine (3)

The purpose of this course is to expose athletic training students to experiences common to the practice of athletic training in a rehabilitation clinic/high school setting and for practical instruction and evaluation of the athletic training clinical proficiencies that cannot be evaluated at Millikin University. Spring offering. Prerequisite: Senior standing and approval of Athletic Training program director.

475, 476. Internship in Sport Management (1-4)

These courses are designed to provide opportunity outside the classroom to develop professional training and experience for students specifically in the sport management discipline. Internships are established in cooperation with agencies, businesses, and institutions.

Required for the Sport Management major. Prerequisite: junior or senior standing and consent of Department Chair. Offered fall and spring semesters.

481. Seminar in Sport Management (2)

Each seminar will bring unique features to the classroom in the field of sport management. Topics featured include, but are not limited to: event management, behavioral dimensions in the sport culture, ethics in sport management, interpersonal and mass communication, fund raising, sport finance, legal aspects of sport management, leadership, sport law, officiating, special population needs, facility management, and strategic planning and forecasting. Open to all students. Prerequisite: Junior standing.

482. Global Sport Issues (3)

This seminar will address the intertwined relationship between globalization, mega-sport events and development. The focus will be on global sport and local economy, sport and global capital, sport and identity, sport and inter-racial relations, youth and sport and sport and social agency in the context of ethical decision making. Prerequisite: Sport Management major, junior and senior.

485,486. Seminar in Coaching (2)

Each seminar will bring unique features to the classroom in the coaching profession. Seminars will be configured to include information constant in all coaching environments as well as sport specific coaching techniques. Sport groupings will be determined by student interest, season of participation, and general similarities in the sport. Guest speakers will be included. A syllabus will be available each semester detailing topics and sports to be covered. Open to all students. Offered alternate years. Prerequisite: Junior or senior standing.

490. Majors Senior Capstone (1)

The focus of this course is to provide a culminating experience for the Fitness and Sport and Physical Education majors. The course is taught in a seminar format to allow for topical variation based on the needs of seniors enrolled. All capstones will address completion of the "expectations of the major" and the future of the discipline. Offered in the spring semester. Prerequisite: Senior standing, Physical Education and Fitness and Sport majors.

FINANCE

Finance Courses (FI) (Credits)

300. Personal Financial Planning (1)

Personal Finance is designed to provide students with the basic knowledge of how to successfully handle their personal finances at all stages of their life. This course covers financial planning, managing money and credit, insurance issues, investing topics, retirement and estate planning and dealing with financial life events. Open to all majors.

301. Financial Institutions (3)

The focus of this course is on the operations, the regulations and the risk management of financial institutions. The course will address current issues in the financial markets; the role and operations of the Federal Reserve as it relates to the financial institutions and financial markets; the causes and effects of interest rate changes on the operations and financial statements of financial institutions; and the types of assets and liabilities of financial institutions. The course involves a project where each student will analyze one of the top 25 U.S. financial holding companies. Pre-requisites: Junior standing, Economics 100 and Economics 110; FI 340 or concurrent enrollment.

340. Introduction to Financial Management (3)

An introduction to the terms and concepts involved in financial management. This is a managerial decision-oriented course involving team and individual processes. Financial analysis, forecasting, and planning. break even analysis. sources of financing. analysis of capital project opportunities as well as short term asset management. Cash budgeting and credit policy. Valuation. Pre-requisites: junior standing, Economics 100, Economics 110, Accounting 240 or Accounting 311.

352. Investments (3)

Study of securities and securities markets. Analysis of various categories of corporate securities and other investments. Tax policy. How individuals can examine specific investments. Risk and return in investments. Personal portfolio alternatives. Pre-requisites: junior standing, Economics 100, Economics 110, Mathematics 220 and Finance 340 or consent of instructor.

361. Financial Statements Analysis (3)

The study of the information provided in financial statements. How financial statements can be used to judge the quality of earnings, the value of a company, management strategy. Both financial and accounting issues related to financial statements will be addressed. Prerequisite: Senior standing and FI 340.

365. Corporate Finance (3)

Analysis of financial problems of business enterprises and formulation of financial policies with emphasis on concepts such as Economic Value Added and Market Value Added. Short-term investment and financing decisions. Financial Statement Analysis. Development of long-term investment theory and financing decision making with emphasis on the valuation process. Financing choices and cost of capital, capital budgeting and dividend policy. Pre-requisites: senior standing, FI 340, FI 352, or consent of instructor.

452. Security Analysis and Portfolio Management (3)

Advanced evaluation of securities, determinants of their value, methods of combining securities in the construction of investment portfolios. Portfolio theory strategies. Extensive project analysis of an industry and company stock. Pre-requisites: senior standing, Finance 352, FI 361, FI 365

471, 472. Finance Internship (1-3)

Cooperative course between the University and selected businesses to develop further professional training of finance majors. Combination of work experience and written reports. Pre-requisite: consent of Finance coordinator.

481. Special Topics in Finance (1-3) Per Semester

Provides either an in-depth study of a particular topic or broad view of several topics of current interest in the finance area. Topics may include, but are not limited to, commodity markets, agricultural finance, risk management, entrepreneurial finance, derivatives, hedging and speculation, futures markets, commercial bank management, and the financing of e-commerce. The course incorporates relevant experiential learning activities such as cases and field trips where appropriate. No more than three credits total are permitted for each student. Pre-requisites: FI 340, senior standing and consent of the instructor.

491, 492. Independent Study (1-3) Per Semester

Qualified seniors are encouraged to undertake an original investigation of a problem in finance. May include a written report and an oral examination. Credits earned in this course may apply to elective hours for the major that correspond to the subject matter of the research. Pre-requisites: consent of coordinator and instructor.

FRENCH

French Courses (FR) (Credits)

103. Beginning French (4)

Introduction to French. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Study of “francophone” cultures. Regular in-class work with multimedia. Open to students who have not studied French previously or who place into this course.

114. Continuing French (4)

Continuation of Beginning French with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Study of “francophone” cultures. Regular in-class work with multimedia. Pre-requisite: FR103 or placement.

223. Intermediate French (4)

Continuation and expansion of the multi-skills approach, with emphasis on “francophone” cultures. Daily in-class work with multimedia. Pre-requisite: FR114 or placement.

301. French Conversation (3)

Intensive practice in the use of French as a means of oral and written self-expression, with particular emphasis on listening and speaking skills.

302. French Composition (3)

Intensive practice in the use of French as a means of oral and written self-expression, with particular emphasis on reading and writing skills.

303. Topics in Francophone Culture (3)

Study of the cultures of the Francophone world. Readings and discussions of contemporary issues. Pre-requisite: FR223 or placement.

350. Study Abroad in French (3)

Study of the culture of the Francophone world. Practice of oral skills and vocabulary in a foreign country. Pre-requisite: FR223 or permission of instructor.

HISTORY

History Courses (HI) (Credits)

100. Introduction to the Modern World (3)

A survey of economic, intellectual, political and social developments in Europe since 1700 as well as patterns of influence and reaction in America, Latin America and Asia. Topics include capitalism as a revolutionary system, Marxism, imperialism, fascism, socialism, national revolutions, and the dynamics of an evolving third world. Appropriate to fulfill historical studies requirement.

105, 205, 305 Introductory Topics in History (3)

A variety of courses in different fields at the introductory level are offered. All are offered without prerequisite requirements.

201. Rise of Modern Europe, Medieval Period to 1700 (3)

The history of Europe tracing developments of political, economic, social, religious, and cultural institutions and customs from the middle ages through 1700. Emphasis on developments that have shaped the modern world.

202. Rise of Modern Europe, 1700-present (3)

The enlightenment and democratic revolutions of the European world, the industrial revolution, the rise of nationalism within the context of the domestic, political, and economic history of the European states in the 19th century. Study of the main currents in 20th century European history with emphasis on political, economic, social and intellectual factors.

203. U.S. History to 1865 (3)

American history beginning with the early voyages of discovery and colonization, with emphasis on the Revolution and early national period, the Age of Jackson, westward expansion and the events leading to the crisis of the Civil War.

204. U.S. History since 1865 (3)

The reconstruction era, frontier west, industrialization and the populist movement, America's rise to world power, the progressive and New Deal periods, the world wars and post WWII American political, economic, social and cultural developments.

206. Cultural Geography (3) This course is required of secondary education majors, and introduces students to the field of geography, emphasizing the relationship between the environment and culture.

207. State and Local History (3) This course introduces students to the history of Illinois since its admission to the union, and emphasizes the use of primary documents.

210, 310. Topics in United States History (3)

Sample offerings in U.S. history have included the following courses: Violence in America, The Age of Jackson 1815-1850, The American Civil War, Abraham Lincoln, The American Frontier, The Gilded Age 1865-1900, TR to FDR 1900-1945, U.S. History since 1945, The Sixties in Film and History, The Vietnam War, World Religions in America

320. Topics in European History (3)

Sample offerings in European history have included the following courses: Hitler and the Third Reich, The Holocaust, Europe and the Nineteenth Century World

340. Topics in Non-Western History (3)

Sample offerings in non-western history have included the following courses: India Under British Rule (1730-1947), Modern Japan, Modern China, Introduction to Modern East Asia, Introduction to Modern Africa, Sub-Saharan Africa

360. Topics in Global History (3)

Sample offerings in global history have included the following courses: The Islamic World, Comparative Religions, Global Christianity, The History of Aids, The History of Medicine: Five Epidemics that Changed the World

390. Independent Study (1-4) per semester

An independent study arrangement, designed primarily for students with a background in history. The course of study will be arranged on a tutorial basis with weekly meetings between the instructor and student. The course subject matter will vary according to individual interest. Pre-requisite: consent of Department Chair.

400. Seminar in History (3)

Seminars in the history department are rigorous exercises in critical reading, with a substantial research and writing component. Recent seminars have dealt with the following topics: The American Civil War, The Holocaust, WWII.

425. Methods in Teaching History (3)

This course is designed for the secondary education major and introduces students to the history of Social Studies education and various teaching techniques for the middle and high school classroom.

450. Senior Honors Thesis (3)

In the senior honors thesis the student is expected to produce a substantial original piece of research or analysis. The student will defend the written work orally before a committee from inside or outside of the department. Open only to qualified seniors approved by the Department Chair.

480. Historiography and Research (3)

This capstone experience is an advanced course in the art and craft of history, designed for the history major and minor. In conjunction with readings on the theoretical and methodological bases of historical inquiry, the student engages in significant exercises in historical research and writing. Pre-requisite: junior standing or consent of Department Chair.

HUMAN SERVICES

Human Services Courses (SO) (Credits)**200 Introduction to the Helping Professions (3)**

This course will offer a comprehensive look into various helping professions that will allow students the opportunity to explore professions and gain perspectives as they investigate career opportunities within the helping field. Exploration of topics including career paths, job/career testing, salaries, supervision, credentialing, values and ethics, and demographic information of various professions as well as confidentiality and documentation will take place. Helping professionals from various training backgrounds currently in practice will be included in classroom presentations. Pre-requisite: SO100 or PS130, sophomore standing.

314 Social Work Theory and Practice (3)

This course provides a detailed study of social work as a profession, including a review of values, ethics and theoretical perspectives supporting intervention strategies and methods of the field. An introduction to the fields of specialty in social work will be provided. Content will also be provided that focus on the interpersonal, analytical and problem-solving skills, which are required in professional social work. Pre-requisites: SO100 or PS130.

315 Human Behavior and the Social Environment (3)

This course introduces social systems theories, psychological theories and developmental theories to examine why people behave as they do and to apply this knowledge to generalist Human Services practice across the life span. Integration of major concepts from the social and behavioral sciences will be taught. The impact of culture and environmental conditions on individuals, families, small groups and communities, is examined. Pre-requisites: human services major, sophomore standing, and SO100, or PS130, or instructor consent.

316 Social Issues in Healthcare (3)

The purpose of this course is to introduce the changing role in health care in our country. The identification of key issues involving interdisciplinary collaboration and the development of strategic interventions with other health care professionals and teams is explored. Roles in social work, discharge planning, case management, home care, hospice care, and the historic and current policies that affect health care will be studied. An overview of health care payment systems will be covered. Offered as an Immersion Course. Pre-requisite: SO100 or PS130 or consent of the instructor.

317 Practice with Diverse Populations (3)

This course is designed to expand students' awareness of both the cognitive knowledge and skills necessary to effectively interact with and/or serve culturally diverse populations. Application of clinical principles including engagement, assessment and interventions will be a particular emphasis as well as a focus on privilege, power, oppression, and discrimination. Pre-requisite: SO314, human services major or consent of instructor.

318 Social Gerontology (3)

This course provides an introduction to the field of Social Gerontology and the services available to meet the needs of the geriatric population. The processes and realities of aging in contemporary American society will be examined. Some topics will include health care, social roles, community life, personal aging, death and dying and the community/social program that support the aging population. Community professionals who provide services to seniors will be included in classroom presentation and site visits to senior programs will be completed. Offered as an Immersion Course. Pre-requisite: SO100 or PS130 or consent of the instructor.

319 Introduction to Child Welfare (3)

This course provides an introduction to Child Welfare in the United States and examines current child welfare policies and practices. The course explores the rights of children, the rights and responsibilities of parents and society and their points of conflict. It provides relevant content for students considering careers in child welfare, schools, juvenile justice and family. Offered as an Immersion course. Pre-requisites: SO100, PS130, or consent of the instructor.

321 Community Mental Health (3)

This course provides an in depth look into community mental health with a focus on mental health policy, programs, services, funding, organizational structure, and populations served. Students will gain first hand knowledge and experience within the community mental health field by participating in site visits as well as shadowing opportunities at local mental health agencies. Professionals from the mental health field will be included in classroom presentations. Pre-requisite: Junior standing, SO315.

325 Social Work Ethics (3)

This course is designed to develop and expand students' understanding and awareness of social work ethics. Specific attention will be given to the ethical responsibilities practitioners have to clients, colleagues, practice settings, the social work profession, and broader society. Students will learn to identify and manage ethical issues and dilemmas in social work practice and gain an appreciation and understanding of the values and ethics within the social work profession. Students will acquire knowledge about professional, legal and ethical standards of practice and their role in competent, ethical social work practice, increase self-awareness and develop an awareness of how personal values and professional behaviors interact, increase ability to recognize ethical issues and to apply ethical decision-making models. Students will utilize critical thinking skills to recognize and accept the impact of diversity and social justice in understanding and addressing ethical dilemmas. Pre-requisite: SO370, human services major or consent of instructor.

370 Methods of Intervention: Individuals (3)

This course provides an introduction to generalist practice. Students begin to learn the counseling skill and methods required for practice with individuals. Interview skill for assessment, planning intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. This course will emphasize concepts for understanding, measuring, and evaluating competence. Pre-requisites: human services major, SO314, art therapy major.

371 Methods of Intervention: Family/Groups (3)

This course provides content on generalist practice with a focus on families, small groups, and individuals in a group context. Counseling skills of assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. Pre-requisite: human services major, SO370, art therapy major.

460 Capstone Internship (4-7)

Students are placed as an intern in selected community, state, social service, or welfare agencies based on the students interest and agency acceptance. These placements, which are supervised by a faculty member, are considered pre-professional experiences, and the expectation is that students will be using the knowledge, skills, and values, learned while pursuing their major. Through class participation on campus once weekly, journals and paper assignments, students will reflect on their experiences and integrate their knowledge with their practical experience. Pre-requisite: second semester junior or senior class standing, with approval of human services faculty, SO314, 315, 370.

480 Advanced Internship (1-6)

This course provides an opportunity for students who have already completed SO460, Capstone Internship, to take an additional internship experience. Pre-requisite: SO460 and consent of human services faculty.

INFORMATION SYSTEMS

Information Systems Courses (IS) (Credits)

120. Introduction to Computers and Information Systems (3)

An overview of how computer technology is applied today in business. Topics include sharing information electronically, presenting information in the electronic age, and e-commerce and its impact in today's business world. Students will learn to apply these topics using popular software and business applications including, but not limited to, spreadsheet, presentation/graphic and World Wide Web applications.

221. Introduction to Program Design and Development (3)

This course introduces students to the processing of creating and implementing typical solutions to business problems requiring computer programming skills and understanding. The main focus in this course will be to help the student understand the basic concepts of computer programming emphasizing design over syntax in an Object Oriented Approach. The course is segmented into three sections: Section 1 emphasizes problem solving approaches and strategies; Section 2 is dedicated to conventional programming in Visual Basic.NET and Section 3 provides an introduction to the .NET Framework including database and web applications.

240. Organizational Information Systems (3)

An overview of functions and development of computer-based Information Systems. Focus on role of information systems in supporting operations, decision-making, and organizational strategy. Extensive hands-on experience developing microcomputer-based application systems. Pre-requisite: Information Systems 120 or consent of instructor.

302. COBOL As a Second Language (3)

Structured computer programming using COBOL, a language used primarily for business applications. Programming work includes programs which create business reports, single and multiple input file processing, indexed file processing, table handling, sub-program usage and sorting. Emphasis on COBOL as a file processing language. Application of structured programming techniques such as hierarchy charts and pseudocode. Pre-requisite: Information Systems 120. Recommended: Information Systems 221

321. Systems Analysis and Design (3)

Advanced study of systems development and modification processes. Emphasis on strategies and techniques of analysis and design for modeling complex system requirements. Use of data modeling tools and object-oriented approaches to analysis and design. Emphasis on factors for effective communication and integration with users and user systems. Pre-requisite: Information Systems 221 or consent of instructor.

322. Web Design and Development using DBMS (3)

Focus on information web systems design and implementation within a database management system environment. Design, implementation, and testing of a physical web system using database management systems software to implement the logical systems design. Pre-requisite: Information Systems 321 or consent of instructor.

331. Networks and Data Communications (3)

Introduction to concepts, terminology, and technology of electronic communications. Local and wide area networks; the internet, intranets, and extranets and client-server systems. Focus on the analysis and design of networking systems within organizations. Pre-requisite: Information Systems 221

332. Security and Assurance (3)

Focus on issues of risk, security, control, access, distribution, and use of information in computer-based information systems. Identification and clarification of privacy and access issues in information systems. Coverage of tools designed to evaluate levels of control in information systems. Pre-requisite: Information Systems 331 or consent of instructor.

334. System Administration (3)

Introduction to System Administration concepts and duties, including installing and upgrading software and hardware, managing user accounts, establishing and maintaining internet services, and backup strategies. Scripting in various languages (Tcl/Tk, Perl, bash) will also be taught. Groups of students will be required to maintain their systems for the semester, and grades will be determined, in part, by system performance/user satisfaction. The emphasis will be on variants of the UNIX operating systems, but other operating systems will be discussed. Pre-requisite: Information Systems 221.

350. Web Programming (3)

Advanced Java programming, concentrating on developing GUI applications, applets and servlets. Programming topics include: review of OOP, event handling, exceptions, threads, file I/O, and animation. Includes theory behind web-based protocols, including HTTP. Students will be required to set up and administer a web server for both applets and servlets. Pre-requisites: Information Systems 221, or consent of Instructor.

370. Database Application Development (3)

Focus on the database approach to information resource management and application development. Coverage of data modeling and tools for application development provided by database management systems. Project work using a full-featured database management system. Pre-requisite: Information Systems 221 consent of instructor.

381, 382. Topics in Information Systems (1)

Short mini-courses providing an intensive introduction to an individual software package or type of software package. Topics include both end-user tools such as graphics software or desktop publishing and Information Systems professional tools such as CICS or robotics. May be repeated; no more than 4 credits allowed for any student. Pre-requisite: Information Systems 240.

391, 392. Practicum in Computer Applications (1)

A supervised campus or community experience entailing work on one or several projects to support end-user computing. Projects include evaluating software packages for possible University purchase, developing and evaluating software documentation, providing training assistance to faculty in classroom settings, organizing and presenting workshops for other students on commonly used software packages, or providing assistance to an organization in implementing a computerized system. May be repeated; no more than three credits allowed for any student. Pre-requisite: Information Systems 240 and consent of instructor.

470. Data Mining for Business Intelligence (3)

An in-depth study of various aspects of data collection, data extraction, and knowledge discovery on the Web for e-business intelligence and other massive databases. Data mining is the process of automatic discovery of patterns, changes, associations and anomalies in massive databases. This course will provide an introduction to the main topics in data mining and knowledge discovery. Emphasis will be placed on the algorithmic and systems issues, as well as application of mining in real-world problems. Prerequisite: consent of instructor.

471, 472. Information Systems Internship (1-3)

A cooperative course between the University and selected businesses to develop further the professional training of Information Systems majors. Combination of work experience and written reports. Pre-requisite: consent of Information Systems coordinator.

491, 492. Seminar in Information Systems (3)

A topical seminar focusing on an advanced topic in information systems such as computer-based training. Topics will change yearly. May be repeated; no more than six credits allowed for any student. Pre-requisite: Information Systems 240.

INTERDEPARTMENTAL

Interdepartmental Course (IN) (Credits)**112. Edge Topics 1 (1-3)**

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Study skills and college transition issues will be integrated into the course. Pre-requisites: incoming freshman and permission of the instructor.

113. Edge Topics 2 (1-3)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Course may be repeated for credit if topic is different from those previously taken in IN112 or IN113. Pre-requisite: permission of the instructor.

120. Cultural Events Seminar (1) Students earn credit for attending their choice (within categories) of selected concerts, recitals, plays, films, lectures, art exhibits, etc. In addition, students attend pre-event introductions presented by Millikin faculty members. The course objective is to expose students to a variety of campus events to expand students' awareness, understanding and appreciation of the fine arts. May be repeated three times for credit (for a maximum of four credits).

140. University Seminar (3) Fall semester freshman year. This course is an introduction to academic inquiry at the college level. Seminar topics vary across sections. Each section engages students in critical and ethical reasoning, includes a service learning component, and addresses specific orientation topics.

The learning outcome goals for students taking IN140 and IN183 are that students will be able to:

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

150. Critical Writing, Reading, and Research I (3) Fall semester freshman year. Course is designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Students are asked to read critically to comprehend, analyze and evaluate texts; to write polished, informed essays for personal, public, and/or specialized audiences; and reflect formally on engagements with critical reading, writing and research experience to acquire, examine and present self-awareness about those engagements. Library research component is introduced and integrated into the course. Section offerings vary in approach.

151. Critical Writing, Reading, and Research II (3) Spring semester freshman year. Course is designed to position students as successful writers, readers and researchers as they move into advanced coursework. In addition to continuing to develop reading and writing skills introduced in the first semester course, students will be asked to conduct research to participate in academic inquiry. Each student will write a research paper that demonstrates the ability to incorporate resources and contribute to academic discourses and communities. An extended and intensive library research component is integrated into the course. Section offerings vary in approach. Pre-requisites: IN 150.

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

1. read critically to comprehend, analyze and evaluate texts;
 2. write polished, informed essays for personal, public and/or specialized audiences;
 3. conduct research to participate in academic inquiry; and
 4. reflect formally on engagements with critical reading, writing and research experience to acquire, examine and present self-awareness about those engagements.
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183. Freshman Honors Seminar (3) (Including First Week) Cohorted with Interdisciplinary 150, Honors Critical Writing, Reading, and Research I. This course is an introduction to academic inquiry at the college level. Seminar topics vary across sections. Each section engages students in critical and ethical reasoning, includes a service learning component, and addresses specific orientation topics.

200, 201, 202, 203, 204, 205, 206 or 207. Honors Seminar (3) Taken simultaneously with Interdisciplinary 151, Honors Critical Writing, Reading, and Research II. Students will complete an Honors Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences (IN-204), Nursing (IN-205), Social Sciences (IN-206) or Mathematics (IN-207). Courses may not be repeated. There will be numerous opportunities for the students to share their research and critique the research of others.

230. Individualized Service Learning Practice (1-3)

Provides an opportunity to independently practice service learning in a supervised community setting either through direct service to a specific population in need, or through indirect service with the staff that serves that population. Students complete 40 hours of community service for every hour of credit, develop learning objectives, keep a record of service hours, and document their experience in a reflective journal and final paper. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

250. United States Cultural Studies (3) Sophomore year. United States Cultural Studies courses explore the diversity of cultures in the United States, including historical perspectives that inform contemporary understandings of diversity issues. "Culture" refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisite: sophomore standing.

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

1. analyze diverse cultures in the United States through the use of discipline-appropriate sources;
2. reflect on ethical and social justice issues characteristic of a diverse democratic society; and
3. engage in activities essential to responsible democratic citizenship in the United States.

251. United States Structural Studies (3) Sophomore year. United States Structural Studies courses explore the diversity of groups and institutions in the United States, including historical perspectives that inform contemporary understandings of diversity issues. "Social structures" refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc). Pre-requisite: sophomore standing.

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

4. analyze social structures within the United States through the use of discipline-appropriate sources;
5. reflect on ethical and social justice issues characteristic of a diverse democratic society; and
6. engage in activities essential to responsible democratic citizenship in the United States.

330. Service Learning Social Action (1-3)

Participation in and reflection upon independent projects addressing community issues or concerns. Service is often a combination of direct service on-site with community organization staff, along with indirect service, such as research and writing, off-site. Students complete 40 hours of community service for every hour of credit, develop learning objectives, keep a record of service hours, and document their experience in a reflective journal and final paper. Projects may require the participation and approval of an additional faculty member in the relevant discipline. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

350. Global Issues (3) Junior year. Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). Prerequisite: junior standing.

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

4. analyze a topic of global importance and associated ethical and social justice issues through substantive research, including examination of primary sources;
5. reflect on how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally; and
6. engage in activities characteristic of democratic citizenship in a global environment.

410. International Studies (3) Senior capstone course required of all International and Global Studies majors and minors. This final course provides an opportunity to reflect upon the skills and knowledge acquired in previous classes dealing with international issues. An international topic is analyzed from different academic perspectives.

430. Service Learning Collaborative Project (1-3) Collaborative interdisciplinary service learning project. In addition to integrating knowledge from at least two academic disciplines, students must collaborate with at least one other student and at least one

community group in planning or implementing a project addressing a community need. Grant or proposal writing is sometimes part of this process. Students interested in initiating this option must seek a faculty supervisor with expertise in one of the disciplines.

470. Technical Tutoring Internship (1-2) This course is a technical writing and tutoring internship, in which advanced students provide ongoing tutoring to faculty and students at Millikin. Each student serves as a technical tutor at Millikin. May be repeated for a maximum of three credits.

478. Interdepartmental Internships (1-3) Opportunities outside the classroom designed to help the student develop professional skills and experiences specifically in the career interest of the student. Internships are established in cooperation with agencies, businesses, and institutions in the local area. Maximum of 4 credits toward the major.

491. Honors Independent Project (6) This course is used by students completing an honors proposal and project with a faculty mentor on an individualized basis. A student works with an advisor on a one-to-one basis from proposal writing, to the final project, to the oral presentation of the results. The hours may be distributed according to a plan approved by the project advisor, the academic advisor, and the Honors Director.

492. Honors Seminar (1) Seminars will allow students to meet and discuss progress on the honors project and to integrate materials from a variety of courses. This seminar is designed to help students develop projects, give them a forum for sharing research ideas/problems/questions, allow them to make connections among courses, and maintain ties with their honors peers.

495. Interdepartmental Capstone (3) Senior Interdepartmental majors complete this independent study course in the first semester of their senior year. The student will prepare a project/thesis/study that provides opportunity to reflect upon and synthesize the intention of the major.

INTERNATIONAL / GLOBAL

International and Global Studies Courses (IN) (Credits)

410. International Studies (3) Senior capstone course required of all International and Global Studies majors and minors. This final course provides an opportunity to reflect upon the skills and knowledge acquired in previous classes dealing with international issues. An international topic is analyzed from different academic perspectives.

ITALIAN

Italian Courses (IT) (Credits)

(No major or minor is offered)

103. Beginning Italian (4)

Introduction to Italian. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Open to students who have not studied Italian previously or who place into this course.

114. Continuing Italian (4)

Continuation of Beginning Italian with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Pre-requisite: IT103 or placement.

223. Intermediate Italian (4)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Italian-speaking world. Practice in oral and written expression. Pre-requisite: IT114 or placement.

MANAGEMENT

Management Courses (MG) (Credits)

100. Introduction to Business (3)

Designed to provide students with a basic understanding of business, this course stresses personal and professional development and is built around the introduction and integration of the various business functions. Concepts such as teams, leadership, ethics, professionalism, and communications are explored through a team-designed written business plan and professional presentation.

111. Team Dynamics (1)

A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

201. Leadership 101 (1)

This course is designed to be immediately relevant to the students' present leadership situation. Yet, it must be recognized that the develop of leadership skills is a continuous process requiring self study, reflection, and on-going tinkering with a constant striving to find one's authentic leadership. A journey that never ends and must always be in the forefront of one's consciousness. Leadership begins and ends with one's assumptions about human behavior- particularly your own. Prerequisite: sophomore standing

211. Discovery of Career and Self (2)

This course will involve the student in an extensive self evaluation using psychological, interest and career based programs. The student will participate in assignments designed to assist them in learning the discovery process by applying it to the examination of career opportunities. Further discovery is fostered through the use of a journal and portfolio in which the student is required to connect very intentionally their interests, goals and strengths to career areas in which they can grow and thrive.

212. Discovery of Occupation and Self (1)

This course is designed to teach students the basics of the career development process. Students become actively involved in setting goals, as well as assessing individual values, interests, personality, and skills. Additionally, students explore various methods of gathering career-related information. They also learn the fundamentals of writing a resume and job search letters, as well as successful interview techniques. The course will focus on the students' development of an active strategy to discover potential occupations that match well with personal assessment and interest, and develop the personal and professional skill sets to accomplish this goal.

Prerequisite: sophomore standing

260. Business Law (3)

This course is the study of the legal environment for business, and gives particular emphasis to topics such as contracts, liability, agencies, partnerships, corporations, property, bankruptcy, sales and negotiable instruments. Pre-requisite: sophomore standing.

300. Principles of Management (3)

Organizations compete, survive, and thrive based on their ability to use the resources under their control to achieve the desired objectives. Managers are people in organizations who are given the power to decide what resources to use and how to use them. Topics explored include: organizational environments, corporate governance, organizational structure, goal-setting and planning, decision-making and problem-solving, organizational change and innovation, ethics and social responsibility, leadership and motivation, interpersonal relations and communication, managing work groups and teams, and basic elements of control. Pre-requisite: junior standing.

306. Organizational Behavior, Leadership and Change (3)

Embracing and effectively managing change is essential to effective leadership. Excellent leaders know the importance of understanding organizational behavior in a constantly changing environment. This course is an in-depth study of how and why people behave the way they do in organizations and how that behavior affects individual, group, and organizational performance. Emphasis is placed on how individual differences (i.e., values, attitudes, personality, demographics, generations, etc.) influence perception and behavior. Topics include leadership, emotional intelligence, motivation, communication, conflict, discretionary behaviors and the psychological contract, teams, knowledge creation and management, culture, change, and innovation and creativity.

321. Acquiring and Building Talent (3)

This experiential course focuses on 1) how to attract, hire, and place organizational members who have the most potential to move the company forward and 2) how to build the organization's talent and knowledge capital through training and development. Topics include Equal Employment Opportunity legislation, being an employer of choice, planning, recruiting, hiring, placement, training and development. Pre-requisite: MG 300.

322. Performance Management (3)

In this course, students will learn how to effectively maintain and grow the organization's talent through the continuous process of identifying, measuring, and giving feedback on individual and team performance and aligning performance with the organization's strategic goals. Topics include performance management and strategic planning, job analysis, defining and measuring performance, gathering performance information, coaching and continuous feedback, design and delivery of legal performance appraisals, rewarding for performance, discipline, and termination. Prerequisite: MG 300.

330. International Business (3)

Problems and possibilities of doing business in an international context: Possible forms of foreign business involvement; the international monetary system and foreign exchange markets; multinational firm strategies related to finance, marketing, personnel and production; the impact of cultural and political differences on the business environment. Pre-requisites: junior standing, Accounting 230, Economics 100.

365. Decision-Making Under Uncertainty (3)

The student is introduced to decision-making processes used by managers to help them achieve a desirable outcome. This course will blend the quantitative tools for decision making with an understanding of how to structure a decision along with a behavioral understanding of how and why certain decisions are made. It is particularly suitable for students interested in developing skills to combine quantitative analysis with insights about human capabilities for dealing with complex problems. This course is applicable to many different areas, including strategic planning, financial analysis, marketing, operations management, human resource management, accounting, and risk analysis. Cases and examples will be drawn from a variety of industries and functional areas of business. Prerequisites: MG 300 and MA 220.

370. Production/Operations Management (3)

A practical study of the concepts used to design, operate and control a manufacturing or service process. The relationship between Operations Management and other disciplines within the organization is emphasized. Operations concepts explored include forecasting, planning of personnel and equipment, inventory planning and control, scheduling, project management, theory of constraints, and quality assurance. Pre-requisite: junior standing, MA 120.

375. Project Management (3)

Project management is a carefully planned and organized effort to accomplish a specific (and usually) one-time effort, for example: constructing a building, event planning, or implementing a new computer system. This course is applicable in all facets of the business lifecycle. A thorough understanding of the techniques and tools necessary to develop, plan and monitor the progress of these projects is essential. This course uses a popular project management software package which will provide a Millikin/Tabor student with a distinctive planning tool set. Pre-requisites: MG 300 or consent of instructor

430. International Entrepreneurship (3)

This course takes the student beyond the introductory aspect of international business (MG 330) and focuses on the exploration of entrepreneurial opportunities in an international theater. The course is practice oriented and will involve engagement in activities such as business plan creation, creation of a marketing or business development plan, or participation in an international business plan competition. Students will refine their skills in business plan creation and will expand learning in organizational planning, international market research, accounting and finance, marketing, and management

450. Business Policy (3)

A capstone course that develops, analyzes and discusses both strategies used by management in daily operations and policies for the integration of major business activities. The course answers the questions all businesses should continually ask: Where are we now? Where do we want to be? How do we get there? Includes case studies, computerized simulation and experiential learning. Pre-requisites: senior standing, Marketing 300, Management 300, Finance 340, Management 370.

471, 472. Management Internship (1-3)

A cooperative course between the University and selected businesses to develop further professional training of management majors. Combination of work experience and written reports. Pre-requisites: consent of instructor and coordinator.

481, 482. Senior Seminar in Management (1-3) Per Semester

In-depth study of a single topic, problem or issue in today's business world. Pre-requisites: senior standing, business major and/or consent of instructor.

491, 492. Independent Study (1-3) Per Semester

Qualified seniors are encouraged to undertake an original investigation of a problem in management. May include a written report and an oral examination. Credits earned in this course may apply to hours for the major. Pre-requisite: consent of coordinator and instructor.

MARKETING

Marketing Courses (MK) (Credits)**300. Marketing Principles and Practices (3)**

Provides essential background for marketing majors as well as a broad perspective to non-business majors. Deals extensively with theory and strategies relating to marketing's four major functions: product, pricing, promotion and distribution.. Pre-requisites: Economics 100, junior standing.

307. Advertising and Promotional Strategies (3)

An applied study of fundamentals of promotions management and marketing communications. Uses tools such as promotional plans, advertising budgets, media purchasing, advertising goals and objectives to develop an understanding of promotion and advertising. Applications orientation provides ample opportunity for students to make decisions relating to advertising and promotion strategies. Pre-requisites: Marketing 300, junior standing.

308. Consumer Behavior (3)

Theoretical, interdisciplinary approach to consumer behavior - the core of modern marketing. The objective is a better understanding of consumer behavior which enables managers to effectively present products and brands in appealing and persuasive ways. Integrates complex theories of social and behavioral sciences with marketing mix elements. Prerequisites: Marketing 300, junior standing.

310. Personal Selling (3)

A "hands-on" approach focusing on industrial selling. Students are given an opportunity to blend communication skills with effective sales techniques. In-class role-playing and video sales presentations are stressed. Appropriate for individuals in all majors who have anything to sell, ranging from selling themselves in a job interview to selling a service like accounting, a product like a computer or an idea such as Planned Parenthood. In addition, students are exposed to the real world of selling through presentations by professionals and outside activities with local organizations. Pre-requisites: Marketing 300, junior standing.

320. Marketing Research (3)

Required for the marketing major and appropriate for any other major who will design, analyze or interpret survey research. Main thrust is integration of appropriate marketing research techniques into a real-world-problem-oriented project. Students develop skills in data analysis and interpretation as well as time management, interpersonal and presentation skills. The course is project driven. A local organization participates with students throughout the semester and the course culminates with a major oral presentation made to the firm's executives and participating marketing research practitioners. An excellent elective for all business, social science, James Millikin Scholars and other students desiring to do survey research projects. Pre-requisites: Marketing 300, Mathematics 220, Information Systems 120, junior standing.

324. Sales Force Management (3)

The course focuses on the two major aspects of sales force management: Sales Analysis - sources and trends of revenue, compensation, cost assignment and profits, and territory analysis; and Personnel Decisions - motivation, recruiting, selection and training. The purpose of the course is to provide students an in-depth view of marketing's most vital activity. Pre-requisites: Marketing 300, junior standing.

340. International Marketing (3)

Overview of global marketing strategies including assessing political and economic risk in making marketing decisions. Product adaptation, country of origin effects, international pricing, international advertising and international retailing strategies are covered as are international marketing research, bribery and corruption, and international consumer behavior. Students are required to study the marketing practices of developed and developing countries. Pre-requisites: Marketing 300, junior standing.

365. E-Marketing (3)

E-Marketing is designed to teach students how and where e-marketing strategies are utilized within an overall marketing strategy. The course will use actual marketing problems as a basis for developing student understanding. Students will be required to assess business-based problems and develop appropriate e-solutions that augment, supplement or supplant present marketing strategies. Prerequisite: Marketing 300, junior standing.

442. Marketing Management (3)

A capstone course providing a synthesis of all marketing courses to provide a body of content and applications skills. Focus is upon integrating the different aspects of marketing disciplines. Develops the capabilities for the marketing student to effectively enter the marketing profession. Prerequisites: senior standing, Marketing 300 and nine credits in marketing electives.

471, 472. Marketing Internship (1-3)

Cooperative course between the University and selected businesses to further develop the professional training of marketing majors. Combination of work experience and written reports. Does not count toward the 15 credits in the major. Prerequisite: consent of Marketing coordinator.

481, 482, 483, 484. Special Topics in Marketing (1-3)

Provides either an in-depth study of a particular topic or a broad view of several topics of current interest in the marketing area. Topics may include, but are not limited to, purchasing, channel strategies, development of marketing thought, new product introduction, direct marketing, advanced research analysis, marketing modeling, advanced research analysis, marketing modeling, health care and services marketing. Course incorporates relevant experiential learning activities such as field trips whenever appropriate. No more than three topic courses permitted for each student. Like numbered courses may not be repeated. Prerequisites: Marketing 300, senior standing, consent of instructor.

491, 492. Independent Study in Marketing (3)

Qualified seniors are encouraged to undertake an original investigation of a problem in marketing. May include a written report and an oral examination. Credits earned in this course may apply to elective hours for the major which correspond to the research subject matter

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

MBA Curriculum Summary (38 Credits)**501. Review and Development (2)**

A business simulation model is utilized to refresh and develop business knowledge and skills in business disciplines including accounting, finance, marketing, and production.

Unit 1: Setting a Strong Foundation

Setting a solid foundation for managing and leading requires a strong set of values and an understanding of the diversity of cultures and business practices around the world. This unit focuses on understanding the ethical frameworks through which we see the world and on understanding the fundamental forces at play in the global economy.

510. Personal Values and Business Ethics (3)

A fundamental building block of leadership is a strong code of ethics based on personal values. A leader's decisions require consistent judgments and a duty to follow the law of the land. This course examines the legal environment of business, the changing social context of business responsibility and the values and ethics of leaders.

520. Globalization and U.S. Business (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.

Unit 2: Understanding the Language of Business

Accounting and finance provide the basic language of business. Leading and managing in any business require good financial information and the ability to use that information to make decisions. This unit develops a solid foundation in understanding the accounting and financial accounts of an enterprise.

530. Introduction to Finance (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.

540. Accounting (3)

This course is paired with Finance in order to develop an understanding of financial accounts including balance sheets, income statements and cash flow statements. In addition, this course develops the techniques and principles for measuring performance and monitoring costs for decision making. One focus is on taking apart complex cost structures and the use of this information to make good pricing and managerial decisions.

545. Personal Development Practicum (1)

Managing yourself is a pre-requisite to managing others. This practicum focuses on a manager's need to set goals, organize and plan activities, and manage commitments effectively.

Unit 3: Market and Financial Information

It is the information age. The organization, dissemination, and use of financial and marketing information within an organization provide an essential competitive edge for firms. This unit develops financial analytical skills and a solid understanding of marketing thinking.

550. Marketing Analysis and Management (3)

This course covers essential marketing topics of distribution, place, profit, price, and promotion to set the stage for understanding some of the basic considerations in marketing and management strategy. Explore the ever-evolving exchange of information on the internet, the real-time connection with suppliers and customers and how it is leading to new methods of marketing products and services.

560. Cases in Strategic Financial Management (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.

565. Team Development Practicum (1)

In the course of your career, the skills and attitudes you develop lead to positions of greater authority. Moving to supervisory and management roles is aided by an appreciation of how teams operate, how they can be encouraged or stifled and the rules for enhancing their performance.

Unit 4: Leading People, Managing Processes

Peter Drucker describes the majority of today's labor force as knowledge workers. Expanding levels of education, training, and income create a labor force much different from our industrial past. The emphasis on participation, balanced lives, and personal fulfillment elevates the role of leadership in organizations. Leading people and managing processes is a central theme of this unit.

570. Leading 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 valued-based foundation.

580. Management (3)

The field of management has developed analysis and insights into the nature and techniques of managing people and processes in order to achieve goals and produce work. This course focuses on management topics ranging from employment practices to negotiation techniques in order to develop a solid foundation for management practices.

585. Delegation and Motivation Practicum (1)

Delegation is necessary in building a team. Training, development and feedback are part of the delegation process. This practicum focuses on the stages of delegation and situational leadership.

Unit 5: Business Decisions

Do you know a good business decision when you see one? While the principles of good decision-making are integral to the course throughout the MBA program, at this stage of development we step back from the individual areas of the business to examine how policies, strategies and decisions affect business performance. A more comprehensive view of business decisions, from the view of leaders, is the focus.

590. Business Policy and Simulations (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. Unfortunately, for most of us the choices we make usually take a long time to play out, making it difficult for many of us to see the future impact of present decisions. There is no better teacher than experience, but there is no more costly education. This course seeks to tie together decisions and consequences through case studies and simulations.

600. Business Plans (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, each team of associates will bring together the elements of finance, marketing, management, leadership and ethics into a well thought-out plan.

605. Management and Leadership Values Practicum (1)

Values are a self-fulfilling process. Studies indicate that the most successful managers believe that people are capable and willing to work hard. This practicum explores the issue of motivation and values.

610. International Immersion (2)

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
-

MATHEMATICS

Mathematics Courses (MA) (Credits)

100. Basic Algebra (3)

Concepts and techniques of basic algebra with applications. Includes review of arithmetic of real numbers, linear equations and inequalities, polynomials and arithmetic operations on polynomials, factoring, rational expressions and equations, graphs and an introduction to functions. Will not satisfy quantitative reasoning requirement of the MPSL. **A student who has scored a 3 or higher on the mathematics placement exam or who has earned credit in a quantitative reasoning course may not earn credit for either MA100 or MA106.** Prerequisite: placement score of 1.

106. Intermediate Algebra (3)

Further study of algebra concepts and techniques with applications. Includes functions and graphs, systems of equations, systems of linear inequalities, radical functions and equations, complex numbers, quadratic functions, exponential and logarithmic functions, and conic sections. Will not satisfy quantitative reasoning requirement of the MPSL. **A student who has scored a 3 or higher on the mathematics placement exam or who has earned credit in a quantitative reasoning course may not earn credit for either MA100 or MA106.** Prerequisite: placement score of 2 or MA100.

112. Mathematics Content for Elementary School Teachers I (3)

This first course is designed to help prepare a prospective elementary school teacher in mathematics. It includes a study, from a problem-solving standpoint, of many topics covered in elementary school mathematics such as natural numbers, whole numbers, rational and irrational numbers, arithmetic operations on these numbers, systems of numeration, language and nature of inductive and deductive reasoning, elements of set theory, and elementary number theory. Pre-requisites: Elementary or early childhood major or consent of instructor; and placement score of at least 3 or MA106.

113. Mathematics Content for Elementary School Teachers II (3)

This second course is designed to help further prepare a prospective elementary school teacher in mathematics. It includes a study, from a problem-solving standpoint, of many topics covered in elementary school mathematics such as geometry, measurement, probability and statistics. Pre-requisites: Elementary or early childhood major or consent of instructor; and placement score of at least 3 or MA106.

114. Functions (4)

Study of functions and graphs. Includes linear, polynomial, rational, exponential, logarithmic, and trigonometric functions and systems of equations. Prerequisite: placement score of at least 3 or MA106.

117. Finite Mathematics (3)

Analysis, description and solution of problems arising in business, computer science, and natural and social sciences. Emphasis on mathematical models whose construction and solution involve a finite number of clearly defined steps. Includes an introduction to finite probability and elementary statistics. Topics selected from matrices, systems of linear equations, linear inequalities, linear programming, functions and their graphs, Markov processes, game theory, decision theory, mathematics of finance and networking. Prerequisite: placement score of at least 3 or MA106.

120. Elementary Probability and Statistics (3)

Introduction to descriptive statistics, relevant concepts in probability including random variables and their distributions, sampling, inferential statistics and regression. Applications to several disciplines. Prerequisite: placement score of at least 3 or MA106.

125. Mathematics in the World (3)

Surveys and explores a broad spectrum of mathematical topics with an emphasis on observing the many practical uses of mathematics in our modern society. Concentrates on mathematical literacy, not manipulative techniques. Topics have included voting methods, apportionment, money, paths and networks, tilings and polyhedra, fractals, codes, game theory, environmental mathematics, and ethnomathematics. Prerequisite: ACT Mathematics subscore 22 or higher or placement score of at least 3. **This course does satisfy the QR requirement but does not count as a prerequisite for any other mathematics or QR course. Therefore, only students who do not intend to take additional mathematics courses should choose this option.**

140. Calculus I (4)

Differential and integral calculus from the symbolic, graphical and numerical perspectives. Topics covered include: concepts of limit, continuity, derivative and integral; applications of the derivative as rate of change, slope and solving max-min problems. Pre-requisite: C- or better in MA 114, or four years of high school mathematics including some trigonometry and placement score of 5, or ACT Mathematics subscore of 28 or higher.

208. Discrete Mathematics (3)

Introduces basic techniques of proof and combinatorial problem solving. Topics include graphs, trees, logic, applied combinatorics, and number theory. Prerequisite: MA 114 or equivalent or consent of instructor.

215. Introduction to Actuarial Science (2)

Topics will include probability, risk theory, financial mathematics and basic accounting as used by actuaries in insurance companies. This course is one component in the preparation of actuarial students for internships with insurance companies. Prerequisite: placement score of at least 3 or MA106.

220. Statistical Methods (3)

Introduction to major methods of applied statistics. Topics may include simple and multiple regression, analysis of variance and covariance, model specification and residual analysis, nonparametric inference, experimental design, and, multivariate analysis.

Prerequisite: C- or better in MA 120.

225. Time Series (2)

Introduction to modeling time series data using smoothing techniques, regression, and autoregressive models. Estimation, data analysis and forecasting using real data will be examined. Prerequisite: MA 220

240. Calculus II (4)

Applications of definite integral and Fundamental Theorem of Calculus, methods of integration, power series, Taylor series, Fourier series, use of differential equations to model real-life applications. Prerequisite: C- or better in MA 140.

301. College Geometry (3)

Elements of plane and solid geometry treated from a problem-solving approach, historical development of geometry, parallelism and symmetry, area and volume, and non-Euclidean geometry. Prerequisite: MA 140.

303. Linear Algebra (3)

Matrices, linear systems, finite dimensional vector spaces, vector geometry, linear transformations, quadratic forms. Prerequisite: MA 240.

304. Probability and Mathematical Statistics (3)

Combinatorial analysis, probability axioms, random variables and their distributions including binomial, normal, Student's t and f, estimation and sampling, hypothesis testing, linear and multivariate regression. Prerequisite: MA 240.

305. Differential Equations (3)

Elementary differential equations and applications including linear differential equations with constant coefficients and first order systems, higher order differential equations and applications. Existence and uniqueness theorems. Numerical techniques.

Prerequisite: MA 340, and concurrent enrollment or completion of MA 303.

308. Theory of Computation (3)

An introduction to the theory of computation emphasizing formal languages, automata, and computability. Includes computational complexity and NP-completeness. Prerequisite: MA 208.

313. Numerical Analysis (3)

Iterative methods for approximating numerical solutions to systems of equations, polynomials, integral and differential equations. Includes matrix manipulation and error analysis. Prerequisite: MA 240 or consent of instructor.

314. Advanced Mathematical Statistics (3)

Continuation of Mathematics 304 with an emphasis on multivariate distributions, estimation and tests of statistical hypotheses.

Students who complete the course will have the opportunity to be prepared for the first actuarial statistics examination. Prerequisite: MA 304.

320. History of Mathematics (3)

A study of major developments in the history of mathematics and in the mathematical contributions of non-Western cultures. The interplay between mathematics and culture is emphasized. Prerequisite: MA 140.

325. Mathematical Physics (3)

We will discuss applications of mathematics to various areas of physics. Topics may include vector calculus, linear algebra, differential equations, series solutions to differential equations, Fourier series, special functions, and calculus of variations. The primary audience for this course is sophomore and junior majors who are preparing to take Analytical Mechanics, Electrodynamics, or Quantum Mechanics, although applied mathematics majors may find the course useful. Cross-listed with PY 325. Prerequisites: PY 152 and MA 240, or consent of instructor. Recommended Co-Requisites: MA 250 and/or MA 303.

337. Algorithms and Data Structures (3)

Study of algorithm analysis and data structures. Prerequisite: MA 208 or consent of instructor.

340. Calculus III (4)

Introduction to calculus of several variables, partial derivatives, multiple and iterated integrals, and vector functions. Prerequisite: MA 240.

342. Artificial Intelligence (3)

Introduction to the theory and practice of artificial intelligence. Topic areas selected from heuristic search techniques, knowledge representation, symbolic reasoning, fuzzy logic, planning, learning, natural language processing, expert systems, genetic programming, intelligent agents, and neural networks. Prerequisite: MA 208 and MA 337, or consent of instructor.

403. Abstract Algebra (3)

An introduction to abstract algebra. Includes basic ideas and theorems about groups, rings, integral domains, and fields. Prerequisite: MA 303 or consent of instructor.

420. Mathematical Logic (3)

An introduction to mathematical logic and metamathematics. Includes predicate calculus, proof theory, formal axiomatic theories, consistency, completeness, and decidability. Prerequisite: MA 208 or consent of instructor.

425. Methods of Teaching Mathematics, Grades 6-12 (3)

Microteaching and structured classroom participation required. The course focuses on teaching standards based mathematics content with the inclusion of appropriate technologies. Required for both middle school and high school Illinois Mathematics Teacher Certification. Prerequisites: MA 140 plus an additional 9 hours of mathematics above MA 140, junior or senior standing, and consent of instructor.

440. Advanced Calculus (3)

A rigorous treatment of fundamental analysis concepts. Includes topology of the real number system, limits, continuity, sequences, differentiability, and integrability. Prerequisite: MA 303 and MA 340, or consent of instructor.

471. Internship in Methods of Teaching Mathematics (3)

Students learn methods of teaching mathematics in a classroom situation under the supervision of a member of the department. Includes methods of course organization, presentation, and assessment and the use of technology in teaching mathematics. Prerequisite: Junior mathematics major and approval of instructor and Department Chair.

472. Internship (3)

An on-the-job professional experience working for an organization, business or University department during an academic semester. A supervised work experience in which the superior student's mathematical background is used in an actual working environment. Prerequisite: Junior mathematics major and approval of instructor and Department Chair.

491, 492, 493, 494.**Independent Study (2 or 3 per Semester)**

Advanced study in a topic chosen jointly by student and instructor. Some recent topics have included introduction to topology, real analysis, operations research, advanced statistics, projective geometry and complexity theory. Prerequisite: consent of Department Chair.

499. Senior Seminar (3)

Research in applied mathematics. Students create and present a research project under the direction of a member of the mathematics faculty. Prerequisite: Senior applied mathematics major.

MUSIC

Commercial, Technological and Performance Courses (MC) (Credits)

David Burdick (Chair)

101. Introduction to the Music Industry (3)

An overview of the music business industry as it relates to career opportunities. A survey of music in the marketplace, songwriting, publishing, copyright, business affairs and the recording industry. Additional focus on the media elements of the music industry.

104. Introduction to the Recording Studio (3)

A general introductory study of the multi-track recording studio and the signal path of sound during the different stages of modern day audio recordings. Emphasis is placed on the multi-track console operation and the patch bay.

201. Studio Techniques I (2)

A laboratory/general study approach to the operation of consoles, patch bays, microphones, signal processing and analog, digital and digital audio workstation recorders. This class provides the student with an opportunity to practice the theory learned in MC 104 through hand-on learning and demonstrations in the Millitrax recording studio. Pre-requisite: MC 104. Open to commercial music and music business majors only.

202. Studio Techniques II (2)

A continuing laboratory/general study of the multi-track recording studio. Subject matter includes the continued application of signal processors and advanced digital audio workstation recording. Students are required to complete up to twelve hours of supervised recording session engineering. Pre-requisite: MC 201. Open to commercial music and music business majors only.

220. Studio Pressure Night (1)

A series of highly structured recording sessions in the Millitrax recording studio. Students may enroll in any one of the following capacities: recording engineer, instrumentalist, vocalist or producer (producers must have successfully completed MT 416). Students may take this course as many times as they desire and in different capacities. Students will work closely with the instructor and be coached to deliver optimum quality studio performances and high quality recordings/productions. Pre-requisite: sophomore standing or consent of instructor.

275. Improvisational Styles (1)

A survey of jazz improvisational styles in American music during the 20th century. Analysis of improvisational techniques of major innovators in jazz through extensive listening and examination of transcriptions. Pre-requisite: Music Theory 112.

276. Improvisation Lab (1)

A practicum in the application of the techniques of melodic, rhythmic and harmonic variation, elaboration, blues, paraphrase, etc., to the process of musical improvisation. Pre-requisite: Commercial Music 275 or consent of instructor.

277, 278. Commercial Vocal Styles (1)

A practicum in application of vocal techniques to musical literature of commercially relevant styles and forms. Designed to help prepare the vocal student to function as a soloist and/or background singer in recording studio environment as well as in live performance situations. Note: Must be taken sequentially, MC 277 is a pre-requisite for MC 278.

301. Computers in Music (2)

Students will learn to use music manuscript software to create scores and parts for practical ensemble configurations. Brief but comprehensive projects making use of inter-application MIDI and introductory elements of digital audio will prepare students for advanced recording studio course work. Pre-requisite: Commercial Music/Music Business/Piano Performance majors or consent of instructor.

303. Project Studio (2)

Project Studio is a course designed for students who wish to pursue the craft of audio production. Advanced techniques and software for digital audio and related applications will be taught, accompanied by an exploration of trends and solutions in digital audio hardware and project studio configuration. Creative issues include the real world modeling of production scenarios. Students are also introduced to some fundamentals of acoustics and best practices for improving the acoustic performance of the project studio. Pre-requisite: MC 202, MC 301.

311. Perspectives in Jazz and Rock Music (2)

This course is dedicated to the study of two of the most significant forms of American music – Jazz and Rock And Roll – in a broad manner that addresses performance, composition and recording technology/record production. The work of important innovators will be examined and placed in an historical context. Students can expect to conduct music analysis and research.

312. Legal Issues in Music (3)

Explores the unique relationship between publishing and copyright. Copyright terminology and applications, legal issues involving contracts, intellectual property, the Internet, and electronic publishing; application of the foregoing to case studies and current trends in the industry. Pre-requisite: Commercial Music 101 or consent of instructor.

375, 376. Advanced Improvisational Styles (1)

A continuation of Commercial Music 276 or 278. Emphasizes the most current and/or complex styles for both instrumentalists and vocalists. Pre-requisite: Commercial Music 276 or 278 and consent of instructor.

380. Drum Set Styles (1)

A detailed study of the history of drumming styles, important drummers and performance styles from 1920-80. Pre-requisite: Junior standing in commercial music or consent of instructor.

390. First Step Records (1)

Managing and operating First Step Records, Millikin University's record label and publishing entity. Students gain practice learning opportunities in production, manufacturing, accounting, legal affairs, publishing, marketing/ promotion/sales, graphic arts, artists and repertoire, and e-commerce. Students also explore entrepreneurial opportunities in music business. Pre-requisite: MC 101 and ET 360, or consent of instructor.

401. Recording Engineering Practicum (2)

A laboratory study of advanced audio techniques and video production. Emphasis is placed on audio recordings of commercial music, video editing, SMPTE time code interlocking, and the technical complexity of a music video. This course provides laboratories for students to develop and create an original music video project. Pre-requisite: Commercial Music 201 and 202.

402. Studio Techniques III (3)

Advanced techniques and applications of the technology that supports and interacts with the music industry. Soldering techniques, connector selection and installation, schematic reading, patch bay and studio design, and related areas are covered. This class is designed for those students who have a strong interest in audio and video technology beyond the surface level. Pre-requisite: Commercial Music 401 and/or consent of instructor.

403. Recording Engineering Practicum II (3)

An advanced lab class designed to let students experience and practice projects that engineers and producers could be asked to perform in "real world" settings. Projects will go beyond typical studio recording sessions to require the interaction of both technical and creative skills. Emphasis is placed on video production and audio for video. Pre-requisite: MC401 and/or consent of instructor.

408. Songwriting (3)

Structural and creative aspects of popular songwriting are considered, including lyrics, melody and form. Extensive analysis of songs in the form of papers, presentations and homework. Students will compose and perform their own songs in class. Pre-requisite: MT 212 or consent of instructor.

409. Songwriter's Workshop (2)

An extension of MC 408 devoted to the further development and refinement of songwriting skills. This course will assist the student in finding a personal style as a songwriter and in building a personal song portfolio. High quality demo recordings will be produced in the Millitrix recording studio. Students will perform their songs – in class and in outside venues – for their peers for the purposes of critiquing and discussion. Students may enroll in this course more than one time. Pre-requisite: MC 408

420. Senior Project (1)

Required of all commercial music majors during the senior year. Depending on the student's chosen track and in consultation with the advisor, the project could include elements of live performance, composition/ arranging, multimedia or lecture-demonstration. Pre-requisite: senior standing in Commercial Music.

431. Production (3)

Capstone course for the commercial music major. Students bring their unique skill sets to bear on the act of commercial record production. Students will complete a series of rigorous recording assignments while studying time-tested techniques and methods for successful record production. Pre-requisite: MC 401, seniors only.

450. Senior Seminar: Topics in Music Business (3)

Close examination of current issues and trends in the music industry. Emphasizes collaborative learning, with each student making major presentations in areas relating to career focus. Capstone course. Pre-requisite: senior standing in Music Business.

470, 471. Music Industry Internship (1-3)

An opportunity for students to receive academic credit outside the classroom for work related to their field of study. Students may apply for a maximum of three semester hours for work they themselves have secured in consultation with the advisor and chair. An additional course fee may be charged to cover the instructor's expenses for "on location" visits.

491, 492. Independent Study (Music Industry Studies) (1 to 4)

Study in-depth, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of instructor and department chair.

Music Education Courses (ME) (Credits)

Guy Forbes (Chair)

101. Woodwind Methods I (2)

Methods for playing and teaching clarinet and saxophone.
Co-enroll in ME150.

102. Percussion Methods (1)

Methods for playing and teaching percussion.

150. Laboratory Band (1)

Practical application of performance and teaching skills introduced in methods classes.
Co-enroll in ME101, 201, 301 or 400.

151. Vocal Music Education Lab (1)

Peer-teaching laboratory introduces the application of learning theories and methods through observation and analysis. Enroll fall and spring semesters. Pre-requisite: ME251 or co-enroll.

171. Music Education Internship (1)

Experience in school music settings with a certified teacher. Students act as unpaid teacher aides in an elementary and/or secondary school for a minimum of 20 clock hours during a semester in addition to seminars for orientation, discussion and evaluation. The focus of the course is on observation of, and critical reflection upon, current public school music instruction. Course may also involve some limited teaching as deemed appropriate by the cooperating teacher and university supervisor. Pre-requisite: ME251 or consent of music education chair. Graded pass/fail only.

201. Brass Methods (2)

Methods for playing and teaching brass instruments. Co-enroll in ME150

202. Low String Methods (1)

Methods for playing and teaching cello and bass.

251. Introduction to Music Education (3)

This course serves as an introduction to the history, philosophy, learning theories and methods that provide a foundation for music education in the U.S. in the early 21st century. Through discussion, observation, journaling and practice teaching students learn basic planning and presentation techniques and examine issues, questions, and trends that define the profile of music education in contemporary American society. The class also contains a component that addresses current technologies that can be used to enhance music instruction.

301. Woodwind Methods II (2)

Methods for playing and teaching flute, oboe, and bassoon. Co-enroll in ME150.

302. High String Methods (1)

Methods for playing and teaching violin and viola.

341. Principles and Methods of Elementary Music Education (4)

Knowledge, skills, values and dispositions necessary for delivering comprehensive music instruction to children grades K-5. Developmental appropriateness, careful sequencing of rhythmic and tonal concepts, and the selection of high quality musical materials are fundamental to the pedagogy taught in this course. Students will observe the professor teaching children in a laboratory school setting, and then plan and teach those classes themselves during the second half of the semester. Pre-requisite: Music Education 251 or consent of instructor.

351. Principles and Methods of Middle Level Music Education (2)

Knowledge, skills, values and dispositions necessary for delivering comprehensive music instruction to adolescents in grades 5-8. Students will learn to compare musical elements across various cultures and study the role of music in select U.S. ethnic groups.

Choral techniques and repertoire for the changing voice, engaged listening and active music making in general music contexts will be emphasized. Pre-requisite: Music Education 251 and 341.

400. Instrumental Methods Survey (3)

Survey of methods of playing and teaching instruments, aimed at vocal music education majors. Co-enroll in ME150. Pre-requisite: ME 251.

408. Vocal Methods (1)

Designed for instrumental music education majors who will gain basic information necessary to teach children and adolescents to sing in both solo and group situations.

411. Piano Skills for Teaching Vocal Music (1)

Piano skills essential for teaching choral and general music, including reading and improvising accompaniments for classroom, open-score reading and accompanying for choral rehearsals, and accompanying vocal warm-up activities. Pre-requisite: Music 204 and admission to Teacher Education Program.

414. Elementary Skills and Methods of Music (2)

Skills and methods of teaching music in elementary school (K-6). Limited to declared elementary education majors. Pre-requisite: Education 120.

450. Principles and Methods of Instrumental Music Education (3)

Principles, methods, and materials for teaching instrumental music at all levels. Topics will include philosophy and history of music education, lesson planning, learning theories, rehearsal techniques, repertoire, and program administration. Pre-requisites: ME251, MT406 and admission to Teacher Education Program.

451. Principles and Methods of Secondary Vocal Music Education (3)

Focuses on teaching pedagogy and curriculum for vocal music education at the secondary level. Pre-requisites: Music Education 251, MT408 and admission to Teacher Education Program.

452. Advance Curriculum Design: Elementary General Music (2)

An overview of the skills and methods needed to create a K-5 elementary curriculum based on prominent teaching methods. A lab experience will be offered through the Millikin Preparatory Department. Pre-requisite: ME 341

453. Choral Techniques and Materials (2)

An examination of the techniques and materials appropriate to the instruction of students in large and small secondary choral organizations. Emphasis upon vocal production and developing the choral instrument. Secondary emphasis on musical style and performance practice, through the use of selected repertoire. Pre-requisites: ME 451, MT 408, admission to Teacher Education Program, or consent of instructor.

460. Instrumental Music Education Seminar and Practicum (4)

Practical application of methods and techniques for teaching instrumental music in school settings. Students will work in a local school instrumental program under the guidance of the professor and on-site teacher. Teaching and directing jazz bands and marching bands, and creating marching drills will also be covered. Pre-requisites: Music Education 450, successful completion of the Class Piano Barrier, and admission to Teacher Education Program.

461. Vocal Music Education Seminar and Practicum (2)

A faculty-guided, field-based practicum in a school music classroom where university students, university instructor and cooperating teacher plan, teach, reflect, and assess music education for the public school students in the class. Pre-requisites: Music Education 451, successful completion of the Class Piano Barrier, admission to Teacher Education Program.

470. Supervised Music Teaching (12)

Fourteen weeks of full-time music teaching experience in public schools under the direction of qualified cooperating teachers. Pre-requisites: Music Education 460 or 461, good standing in the teacher education program (see requirement for student teaching under School of Education – Student Teaching Experience), a minimum 2.7 GPA in music (excluding ensembles), and meet grade requirements in core music education classes.

480. Senior Seminar (2)

The focus of this course is on group examination and discussion of topics important to securing your first position and finding success during your first year of teaching. Topics covered will include: reflections on effective teaching, the writing of a résumé and related letters, interview techniques, developing a portfolio, development of a music education philosophy, continuing certification, education law. Taken concurrently with student teaching (ME 470). Prerequisites: Admission to and retention in the School of Education and Admission to Student Teaching.

491-492. Independent Study in Music Education (1-3)

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of the instructor and Department Chair.

Music History and Literature Courses (MH) (Credits)

Travis Stimeling (Coordinator)

100. Understanding Classical Music (3)

An introduction to the elements of music and their developments as illustrated in western art music, emphasizing the development of critical listening skills. No credit for music majors.

101. Understanding Jazz (3)

Critical and analytic study of jazz idioms from the turn of the century to the present, including the blues, ragtime, Dixieland, swing, bop, and modern jazz, focusing on musical styles, historical and cultural contexts of jazz music, and key artists. No credit for music majors.

110. Understanding World Musics (3)

An introduction to the types and functions of musics in non-western cultures, emphasizing the development of critical listening skills and an awareness of the cultural function of music. No credit for music majors.

211. Survey of Western Music I (3)

Introduction to the critical study of Western music history, including representative composers, works, and genres, as well as significant concepts and issues, antiquity-1750. Pre-requisite: MT 111/113

213. The Rock Experience (3)

Students will reflect on their own rock experience – the meaning of rock music in their lives, while examining the historical/cultural/musical origins and early development of rock and roll music through lectures, reading and discussion assignments, viewing of video clips, listening to recorded music, live music performance in class and Q&A with guests. Students will learn to view themselves as part of the triangle of relationships among musicians, fans and the music industry. As students reflect upon the meaning of this triangle of relationships they will chronicle their thoughts – as well as present research - on their own “rock page” website.

314. Survey of Western Music II (3)

Introduction to the critical study of Western music history, including representative composers, works, and genres, as well as significant concepts and issues, 1750-present. Pre-requisite: MH 211

316. Introduction to Ethnomusicology (3)

An introduction to the theoretical principles and research tools used in ethnomusicological inquiry. Various musical traditions are explored through performance, recordings, texts, and primary research. Pre-requisites: MH 211 and MH 314, music majors and minors only.

491, 492. Independent Study (History and Literature) (1-3) per Semester

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of the instructor and Department Chair.

Applied Music Courses (ML)**Applied Major (1-3) Per Semester**

Instrument: 1st. Yr / 2nd. Yr / 3rd. Yr / 4th. Yr.

Piano: 107, 108 / 207, 208 / 307, 308 / 407, 408

Voice: 111, 112 / 211, 212 / 311, 312 / 411, 412

Organ: 113, 114 / 213, 214 / 313, 314 / 413, 414

Violin: 115, 116 / 215, 216 / 315, 316 / 415, 416

Viola: 117, 118 / 217, 218 / 317, 318 / 417, 418

Violoncello: 121, 122 / 221, 222 / 321, 322 / 421, 422

String Bass: 123, 124 / 223, 224 / 323, 324 / 423, 424

Flute: 125, 126 / 225, 226 / 325, 326 / 425, 426

Oboe: 127, 128 / 227, 228 / 327, 328 / 427, 428

Clarinet: 131, 132 / 231, 232 / 331, 332 / 431, 432

Bassoon: 133, 134 / 233, 234 / 333, 334 / 433, 434

Saxophone: 135, 136 / 235, 236 / 335, 336 / 435, 436

Trumpet: 137, 138 / 237, 238 / 337, 338 / 437, 438

French Horn: 141, 142 / 241, 242 / 341, 342 / 441, 442

Trombone/Euphonium: 143, 144 / 243, 244 / 343, 344 / 443, 444

Tuba/Euphonium: 145, 146 / 245, 246 / 345, 346 / 445, 446

Percussion: 147, 148 / 247, 248 / 347, 348 / 447, 448

Guitar: 151, 152 / 251, 252 / 351, 352 / 451, 452

Jazz Piano: 153, 154 / 253, 254 / 353, 354 / 453, 454

Music Organizations, Ensembles (MO)

Brad Holmes (Chair, Choral Studies)

Michael Luxner (Chair, Orchestral Studies)

Randall Reyman (Coordinator, Jazz Studies)

Gary Shaw (Chair, Wind and Percussion Studies)

(Ensembles designated by an asterisk * fulfill the major ensemble requirement. See individual degree programs for specific performance requirements.)

110/210/310/410. Millikin-Decatur Symphony Orchestra* (1)

Both a community-supported orchestra and a major organization within the School of Music. Attendance at all rehearsals and concerts is mandatory. Required of all advanced students of orchestral stringed instruments. Students of wind, brass, and percussion instruments are placed in MDSO by recommendation of the applied faculty. For certain periods of the year, student players may operate as an autonomous chamber orchestra in lieu of participation in MDSO.

120/220/320/420. Concert Band* (1)

Open to all University students by audition. Members must attend all rehearsals and concerts. Focused on developing musicianship through the performance and study of standard concert band repertoire. Presents two performances on campus each semester with occasional performances at local schools as well.

122/222/322/422. Symphonic Wind Ensemble* (1)

Open to all University students. Selection by audition only. Members must attend all concerts and rehearsals. Performs a wide variety of music with emphasis on the traditional and contemporary literature written for wind band. Tours locally or regionally each year in addition to campus performances.

130-140. Choral Organizations (1)

The number and structure of choral organizations is determined the first week of each fall semester after auditions. Membership in choral organizations is by audition. All choral groups combine into the "Union of Choirs" when performing major works and Christmas Vespers. Each organization pursues a unique course in the exploration of artistic choral repertoire. Rehearsal times range from two to five hours per week. Other choirs may be formed depending on the needs of students.

133/233/333/433. Millikin Women*

Performs works especially written for treble voices. Literature is chosen from each major historic musical period. Popular arrangements are also a part of the repertoire.

135/235/335/435. University Women*

Advanced women's ensemble.

137/237/337/437. Millikin Men*

Broad range of men's chorus literature from traditional to folk arrangements.

139/239/339/439. Chamber Chorale*

An auditioned mixed ensemble that focuses on the standard choral repertoire. Tours regionally.

140/240/340/440. University Choir*

Highly select choral ensemble. Performs representative choral literature of 16th through 20th centuries. Extensive touring schedule including international engagements.

160. Jazz Bands I and II (1)

Membership through audition only. Study and performance of music representative of various styles and periods of the jazz idiom.

161. Jazz and Commercial Ensembles (1)

A playing experience focusing on development of skills needed by professional jazz and commercial musicians. Off campus "real world" experiences will be an important component of this class. Pre-requisite: consent of instructor.

170-190. Chamber Ensembles (1)

Study and performance of musical works written for smaller instrumental and vocal ensembles. Students enrolled are expected to present at least one public performance per semester. Standing ensembles include: Brass Quintet, Clarinet Quartet, Percussion Ensemble, Saxophone Quartet, String Ensemble, Trombone Quartet, Tuba Quartet, Flute Choir and Woodwind Quintet. Vocal ensembles include Madrigals and Tudor Voices, small vocal ensembles ranging from eight to twelve singers, focusing on music of the Renaissance and Baroque periods. Additional ensembles may be added each semester to serve students' program needs. Pre-requisite: consent of instructor.

172/272/372/472. Guitar Ensembles* (1)

Small select groups. Membership through audition only. Study and performance of music from the Renaissance to the 20th century.

173. Percussion Ensembles (1)

Membership through audition only. Required of all students registered for percussion lessons.

174. Jazz and Commercial Vocal Ensembles (1)

Membership by audition only. Ensembles perform a variety of jazz and contemporary pop literature written or transcribed for voices with and without rhythm section.

Music Theory Courses (MT) (Credits)

Tina Nicholson (Coordinator)

100. Music Fundamentals (3)

Treble and bass clef reading; major and minor scales; spelling major, minor, diminished, and augmented triads; basic solfège skills; rhythmic, harmonic, and melodic recognition and dictation in various musical styles. Prepares music or musical theatre majors for MT111/113 and satisfies Fine Arts Requirement for non-majors. Pre-requisite: placement.

111, 112. Music Theory (2)

Rudiments of music: key signatures, scales, triads, seventh chords. Diatonic harmony, basic rhythm skills, critical listening. Second semester emphasizes diatonic part-writing, analysis of basic modulations, and small forms. Coordinated with Music Theory 113, 114.

113, 114. Ear Training (2)

Emphasis on reading and singing skills, basic solfège. Rhythmic, melodic, and harmonic dictation; error detection. Coordinated with MT 111, 112

201, 202. Beginning Composition (1 credit per semester)

Beginning study of techniques of 20th century composition. Emphasis is on development of basic techniques through study and analysis of important works from this century. Pre-requisite: Music Theory 112 and 114.

211. Music Theory II (2)

Study of chromatic harmony and analysis of larger forms in historical perspective. Coordinated with Ear Training 213. Pre-requisite: MT 112/114

212. Twentieth Century Music (3)

Twentieth Century compositional techniques, with an introduction to jazz and popular harmonic practice. Pre-requisite: MT 211/213.

213. Ear Training II (2)

Continue to develop skills acquired in MT 114. Chromatic examples used in dictation, reading, and singing. Co-enroll with Music Theory 211.

214. Ear Training II (1)

Advanced sight-singing, rhythmic reading, dictation, and aural analysis, including singing of melodies involving tone rows, atonal usage and modes. Reading from lead sheets and typical harmonic progressions from jazz and popular practice. Co-enroll with Music Theory 212.

301, 302. Intermediate Composition (1-2)

Continuation of Music Theory 201 and 202 with emphasis on more advanced concepts and techniques and composing for larger ensembles. Pre-requisite: Music Theory 201 and 202, and consent of instructor.

311. Orchestration and Instrumentation (2)

Study of characteristics of individual instruments and writing for various combinations. Problems in transcription and techniques from various periods will be covered. Pre-requisites: Music Theory 212 and 214.

400. Composition (1-2)

Techniques in 20th century composition. Includes original work and analysis of examples from contemporary music. Pre-requisites: Music Theory 301 and 302, and consent of instructor.

403. Form and Analysis (3)

Evolution of musical forms and styles through detailed analysis of scores. Pre-requisites: Music Theory 212 and 214.

404. Special Topics in Analysis (3)

Detailed structural analysis of music drawn from a specific repertoire, genre, or compositional style. Possible topics might include but are not limited to the following: counterpoint, Bach cantatas, cyclicism, polyphony, the Classical sonata, song cycles of the 19th and 20th centuries, piano music of Brahms, Expressionism, or Impressionism.. Pre-requisites: Music Theory 212 and 214.

405. Conducting (2)

Fundamental conducting techniques, score reading, and interpretive problems for instrumental and choral organizations. Instrumental transposition and instrumentation involved in score reading. Voice techniques involved in the choral score. General rehearsal techniques, seating arrangements, selection of repertoire, and program planning. Pre-requisites: Music Theory 112 and 114.

406. Instrumental Conducting and Literature (3)

Advanced conducting problems and score analysis for instrumental groups. Emphasis will be placed on breadth of literature for middle through high school orchestra and band. Pre-requisite: Music Theory 405.

408. Choral Conducting and Interpretation (3)

Specific rehearsal techniques for choral organizations. Emphasis on problems of the vocal instrument, tone, pitch, diction, phrasing, and voice arranging. The class serves as a demonstration choir. Each member will prepare scores and music. Pre-requisite: Music Theory 405.

411. Advanced Conducting (1-3)

Emphasis will be placed on score study and rehearsal preparation. Each student will prepare selected literature to rehearse with selected large ensembles. Intended for senior music majors and particularly useful for those student teaching during the following semester. Pre-requisites: Music Theory 405, and either Music Theory 406 or 408.

415. Commercial Theory (4)

General study of melodic, harmonic and formal concepts and techniques used in various styles of jazz and pop. Practical application achieved through a piano laboratory component as well as arranging and composition projects. Pre-requisites: Music Theory 212 and 214 or consent of instructor.

416. Commercial Theory (3)

Continuation of Music Theory 415 with a greater emphasis on arranging and composition. Pre-requisite: Music Theory 415 or consent of instructor.

422. Jazz Ensemble Arranging Techniques (2)

Practical writing techniques for jazz combo and big band. Pre-requisite: Music Theory 416.

491, 492. Independent Study (Theory and Composition) (1-3)

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of instructor and Department Chair.

Music Courses (MU) (Credits)

Terry Stone (Director of Opera)

Helen Gibbons (Chair, Voice and Keyboard Studies)

Chung-Ha Kim (Coordinator, Class Piano)

100. Recital Attendance (0)

Music majors enrolled for private music instruction are required to attend fourteen pre-approved campus music events each semester. Music minors and Musical Theatre majors must attend seven events.

103/104/203/204. Class Piano (1) Per Semester

A four-semester sequence emphasizing the development of reading skills and elementary keyboard technique, as well as certain functional skills: sight-reading, chording, harmonization, transposition, and reading open scores. Prerequisites: for MU104: MU103 or placement; for MU203: MU 104 or placement; for MU204: MU 203 or placement.

105/106/205/206/305/306/405/406. Class Voice (1) Per Semester

For non-majors and music minors whose principal is voice. An eight-semester sequence emphasizing the technical development of the singing voice as well as opportunities for acquiring performance skills. A wide variety of song styles are studied and performed. Students may take three semesters of the sequence in order to satisfy the Fine Arts requirement in the MPSSL.

132/232/332/432. Opera Workshop

Basic training in opera performance including vocal coaching, stage movement, and scene preparation; sessions on opera history, audition techniques, and performance psychology. Scenes and/or small chamber works will be performed. Students may assist with technical preparation for operas and scene programs. Vocal Performance majors must enroll in MU132 and 232 during their first four semesters on campus.

211. Foreign Language Diction (1)

For voice students. Pronunciation of foreign languages as used in singing with particular attention to Italian, German and Latin. Fall or spring semesters.

212. Foreign Language Diction (1)

For voice students. Continuation of MU 211 with particular attention to French, English, and Spanish. Spring semester only. Prerequisite: MU211.

220. Reed Making for the Oboe (1)

Students will learn to make and adjust oboe reeds, and to select cane, reed supplies, and equipment. Alternate spring semesters. May be repeated twice for credit.

230. Sophomore Recital (0)

Elective recital with the consent of the applied instructor.

260. Class Guitar (1)

Study and application of fundamental guitar performance skills for accompanying. Includes first position chords, strumming, finger-picking, pitch and rhythm notation and basic music theory. Open to both majors and non-majors.

302. Survey of Solo Song Literature (2)

Designed to acquaint students with the origins of solo vocal music; German Lieder; French mélodie and chanson; Italian, Russian, and Spanish traditions; and English-language repertoire. Spring semester only. Pre-requisite: MH211.

307. Survey of Piano Literature (2)

Survey of literature for the piano, harpsichord, and clavichord. Pre-requisite: junior standing or consent of instructor.

330. Junior Recital (0)

Required of all Performance majors in the junior year; may be elected by other music majors with the consent of the applied instructor.

360. Keyboard Accompanying and Ensemble (1)

Open to students enrolled in private piano study, to others by audition and consent of instructor. Keyboard principals who are not music education majors replace large organizations with MU360 in semesters 3-6, and may elect to do so in semesters 7-8 as well. They will accompany other students for recitals and jury examinations under faculty supervision. A limited number of opportunities are available to accompany School of Music ensembles, again under faculty supervision.

430. Senior Recital (0)

Required of all Performance and Music Education majors in the senior year; may be elected by other music majors with the consent of the applied instructor.

453. Piano Pedagogy I (2)

A study of beginning piano methods for preschool and average-age beginners, with emphasis on materials incorporating MIDI disks. Strategies for teaching rhythm, reading, technique, and musicianship. Survey of elementary solo and ensemble literature. Emphasis on independent studio management and the business of teaching. Overview of learning theories to include psychologists, philosophers, and educators. Observation of private and group lessons through the Preparatory Department. Offered every other year. Pre-requisite: junior standing or consent of instructor.

454. Piano Pedagogy II (2)

Emphasis on intermediate-level repertoire (Baroque, Classical, Romantic, contemporary, jazz), technique, and musicianship materials. Introduction to technology in electronic keyboard lab: MIDI disks/sequencer, computer-aided theory instruction, pedagogy Internet sites. Group teaching strategies for group teaching or college classes. Survey of methods for the adult beginner and class piano texts for the music major. Observation of private and group lessons through the Preparatory Department. Offered every other year. Pre-requisite: MU 453.

455. Vocal Pedagogy (1)

Survey of pedagogical theory for the private teacher, comparing various texts and methods of voice production. Students will observe teaching by university faculty. Fall semester only. Pre-requisite: 300-level voice lessons or consent of instructor.

456. Vocal Pedagogy: Practicum (1)

Students will give one-on-one supervised instruction to students enrolled in Voice Class and will function as assistants to faculty. Pre-requisite: MU455.

460. Vocal Performance Seminar (1) per semester

Study and performance of songs and/or arias centered on specialized topics, with attention given to advanced singing diction and musical style. Pre-requisites: voice study at the sophomore level and consent of instructor.

461, 462. String Pedagogy (Includes Guitar) (1)

Study of techniques, methods and literature for the teaching of string instruments at all levels and the history of string pedagogy. Pre-requisites: consent of instructor.

463, 464. Woodwind Pedagogy (1)

Study of techniques, methods and literature appropriate for the teaching of woodwind instruments at all levels. Pre-requisite: consent of instructor.

465, 466. Brass Pedagogy (1)

Study of techniques, methods and literature appropriate for the teaching of brass instruments at all levels. Pre-requisite: consent of instructor.

467, 468. Percussion Pedagogy (1)

Study of techniques, materials, and literature for the teaching of percussion instruments at all levels. Pre-requisite: consent of instructor.

471, 472. Practicum in Piano Pedagogy (1)

Open to students who have completed MU453. Students will teach a 45-minute weekly group lesson and a 30-minute weekly private lesson to average-age beginners under faculty supervision. A 50-minute weekly conference session will be held with the instructor to discuss lesson planning and teaching strategies. Lessons will be videotaped and critiqued throughout the semester.

491, 492. Independent Study (Applied) (1-3) Per Semester

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: consent of instructor and Department Chair.

Nursing

BSN Courses (NU) (Credits)**100. The Professional Nurse (2)**

A nursing elective designed for freshman nursing majors. This course introduces concepts of the art and science of nursing to help students explore the effects of illness on an individual and to understand this experience from the patient's perspective. Through case studies, discussion, group work, first-person essays, and reflective logs, students will investigate patient scenarios and nursing roles, clarify personal values, question assumptions, and begin to utilize the nursing process to analyze patient care decisions. Emphasis is on the development of communication and critical thinking skills, respect for human dignity and differences, commitment to professional excellence, and a compassionate ethical professional personality. Pre-requisites: Nursing major or consent of instructor.

102. Medical Terminology (3)

Medical terminology provides an approach to learning health-related terms. The course introduces students to the background, context, and basic concepts which underlie medical terminology. Technical vocabulary in areas of physiology, pathology, and medical procedures are presented along with prefixes, suffixes, and combining forms derived from Greek and Latin - an important foundation for medical terminology. This course will assist students in understanding and using the medical terminology necessary in a growing number of professional areas. In addition to students of nursing, pre-med, and physical therapy, others who would benefit from this course include students in occupational therapy, sports medicine, physical education, teacher education, and pre-law. Pre-requisite: None

110. Medication Calculations

Math for Meds is a one (1) credit hour course, meeting two times a week for eight (8) weeks. It is designed to assist nursing students in improving understanding of dosage calculations and unit conversions necessary for success in upper level nursing courses, as well as for NCLEX. This course will build upon the basics covered in NU 202, and will expand into pediatric dosing, intravenous drip rates, and so on. This course will provide nursing students with the tools for dosage calculation accuracy for safe practice.

202. Introductory Practicum in Nursing (5)

This clinical course introduces students to the nursing profession with consideration of legal, social, economic, ethical, political, and historical concerns. Nursing theory, nursing process, and research are introduced as foundational concepts in the profession. Laboratory experiences focus on development of communication skills, nursing assessment and core knowledge, and skills in fundamental medical/surgical nursing principles. Includes clinical. Pre-requisites: Nursing major, math competency requirement met, PS130, CH121/151, CH203/205, BI206, BI230, and concurrent enrollment or prior completion of BI207 and NU311 or consent of instructor.

280. Tools for Professional Success (2)

This course is designed to introduce beginning RN-BSN students to professional practice issues helpful for accelerated nursing program success. Library research methods, reviewing and writing materials written in APA documentation style, and computer competencies for successful course navigation will be introduced as foundational to succeed in the Millikin University RN-BSN PACE program. Learners are engaged in active learning, nursing accelerated course expectations are identified, and students are prepared for professional success in the PACE format RN-BSN program. Pre-requisites: Admission to the PACE RN-BSN program and a State of Illinois R.N. license.

311. Health Assessment (3)

Presents the theory and skills necessary to collect a comprehensive health history and a physical examination. Emphasis is placed on differentiation between normal and abnormal findings and recognition of common health problems in infants, children, adults, and childbearing clients. Supervised student practice occurs in skills laboratories and clinical settings. Pre-requisite: BI206 or BI207, concurrent enrollment in NU202, or consent of instructor.

314. Pharmacology (3)

This course is designed to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking for professionals within the health care professions. Students will explore the principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics, lifespan and cultural factors, and legal and ethical implications. The focus will be on understanding the pharmacologic properties of major drug classifications and significant individual drugs, including generic and trade names, therapeutic uses, mechanism of action, interactions, and adverse drug effects, with special emphasis on nursing considerations. This course is suitable for majors in nursing, natural sciences, allied health, psychology, athletic training, and other pre-professional health care majors. Prerequisites: BI206, BI207, CH121.

315. Pathophysiologic Concepts for Nursing (3)

This course is designed to provide nursing students with a sound basis in common pathophysiologic conditions of the human body. The first several units build understanding of central concepts of cells and tissue. Subsequent units focus on organs and body systems. Emphasis will be placed on the processes within the body that result in signs and symptoms of disease and the effects on physical well-being rather than on treatment modalities. A firm foundation will be built for the clinical nursing courses that design nursing care for patients with health care needs. An understanding of the normal anatomy and physiology of body systems and processes is critical to understanding pathophysiology. Pre-requisites: BI206, BI207, NU202, NU311, concurrent enrollment in NU400 or NU410 (or completion of these courses), or consent of the instructor.

371. Summer Nursing Experience (2)

This course is designed to help student nurses to begin to “think like a nurse”. Methods used to achieve this include working one-on-one with a preceptor on varied nursing units and shifts at local area hospitals/agencies. The class will discuss topics including but not limited to ethics, “ways of knowing”, communication, end of life issues, decision-making processes along with test taking skills. The students will also be able to explore specialty units that they may have been exposed to during their other clinical courses. Students will be able to develop mentor relationships with experienced nurses, gain experience in critical thinking, assess, organize, and develop a professional network. This course includes both classroom and clinical experience. Pre-requisites: Successful completion of at least 2 semesters of an ADN nursing program or junior year of a BSN nursing program, be in good standing, and have an overall GPA of 2.5. Qualified students must apply and be selected to enroll.

391, 392. 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.

400. Parent-Child Nursing (9)

This clinical course is designed to provide core content in the theory and practice of parent and child nursing. Content includes the bio-psychosocial components of human sexuality and family planning, pregnancy, birth, and the post-natal period and covers theory and practice related to the care of well infants and children, at risk children, and children who are chronically ill. Throughout the course, maximum attention is given to the developmental, emotional, and psychosocial needs of parents and their offspring and to the building of secure family relationships. Includes clinical in prenatal, labor and delivery, nursery, postpartum, post-surgical or pediatric units, and various community agencies. Pre-requisites: NU202, NU311, PS340, junior standing nursing majors.

410. Mental Health-Mental Illness Nursing (9)

This clinical course introduces students to the principles and practice of nursing care for individuals throughout their lifespan experiencing mental health care challenges in the family context. Effects of contemporary, historical, ethical, social, cultural, and legal concepts provide the foundation for developing decision-making skills and identifying research problems in clinical practice. Students develop leadership skills through the use of the group process with clients and collaboration with the healthcare team. Includes clinical in community mental health agencies. Pre-requisites: NU202, NU311, PS310, junior standing nursing majors.

420. Medical-Surgical Nursing (9)

This clinical course deals with progressively complex theory and experiences in nursing the adult who demonstrates significant health care needs. The course emphasizes the use of critical thinking skills and the application of the nursing process. Based upon a holistic assessment of patients, the student will analyze, plan, implement, and evaluate the need for simple to complex nursing intervention.

An additional focus is placed upon the pathophysiology underlying specific disease conditions. The student will utilize this knowledge to identify scientific principles, rationale, and possible complications of treatment. In the primary care role, the student will implement appropriate therapeutic nursing actions and communication skills to assist the individual in meeting his health care needs. Integrated within the course are theories and experiences related to leadership and management in meeting health care needs for individuals, families, and groups. A wide variety of experiences are provided to introduce the student to the various roles within medical-surgical nursing. Includes clinical in predominately hospital-based acute care medical-surgical practice settings. Pre-requisites: NU 311, NU314, NU315, NU400, NU410, senior standing nursing majors.

425. Advanced Concepts in Nursing (5)

Transition course for registered nurses in the PACE RN-BSN program. Concepts include an exploration of the basis of nursing professional career development, including advanced practice, interdisciplinary care, application of evidenced-based practice models, and care planning for complex patient/family units. Concepts of leadership, professional practice, and current trends will also be explored. Students select clinical experiences to expand knowledge of current professional roles and evidence-based practice with a disciplinary focus. Includes a clinical experience in sites selected by students with faculty guidance. Pre-requisites: RN licensure in Illinois, NU314, NU400, NU410, NU420 or successful proficiency of these courses.

430. Community Health Nursing (9)

This course is designed to develop the role of the professional nursing student within the community. Recognizing that society influences the client and at the same time the client influences society, the student investigates and applies theoretical concepts while engaged in a variety of partnerships. The student is concerned about individuals, families, and groups as sub-systems of the community and values their diversities within the broad context of community needs. Concepts include prevention approaches, ecology, epidemiology, multicultural society, infectious diseases, collaboration, and interagency coordination. Ethical, social, political, and legal influences on the American health care system are included. Includes clinical in community, ambulatory primary care, home health and/or county health agencies as well as public school, industrial, and governmental sites. Pre-requisites: NU314, NU315, NU400, NU410, senior standing nursing major.

440. Transition to Professional Nursing (1)

Provides a structured framework for individual preparation for pre-licensure students. It is not intended to be a comprehensive review of nursing content, but rather designed to assist the student in development of critical thinking and decision-making skills specific to the National Council Licensure Examination for RNs (NCLEX-RN). Pre-requisite: Senior standing nursing major.

470. Professional Internship in Nursing (1-6)

Elective internship opportunity for students to explore professional roles in nursing. Designed jointly by student and faculty to utilize nursing knowledge and skills in selected clinical roles. Course objectives, activities, and evaluation criteria are individualized for each student. Pre-requisites: 3.0 GPA, consent of instructor, and approval of the School of Nursing Director.

481. Issues in Nursing Research and Management (4)

This capstone course provides a framework for the synthesis of research and leadership concepts in nursing. The research process is thoroughly explored to facilitate student development as intelligent research consumers and advocates of evidence-based professional nursing practice. Legal, ethical, social, political, quality, fiscal, and technological factors influencing current and future roles in nursing are analyzed. Leadership and management theory are integrated throughout to prepare students for the complex practice roles in today's healthcare system with emphasis on the practice of a new graduate. Opportunities are provided for reflection on development and identification of strategies for transitioning into professional life and continuing personal and professional growth. Pre-requisite: PS201 or MA120, first semester senior nursing major and concurrent enrollment in NU420 or NU430.

MSN Courses (NU) (Credits)

500. Roles and Responsibilities for Nurse Anesthesia (3)

This course introduces the student to nurse anesthesia as an advanced practice role within the health care system. 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. Pre-requisite: Admission to the NA Track of the MSN. (Track 4)

501. Nursing Foundations (3)

This course will provide the student with essential therapeutic nursing knowledge, skills, and values to provide patient-centered care within a systems environment. Students will be introduced to evidence-based practice as a foundation for quality and safe care across the life span. The 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. Pre-Requisite: Admission to the MENP Track of the MSN. (Track 3)

504. Care of Adults I (4)

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 intra-professional 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. Nursing leadership concepts within the healthcare micro-systems will be introduced. Pre-requisite: NU 501. (Track 3)

505. Advanced Topics: Evidence-Based Practice (2)

Exploration, integration, and application of skills needed to implement evidence-based practice will form the basis of this course. Building upon undergraduate research methods and advanced statistics, this course will emphasize the significant role of research to improve clinical outcomes in healthcare. Students will develop skills 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. Students will formulate a project for clinical or educational change based on best evidence and will develop a plan for implementation. (Tracks 1,2,3,4)

NU 506: Anatomy for Nurse Anesthesia (3)

This course provides an in depth study in gross and clinical anatomy for the delivery of anesthesia care. Structure will be correlated with function, with the emphasis being on structure. Pre-requisite: Admission to the NA Track of the MSN. (Track 4)

NU 507: Pharmacology for Nurse Anesthesia (3)

This course focuses the pharmacologic principles related to the administration of anesthesia and adjunct drugs. The intern will integrate and apply the information received in this course into the clinical setting. The student will apply knowledge concerning basic anesthesia principles, basic airway management, function and usage of anesthesia equipment, pre-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. Pre-requisites: NU 500 & NU 545. (Track 4)

NU 508: Basic Principles in Nurse Anesthesia (2)

This introductory level course is designed to integrate didactic knowledge with basic practical application. The student will apply knowledge concerning basic anesthesia principles, basic airway management, function and usage of anesthesia equipment, pre-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. Pre-requisite: Admission to the NA Track of the MSN & NU 545. (Track 4)

NU 509: Physical Science for Graduate Nurses (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. Admission to the NA Track of the MSN or permission of the Director(s). (Track 4)

510. Advanced Topics: Diverse Populations (2)

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. (Tracks 1,2,3)

NU 511: Advanced Physiology (3)

This course provides the student with the knowledge of advanced physiology in the maintenance of homeostasis in patients undergoing anesthesia. In depth cardiovascular, respiratory, renal, gastrointestinal, nervous, and endocrine systems will be discussed with implications for safe anesthesia administration. NU 500. (Track 4)

512: 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. Pre-requisite PS 201 or MA 120 or equivalent. (Tracks 1,2,3,4)

514. Care of Adults II (4)

This course builds on NU 504: Care of Adults I and continues to develop student knowledge and skills in health-assessment, pharmacology, pathophysiology, and nursing informatics. Students will monitor safety and quality indicators and design and provide evidence-based care for diverse populations. Students will explore opportunities for nursing leadership in delivering patient-centered care. NU 504. (Track 3)

515. Nursing and Interdisciplinary Theory (3)

Classic nursing and interdisciplinary theorists' work are explored to inform and guide practice, education, and research in graduate nursing roles. Examination of theories will focus on basic elements, interrelationships among major concepts as well as internal and external analysis of each model. The course focus is on survey exploration of theories from nursing, business, and social sciences critical to advancing knowledge and practice. Students will compare theoretical perspectives from at least two disciplines and reflect on how these guide changes in nursing, leadership, and health care. (Tracks 1,2,3,4)

NU 516: Advanced Principles in Nurse Anesthesia I (2)

This course will provide the student with the first course of advanced principles and techniques required to provide the anesthetic administration to special populations. Advanced anesthetic principles for cardiovascular, thoracic, neurologic, and other 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. Pre-Requisite: NU 508. Concurrent enrollment in NU 520 & NU 521. (Track 4)

NU 518: Advanced Principles in Nurse Anesthesia II (2)

This course will provide the student with the second course of advanced principles and techniques required to provide the anesthetic administration to special populations. Advanced anesthetic principles for the management of the obstetric and pediatric patient 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 practicums. Pre-Requisite: NU 508. Concurrent enrollment in NU 520 & NU 521. (Track 4)

NU 520: Nurse Anesthesia Clinical Practicum I (4)

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. Pre-Requisite: NU 508. Concurrent enrollment in NU 516 & NU 518. (Track 4)

NU 521: Clinical Conference I (0)

This course is held in conjunction with the nurse anesthesia Clinical Practicum I. Theoretical knowledge will be integrated with clinical application to enhance student learning. Evidence-based practice will be applied in the analysis of specific clinical situations to enhance patient care by the nurse anesthetist. Pre-Requisite: NU 508. Concurrent enrollment in NU 516 & NU 518. (Track 4)

NU 523: Advanced Principles in Nurse Anesthesia III (2)

This course will provide the student with the third course of advanced principles and techniques required to provide the anesthetic administration to special populations and advanced regional anesthesia techniques. Advanced anesthetic principles for regional anesthesia, pain management, skin and musculoskeletal, renal, and endocrine topics will be addressed. The anesthetic implications of various disease processes related to each of these areas will also be included. 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. Pre-Requisites: NU 516 & 518. Concurrent enrollment in NU 527 & NU 528. (Track 4)

524. Mental Health Nursing I (4)

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. (Track 3)

525. Project Seminar (2)

The student will explore the independent nursing role to effectively implement evidence-based practice or education in complex decision-making situations involving a clearly identified health care problem. Each student will collaborate in a health care setting across two or more disciplines identifying an issue that requires data collection, in-depth analysis, resource management, and quality improvement processes. This course will require a minimum of 34 clinical practice hours. (Tracks 1,2,3)

NU 527: Nurse Anesthesia Clinical Practicum II (4)

Expanded integration of anesthesia management and techniques are applied to patients with increasing systemic disease severity. Pre-Requisite: NU 516 & NU 518. Concurrent enrollment in NU 523. (Track 4)

528: Clinical Conference II (0)

This course is held in conjunction with the nurse anesthesia Clinical Practicum II. Theoretical knowledge will be integrated with clinical application to enhance student learning. Evidence-based practice will be applied in the analysis of specific clinical situations to enhance patient care by the nurse anesthetist. Pre-Requisite: NU 516 & NU 518. Concurrent enrollment in NU 523. (Track 4)

530. Health Care Policy and Economics (3)

An overview of 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 attention to forces affecting costs, access to care, and social impact. Trends in economic 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. (Tracks 1,2,3,4)

531. 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. (Track 3)

532: Nurse Anesthesia Clinical Practicum III (5)

This course is designed to build upon previously mastered theoretical and clinical skills in the administration of anesthesia under the supervision of a CRNA or anesthesiologist. Expanded integration of anesthesia management and techniques are applied to patients with increasing systemic disease severity. Pre-Requisite: NU 527. (Track 4)

533: Clinical Conference III (0)

This course is held in conjunction with the nurse anesthesia Clinical Practicum III. Theoretical knowledge will be integrated with clinical application to enhance student learning. Evidence-based practice will be applied in the analysis of specific clinical situations to enhance patient care by the nurse anesthetist. Pre-Requisite: NU 528. (Track 4)

534. Mental Health Nursing II (4)

This course builds on NU 524: Mental Health Nursing I. The student will integrate theoretical and clinical knowledge to design and provide care for clients with mental health problems. Ethical and legal issues related to care of those with mental impairment will be analyzed as students serve as patient advocates. Students will enhance leadership skills for patient care and resource management in the context of quality improvement within the health care system. (Track 3)

535. 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. (Tracks 1,2,3)

536: Nurse Anesthesia Clinical Practicum IV (5)

This course is designed to build upon previously mastered theoretical and clinical skills in the administration of anesthesia under the supervision of a CRNA or anesthesiologist. Expanded integration of anesthesia management and techniques are applied to patients with increasing systemic disease severity. Pre-Requisite: NU 532. (Track 4)

537: Clinical Conference IV (0)

This course is held in conjunction with the nurse anesthesia Clinical Practicum IV. Theoretical knowledge will be integrated with clinical application to enhance student learning. Evidence-based practice will be applied in the analysis of specific clinical situations to enhance patient care by the nurse anesthetist. Pre-Requisite: NU 533. (Track 4)

538: Nurse Anesthesia Clinical Practicum V (5)

This course is designed to integrate theoretical knowledge with practical application. The student will independently apply knowledge concerning room preparation, preanesthesia assessment, documentation, anesthetic management, airway management, and professional behavior. Students will demonstrate patient safety methods, communications skills and the professional role of the nurse anesthetist. The student will demonstrate knowledge, skills, and professional behavior required for nurse anesthetists in preparation for graduation. Participation in affiliate experiences will be completed. Pre-Requisite: NU 536. (Track 4)

539: Clinical Conference V (0)

This course is held in conjunction with the nurse anesthesia Clinical Practicum V. Theoretical knowledge will be integrated with clinical application to enhance student learning. Evidence-based practice will be applied in the analysis of specific clinical situations to enhance patient care by the nurse anesthetist. Pre-Requisite: NU 537. (Track 4)

541. Care of Infants, Children, & Adolescents (4)

This clinical course prepares students to plan and provide high quality evidence-based nursing care to infants, children, adolescents, and their 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. (Track 3)

542. Advanced Pathophysiology (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. This course will require a minimum of 34 clinical practice hours. (Tracks 1,2,3,4)

543. Advanced Care of Adults I (4)

This clinical course focuses on progressively complex medical-surgical problems of diverse adult patients within the healthcare system. Students provide care through interdisciplinary collaboration 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, implement, and evaluate ethical care. (Track 3)

544. Advanced Health Assessment (3)

This course is designed to enhance the student's knowledge of holistic health assessment for patients across the lifespan including health promotion, risk reduction, and family-centered care. This advanced health assessment course builds upon the student's current understanding of health assessment using the human simulators and case studies. Nursing responsibilities including history taking, targeted assessment physical examination techniques, and documentation will be addressed. (Tracks 1,2,3,4)

545. Advanced Pharmacology (3)

This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology and application. This advanced course builds upon the student's current understanding of pharmacology through scenarios and case studies. 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. The focus will be on understanding the pharmacologic action of drugs as well as critically analyzing case studies with appropriate application of evidence based pharmacotherapeutics. (Tracks 1,2,3,4)

546. Advanced Care of Adults II (4)

This clinical course continues to develop nursing skills from NU 543: Advanced Care of Adults I to care for progressively complex problems of diverse adult patients within the healthcare system. Students will demonstrate leadership skills in providing care through interdisciplinary collaboration and coordination. Synthesis of evidence-based practice, quality and safety improvement initiatives, and informatics form the foundation for implementing best practices in patient-centered care. Students will demonstrate leadership to analyze, design, implement, and evaluate ethical care. (Track 3)

549. Public Health Nursing I (4)

This course is designed to assist the student to develop the role of professional nurse 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. The student will develop an awareness of community assets and opportunities and analyze state and national public health concerns.

Practice includes investigation and application of theoretical concepts while the student is engaged in a variety of partnerships with individuals, families, and aggregates as subsystems of the community. Diversity and social justice are valued within the broad context of community needs to promote health. (Track 3)

550. Clinical Nurse Leadership: Clinical Outcomes and Care Management (2)

Building on baccalaureate level nursing skills and foundational pathophysiology, pharmacology, and health assessment, the focus of this course is on integrative care approaches that improve health through graduate-level nursing and collaborative planning to design systems that promote positive health outcomes. Health promotion, disease reduction, and/or prevention as health-oriented strategies will be applied to patient care. (Tracks (2,3)

551. Public Health Nursing II (4)

Building on knowledge and skills gained in NU 549: Public Health Nursing I, this course encourages the student to further develop as a professional nurse advocate and provider within the public health system. In collaboration with diverse clients, aggregates and populations, the student will continue to 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. Leadership strategies and social justice advocacy will be implemented to improve health outcomes. (Track 3)

555. Educator Responsibilities and Roles (2)

Student will explore graduate responsibilities and roles in a variety of settings, including traditional higher education and health care settings. An analysis of the integration of evidence-based teaching strategies and evidence-based patient issues in a selected clinical 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 strategies to promote learning in the nursing field will be emphasized. Ethical responsibilities and legal issues related to the educator role will be explored. (Track 1)

560. Research Methods (3)

Building upon undergraduate research methods and advanced statistics, this course will emphasize biostatistics and epidemiological data used to measure and improve clinical outcomes in health care. Research studies representing a variety of designs will be examined for applicability to improve nursing practice and clinical outcomes. Students will analyze research applications to improve nursing practice and will develop an integrated review and analysis of the research literature on a topic identified collaboratively with the faculty member. An initial proposal of the terminal project will be drafted in this course. (Tracks 1,2,3,4)

569. 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. (Tracks 3 & 4)

570. CNL Residency (4)

This residency is the culminating application of the role of the Clinical Nurse Leader. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and management of clinical outcomes in the care environment. The complexities of clinical nursing leadership in interdisciplinary clinical applications will be discussed in weekly meetings. Students will apply evidence-based practice including risk management, interdisciplinary collaboration for the promotion of patient outcomes, and the integration of informatics to advance decision-making. Advocacy, health care resources, and organizational issues will be intentionally evaluated. Students will develop a written analysis of personal leadership skill development and reflection of the impact of Clinical Nurse Leader change within the care environment. *The CNL Residency will require a minimum of 300 clinical practice hours over a 10-15 week period.* (Tracks 2,3)

575. Educator Residency (4)

This residency is the culminating experience of the Nurse Educator role in the MSN program. Under faculty supervision, students will design and implement a nurse educator residency with a nurse faculty preceptor, focusing on classroom and clinical teaching. Students will design and implement a teaching project under the direction of an experienced faculty member. Students will submit a written reflective analysis of outcomes effectiveness for the project. Analysis of learning environments, application of evidence-based approaches, utilization of informatics and other health care technologies will be included in this residency. Students will develop a written analysis of graduate educator skill development, addressing the NLN Core Competencies of Nurse Educators. *The Educator Residency will require a minimum of 300 clinical practice hours over a 10-15 week period.* (Track 1)

580. 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. (Tracks 1,2,3,4)

590. Advanced Nursing Project (1 - 3)

The project will be a synthesis of master's learning experiences directed at the integration of concepts fundamental to nursing leadership and education. 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 graduate advisor to meet the course and graduation requirements. (Tracks 1,2,3,4)

599. Advanced Transitions to Professional Nursing (0 - 1)

Provides a structured framework for individual preparation for Master's Entry into Nursing Practice students. It is not intended to be a comprehensive review of nursing content, but rather designed to assist the student in development of critical thinking and decision-

making skills specific to the National Council Licensure Examination for RNs (NCLEX-RN). Students in this course help to create the review strategies and implement them within the class. Pre-requisite: Concurrent with 551. Public Health Nursing II.

ORGANIZATIONAL LEADERSHIP

Organizational Leadership Courses (OL) (Credits)

OL 210. Career Development (3)

The purpose of this course is to provide working adults with the skills essential in making informed career decisions that address present and future job realities. This course will teach the basics of career development, emphasizing career development as a lifelong process. You will: (1) develop and refine individual career goals and utilize various methods to gather career-related information, (2) become actively involved in the fundamentals of writing resumes and job search letters, (3) explore various job search methods with an emphasis on networking skill development and technology, and (4) learn and practice successful interview techniques.

OL 211. The Effective Job Search (1)

Available only for students who have not taken OL210, this course is intended for the student who may be seeking a variety of employment opportunities and is not well-established with a particular employer, or who is interested in opportunities within organizations other than where he/she is currently employed. In this one credit hour course, students will learn all aspects of how to conduct an effective and targeted job search. This includes refining career goals, knowing where to look for a job, developing and refining a resume, writing professional and polished cover letters, as well as fine-tuning interview skills and salary negotiation techniques. Students will also learn the importance of networking, how to monitor labor market considerations that may impact future employment, and how to survive and thrive in a new workplace.

OL 212. Evaluation and Exploration (1)

Available only for students who have not taken OL210, this course is intended for the student who is unsure of a specific career path or how he/she will utilize the Millikin degree. This course would be particularly helpful for the student who is early in his/her college career and may have limited professional work experience, or is interested in changing career paths. In this one credit hour course, students will use a variety of assessment tools designed to learn more about personal values, interests, personality traits, and skills. Students will also explore careers in order to determine options that might be a good fit. Additionally, they will reflect on how their particular major will prepare them for these career options and begin the process of developing a specific career goal. This course will emphasize career development as a lifelong process and the development of a career self-reliance mentality.

OL 213. Moving up the Corporate Ladder (1)

Available only for students who have not taken OL210, this course is intended for the student who is well-established in the workplace and pursuing his/her degree in order to be promoted within that organization. In this one credit hour course, students will reflect on past work experiences and skills and create a career development plan to address future career ambitions. Students will also develop and refine their resume, interviewing, and networking skills. Additionally, they will learn the basics of working with and/or managing multiple generations in the workplace; managing change in the ever-evolving workplace; and how to leverage their soon to be acquired degree in order to be promoted and get a raise.

OL 240. Technology and Data Analysis in Organizational Decision Making (3)

We live and work in a digital era. Nothing we do avoids the influence of technology. This is especially true for organizational leaders in a global marketplace. This course will provide an overview of the functions and development of computer-based management information systems and emphasize the use of information technologies in supporting organizational decision-making.

OL 260. Topics in Organizational Leadership Improvisation (3)

Organizational leadership is often about building relationships, solving problems, thinking critically, and adjusting to change as quickly as it happens. This course will demonstrate, through active participation, how the core concepts of improvisation can be applied directly to one's professional success.

OL 300. Principles of Adult Learning (3)

(Pre-requisites: students must have completed CWRR I & II or the equivalent within the last 7 years) This course is designed to assist students in their re-entry into higher education and to provide them with the tools, skills, strategies, and sense of familiarity with campus systems (including technologies and library systems) they need to be successful. The course serves, therefore, as a gateway to the major course sequence in Organizational Leadership, and will increase students' self-confidence and motivate them to go forward. Students will be introduced to adult learning theory to help facilitate their learning. The course stresses essay writing, APA citation style, and basic research methodologies within the context of adult learning theory. *(Students must pass this course with a C or better to register for any other courses in the major)*

OL 301. Organizational Development through Human Resources (3)

Effective leaders recognize that people are an organization's most valuable resource. At the same time, a major misconception within many organizations is that human resource development is the sole responsibility of the HR Department or the Personnel Office. Leaders at all levels have responsibility for human resource development. This course is designed to provide an overview of human resources development. Topics may include recruitment and selection, training and development, compensation and benefits, performance evaluation, health and safety, and labor relations.

OL 306. Organizational Behavior (3)

(Pre-requisite: OL344) Understanding and maximizing the performance of organizational members is critical to leadership. Leaders and other organizational members must learn to facilitate effective work relationships and contribute to a supportive organizational culture. Borrowing from a variety of disciplines, including behavioral science and behavioral psychology, this course examines the complex relationships among individuals, groups, organizations and society, and emphasizes motivation, communication, leadership and group relations.

OL 310. Group and Team Dynamics (3)

A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

OL 340. Introduction to Finance and Budget in Organizations (3)

(Pre-requisite: Quantitative Reasoning) This course is an introduction to the financial systems, financial documents, and financial reporting that any mid-level organizational leader will need to understand. Students learn to create, use, and interpret financial statements and to use accounting information to make informed business decisions.

OL 344. Organizational Leadership (3)

Leadership is perhaps the most enigmatic term in the organizational theory literature. No other facet of organizational behavior has received as much attention. Leadership has been studied and analyzed from many perspectives – sociology, psychology, business, history, and education - and there now exists a myriad of leadership theories. This course examines leadership from theoretical, historical, and practical perspectives and will provide an overview of leadership theory. Topics will include the influence of leaders, leadership traits and characteristics, democratic v. authoritarian leadership, issues of power, and organizational culture. Emphasis is on emotionally intelligent leadership, transformational leadership, social responsibility, ethics, and leadership in a global environment.

OL 350. Leadership Ethics (3)

(Pre-requisite: OL344) This course takes organizational leadership a step further and focuses on the ethical considerations inherent in leading and following others. It is designed to encourage socially responsible leadership and foster understanding of how to lead competently and professionally, and to prepare students to recognize and address responsibly the ethical dilemmas which they will face in any leadership position. The course also emphasizes consideration of global issues in terms of social responsibility for leaders.

OL 375. Organizational Creativity, Innovation, and High Performance (3)

(Pre-requisite: OL306) What does it take for an organization to thrive in today's highly competitive, rapidly changing and dynamic global economy? Research on organizations that operate in this environment shows that high levels of creativity and innovation are key factors in those that are the most successful. This course offers its participants the opportunity to develop the knowledge and skills necessary to encourage creativity and innovation at different levels of an organization: at the individual level, within teams, and at the level of an organization's systems and processes. Participants will also examine the critical roles played by organizational culture and leadership in fostering an organization's competitive edge.

OL 385. Leadership, Diversity, and Multiculturalism (3)

(Pre-requisite OL350) This course will explore diversity and multiculturalism in today's organizations. The course will highlight in particular issues of race, social class, gender, and age in the workplace, and will address why leaders should foster multicultural environments. Emphasis will also be on learning to value differences and best practices for creating diverse organizations.

OL 400. Project Management (3)

(Pre-requisite: OL375) Taking the lead on a project and seeing it through from start to finish is a highly desirable skill in today's organizations. Project management might be re-designing a corporate training program or be as extensive as leading an organization through major technological renovations. This course enables students to apply their knowledge of organizational systems, leadership, communication, negotiation and team-building as they demonstrate their abilities to successfully lead (or create a comprehensive plan to lead) a work project. This course is designed to showcase the students' practical application of their course work in a real-world setting.

OL 450. Organizational Leadership Capstone (3)

(Pre-requisites: All courses in the major must be successfully completed prior to capstone) A capstone course that combines and integrates elements of business management, communication, and organizational leadership as a means of making decisions, developing strategy, and organizing operational initiatives associated with strategic planning, ethical decision making, and organizational development. Through a capstone paper, students will incorporate what they have learned in the OL program. The course will include case studies, experiential learning, and/or simulations.

Required Communication Courses**CO 242. Business and Professional Communication (3)**

The focus of this course is on developing a working knowledge of the theory and skills for interpersonal communication, groups and teams, informative and persuasive presentations, and the use of communication technologies in business and professional presentations.

CO 343. Communication and Conflict (3)

Introduces students to effective strategies for addressing conflict and mediating disputes. Participants analyze the ways they handle conflict and investigate theoretical approaches to conflict mediation.

PHILOSOPHY

Philosophy Courses (PH) (Credits)**110. Basic Philosophical Problems (3)**

An introductory course to acquaint the student with fundamental philosophical problems, techniques and types of philosophical inquiry, including discussion of the views of classical and modern thinkers. May be cross-listed with HI 105.

211. Ethical Theory and Moral Issues (3)

In this course, we will examine issues in ethical theory, including such foundational issues as the relationship between ethical behavior and rational behavior, the relationship between ethics and theology, and the issue of whether ethical principles are objective or subjective, absolute or relative. We will examine both action-centered as well as character-centered approaches to the resolution of ethical dilemmas. Finally, we will turn our attention to the practical application of theory. Readings may include Plato, Aristotle, Hobbes, Hume, Kant, and Mill. Ethical theory may be applied to such issues as abortion, capital punishment, lying, and sex.

213. Critical Thinking: Logic (3)

We will translate standard English into symbolic notation, then use both Aristotelian and truth functional techniques to test for validity of arguments. The aim is to understand the rules and relationships that define rational thinking. From logical puzzles to Venn diagrams to symbolic proofs, this course is an excellent preparation for the GRE or LSAT or MCAT. It requires both quantitative thinking and facility with language. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics subscore 22 or higher or placement score of at least 3 on the QR placement or complete MA106.

214. Philosophy of Religion (3)

In this course we will examine some of the central issues in the philosophy of religion. We will begin by examining some of the most influential arguments for the existence of God, including the ontological argument, the cosmological argument, and the teleological argument. We will examine the problem of evil as well as various replies by theists to the problem of evil. We will also examine the claim that the religious life is a matter of faith, not reason. Readings may include Anslem, Augustine, Aquinas, Leibniz, Paley, Hume, Kant, Kierkegard, Adams, Swinburne, Hicks, Mackie, Plantiga, and others.

215. Business Ethics (3)

This course will critically examine the role of ethics within a business environment. We will examine both ethical relationships within a business such as employers and employee relations and well as ethical relationships between business and broader society such as business and consumer relations. Possible issues or topics of examination include: corporate social responsibility; rights and obligations of employees and employers; justice and fair practice; distributive justice, and advertising marketing; and the consumer, among others. Issues and topics will be examined by considering both historical and contemporary texts and case studies.

217. Bioethics (3)

This course will focus on issues that come about as a result of the interaction between medicine and modern technological advances. Biotechnologies span issues of health from birth until death, including ethical debates concerning: cloning, genetic screening, invitro fertilization, and physician assisted suicide, to name a few. Bioethics quite clearly encompasses the entire life course. Issues or topics that may be investigated include: justice and autonomy in health care; life and death; biomedical research and technology; and public health, among others.

219. Environmental Ethics (3)

This course will focus on ethical issues related to our natural environment. It is a truism that all persons live, work, and play within the confines and richness of the natural environment. For this reason there is simply no separating the natural environment and its ethical status from the well-being of people. Further, our present ethical relationship with our natural environment is uniquely important as it has the strong potential to impact the well-being of later generations. Not only does our treatment of the environment impact those living now but it also impacts human beings that will live in fifty or even five-hundred years. Issues and topics that may be investigated include: Who counts in environmental ethics: animals, plants, ecosystems; Is nature intrinsically valuable; frameworks of environmental ethics; sustaining, restoring, and preserving nature; and the environment and social justice including intergenerational justice, among others.

221. Appellate Legal Reasoning (3)

The course will rely heavily on a "simulation" model in which we conduct mock appellate hearings in class. Students will role-play as both attorneys and judges. The course will employ the "closed case" method that is used at most moot court competitions. Each closed case file will include numerous items, including: a statement of the facts of the case, the rulings by the lower courts, select court case precedents, and specific federal and/or state statutory and/or constitutional language. The course involves no research that goes beyond the materials provided in the closed case files. On the basis of this material and this material only, students will complete a range of assignments designed to engage students in the central aspects of appellate legal reasoning including legal brief writing, oral argumentation, and judicial opinion writing.

223. History and Philosophy of Science (3)

The course will be primarily a historical sketch of the development of views about the scientific method. The primary goal is exposition and analysis of such views, with a secondary goal of evaluation and criticism. Written assignments will require clear exegesis of historical positions in the philosophy of science. Special attention will be paid to the evolution of views of the scientific method, and those written assignments should clearly demonstrate an understanding of the causes of those paradigm changes.

300. Ancient World Wisdom (3)

In the 6th century B.C.E., six major sources of wisdom arose: Buddha, Confucius, Lao Tzu, Isaiah, Zoroaster, and the pre-Socratic Greek Philosophers. Understanding the classic questions and the answers given by these sages to the timeless issues of who we are, how we should live, what is real, and how we come to know will help us understand the roots of many other thinkers throughout the history of the world as well as provide us with sound advice on how to live our own lives. Each thinker will be considered in their historical context. May be cross-listed with HI305.

301. The Golden Age of Greece (3)

A contemporary philosopher said, "All of philosophy is a footnote to Plato." Certainly Plato, Aristotle, and the Stoics are the keys to understanding much of the intellectual roots of the Western tradition. We will read the major texts of these philosophers in their historical context as they attempt to answer the questions, Who am I? What is my role in society? What is a well-run state? What is real? And how should I live? May be cross-listed with HI305.

303. The Modern World (17th-18th Centuries) (3)

In this course, we will examine the attempts by modern philosophy to answer two central questions. The first is the epistemological question of what human beings can know. In particular, we will examine the issue of whether human beings can justifiably claim to know that there is a mind-independent external world. The second central question with which modern philosophy struggles is the metaphysical question concerning the place of consciousness (mind) in a material universe. What is the relation between mind and matter, between mind and body? Is the mind distinct from the body? Or is the mind identical to the body? What is the self? Readings may include Descartes, Locke, Berkeley, Hume, and Kant with attention to their historical context. May be cross-listed with HI 305.

304. The Contemporary World of Philosophy (19th-21st Centuries) (3)

In this course, we will examine some of the most influential philosophical movements in the contemporary period. The contemporary world of philosophy continues to focus on the epistemological and metaphysical questions placed at the center of philosophical thought during the modern period. In addition, contemporary philosophy pays special attention to the role that language plays in our understanding of the world around us. Movements to be examined include phenomenology/existentialism, logical positivism, and philosophy of language. Readings may include Kierkegaard, Nietzsche, Heidegger, Sartre, Ayer, Quine, and Kripke with attention to their historical context. May be cross-listed with HI 305.

305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. Of particular interest will be the issue of how these theories view the connection between law and morality. Is there a connection between law and morality? If there is such a connection, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). We will employ Peter Suber's fictional work, *The Case of the Speluncean Explorers*, to examine how these theoretical issues intersect with legal adjudication. In the second part of the course, we will focus on issues surrounding theories of judicial interpretation. Of particular interest will be constitutional interpretation. Questions to be considered include the following: How should judges interpret the constitution? What role (if any) should moral principles play in their adjudication? What is the role of judges in relation to democratically elected legislatures? In "hard cases," do judges create law (legislate from the bench) or do they work to discover the correct answer (apply the law to the case before them)? Interspersed with these more theoretical readings will be excerpts from actual legal cases. We will be interested in seeing how the theoretical issues identified above get played out in actual legal decisions. Pre-requisites: Philosophy 110, or Philosophy 211, or Philosophy 310, or consent of the instructor.

310. Political Philosophy (3)

In this course, we will examine attempts by philosophers within the Western philosophical tradition to answer the following three questions. First, what justification (if any) can be given for the existence of the state? Second, what reason is there (if any) for preferring one kind of state to another? Third, what justification is there (if any) for placing limits on the power of the state to intervene in the lives of its citizens? Readings may include Plato, Aristotle, Hobbes, Locke, Mill, Berlin, Taylor, Nozick, Rawls, and others. Pre-requisites: Political Science 100, or Philosophy 110, or Philosophy 211, or consent of the instructor.

311. Metaethics (3)

In this course, we will examine fundamental issues in ethical theory. Our investigation will be guided by two central questions. First, are ethical judgments capable of being true or false? Second, if ethical judgments are capable of being true or false, what is it that makes them true if true or false if false? Theories to be discussed include divine command theory, ethical intuitionism, ethical naturalism, contractualism, cultural ethical relativism, individual ethical relativism, ethical constructivism, the error theory, emotivism, and prescriptivism. Readings may include Plato, Aristotle, Hobbes, Hume, Kant, Mill, Moore, Ross, Ayer, Hare, Rawls, Mackie, McDowell, and others. Pre-requisite: Philosophy 110 or Philosophy 211, or consent of the instructor.

391, 392, 393, 394. Independent Study in Philosophy (1-3)

Pre-requisite: approval of subject by Department and consent of Department Chair.

400. Seminar in Philosophy (3)

In this course, students will examine at an advanced level a specific philosophical topic, issue, period, or philosopher. Course content will be determined by the faculty member teaching the course. All students will compose a substantive research thesis. For philosophy majors, this research thesis will serve as their capstone philosophy thesis. In addition, all philosophy majors will provide an oral defense of their thesis. The oral defense will be open to all Philosophy Department faculty as well as Philosophy Department majors and minors. Pre-requisite: philosophy major with junior or senior standing, or consent of the Department Chair.

PHYSICS

Physics Courses (PY) (Credits)**100. The Planets (3)**

Basic sky phenomena, cultural aspects of astronomy and history of astronomy to Newton, the solar system. Emphasis given to principles underlying diversity of astronomical objects, as well as the processes by which astronomical knowledge has been gained. A general education course. Three lectures per week.

101. Stars and Galaxies (3)

Astronomical optics; gravity; the structure, composition and evolution of stars; galaxies and cosmology. Emphasis given to principles underlying structure and behavior of stars and galaxies, as well as processes by which astronomical knowledge has been gained. A general education course. Three lectures per week.

104. Planets Laboratory (1)

Taken in conjunction with PY 100. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Corequisite: PY 100.

105. Stars and Galaxies Laboratory (1)

Taken in conjunction with PY 101. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Corequisite: PY 101.

106. Physics of Sports (4)

Investigation of how the world around us behaves and the physics behind various sporting activities. Among the topics explored in the course will be: Why does a curveball curve? Why do swimmers spend so much time on their “form”? Why do high jumpers flop backwards over the bar? The course will involve lecture, interactive discussion, and in-class, hands-on laboratory investigations of physical principles and may change meeting locations to participate in sporting activities. Prerequisite: University mathematics competency requirement must be satisfied prior to enrollment.

111. College Physics I (Algebra Based) (3)

A study of the nature of physics, specifically focusing on kinematics, dynamics, and rotational motion. Three lectures and one laboratory period each week. Primarily for students pursuing degrees in pre-health professional programs and biology (interested students should consult with their advisor and the pre-professional advisor before taking this course). Prerequisite: high school algebra, geometry, and trigonometry, or college equivalent. *Must be taken concurrently with PY 171.*

112. College Physics II (Algebra Based) (3)

A continuation of PY 111 covering topics from light, electromagnetism, and modern physics. Three lectures and one laboratory period each week. Primarily for students pursuing degrees in pre-health professional programs and biology (interested students should consult with their advisor and the pre-professional advisor before taking this course). *Must be taken concurrently with PY 172.* Prerequisite: PY 111.

151. University Physics I (Calculus Based) (3)

Primarily for majors in physics, chemistry, mathematics, engineering and pre-medicine. Topics include kinematics, dynamics, gravitation, rotation, and harmonic motion. Three lectures and one laboratory period per week. *Must be taken concurrently with PY 171.* Pre- or co-requisite: MA 140.

152. University Physics II (Calculus Based) (3)

A continuation of PY 151. Topics include electric fields, electric potential, magnetic fields, DC circuits, waves, and optics. Three lectures and one laboratory period per week. *Must be taken concurrently with PY 172.* Pre- or co-requisite: MA 240. Prerequisite: PY 151.

171. Physics Laboratory I (1)

A hands-on exploration of the principles covered in either College Physics I or University Physics I. Topics include kinematics, Newton's Laws, Work and Energy, and rotational motion. Prerequisite: high school algebra, geometry, and trigonometry, or college equivalent. *Must be taken concurrently with either PY 111 or PY 151.*

172. Physics Laboratory II (1)

A hands-on exploration of the principles covered in either College Physics II or University Physics II. Topics include electric charge, electric potential, DC circuits, magnetism, optics, and waves. *Must be taken concurrently with PY 112 or PY 152.*

253. Modern Physics (4)

A study of the revolutions in physics since the late 19th century. Topics include special relativity, radioactivity, atomic and nuclear physics, and introductions to quantum mechanics and particle physics. The laboratory includes an introduction to Mathematica, LaTeX, journal articles, and seminar presentations. Three lectures and one laboratory period per week. Prerequisite: PY 152.

262. Experimental Physics I - Electronics (4)

A practical study of circuit theory, oscillators, amplifiers and circuit design. Designed to meet the particular interests of the student. Two lectures and a two-hour lab. Prerequisite: PY 251 or 253 or consent of instructor.

300. Astrophysics (4)

Calculus-based intermediate level course in astronomy and astrophysics. Topics include celestial mechanics, electromagnetic radiation and matter, distances and magnitudes, binary systems, Hertzsprung-Russell diagram, stellar evolution, and the large-scale structure of the universe. Includes observing project. Prerequisite: PY 253 and MA 240 or consent of instructor.

303. Physical Chemistry I (3)

The first course in physical chemistry. Topics include the laws of thermodynamics, elementary statistical thermodynamics, equilibrium, surface chemistry and physical chemistry of macromolecules. CH 351 and 353 are companion laboratory courses. Cross-listed with CH 303. Prerequisite: MA 240 and PY 152.

304. Physical Chemistry II (3)

Continuation of CH 303. Emphasis on quantum mechanics as applied to theories of chemical bonding and spectroscopy. Chemical kinetics also is covered. Three lectures per week. Cross-listed with CH 304. CH 351 and 353 are companion laboratory courses. Prerequisite: CH 303.

325. Mathematical Physics (3)

We will discuss applications of mathematics to various areas of physics. Topics may include vector calculus, linear algebra, differential equations, series solutions to differential equations, Fourier series, special functions, and calculus of variations. The primary audience for this course is sophomore and junior majors who are preparing to take Analytical Mechanics, Electrodynamics, or Quantum Mechanics, although applied mathematics majors may find the course useful. Cross-listed with MA 325. Prerequisites: PY 152 and MA 240, or consent of instructor. Recommended Co-Requisites: MA 250 and/or MA 303.

352. Theoretical and Applied Mechanics (3)

An intermediate-level survey of classical Newtonian mechanics. Conservative forces, damped and forced oscillations, momentum and energy theorem, central force problem, orbits, two-body collisions, special coordinate systems, and scattering and coupled oscillations. Vector analysis, axial rotating rigid bodies, gravitation, moments of inertia, rotating coordinate systems, continuous media, and Lagrangian and Hamiltonian mechanics. Prerequisite: PY 253. Corequisite: MA 250 or consent of instructor.

362. Experimental Physics II (3)

A more advanced laboratory course where students will only do 2 or 3 experiments, going into much more detail, and focusing on experimental design, data analysis, and written and oral presentation of results. The course will include an introduction to National Instruments' LabView. Prerequisite: PY 262 or consent of instructor.

381, 382. Advanced Topics in Physics (1-3)

Study of a topic chosen jointly by the student and the instructor. May be done as an independent study or as a regular class, depending on interest. Possible topics include advanced quantum mechanics, particle physics, optics, statistical mechanics, or anything that is of joint interest of the student and the instructor. Prerequisite: consent of instructor and Department Chair.

403. Electromagnetism I (3)

The first half of a two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity. Topics include vector analysis, electrostatics and energy, boundary value problems, dielectric media, electric currents, magnetism, and concludes with Maxwell's Equations. Prerequisite: PY 253 and MA 305 or PY 325, or consent of instructor.

404. Electromagnetism II (3)

The second half of a two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity. Topics include applications of Maxwell's equations, such properties of electromagnetic waves *in vacuo* and in matter, vector and scalar potentials, Lorentz transformations, and other topics in special relativity. Prerequisite: PY 403.

406. Quantum Mechanics (3)

An introduction to the methods of quantum mechanics. Schrodinger's wave equation, wave mechanics, the hydrogen atom, spin and quantum dynamics. Prerequisite: PY 253 and MA 305 or PY 325, or consent of instructor.

481, 482. Senior Research (2)

An advanced research project performed under the supervision of a faculty member. Research should include a literature search, written report, and oral presentation. Research may be either theoretical or experimental. PY 482 (offered in the spring) is required for all physics majors. Those planning to do a senior honors thesis or who intend to perform more extensive research should take both 481 and 482. Prerequisite: consent of instructor and Department Chair.

POLITICAL SCIENCE

Political Science Courses (PO) (Credits)**105. The American Political System (3)**

This course emphasizes the theoretical underpinnings and practical understanding of the national policy process and institutions of government. The course also provides students with adequate preparation for further work in the major by emphasizing the understanding of specific political issues, the manners through which the process works (and does not), and explores the implications of current political events and investigates the ways in which political scientists measure and analyze political issues.

220. Current American Foreign Policy (3)

Examination of the objectives, principles, institutions and processes of formulation of current American foreign policy and programs. Problems of administration of strategic, military, diplomatic and economic policies toward specific countries and geographic regions will be analyzed. Prerequisite: Political Science 105.

221. Introduction to International Relations (3)

The course will provide the student with a conceptual and empirical overview of international politics. Realism, the problem of war and its causes, and Non-realist theories of international relations including complex interdependence will all be examined. Different visions of the New World order will also be studied. Skills emphasized will include moral and ethical reasoning, strategic thinking, historical analysis, negotiations, and writing.

223. Political Participation and Democratic Citizenship (3)

This course examines political participation and the quality of democratic citizenship in the United States. Because democracy presupposes an informed, engaged, participatory public, low levels of civic and political engagement and participation may be indicative of an apathetic citizenry and a cause for concern. Some citizens, however, may be acting in their rational self interest by not participating. This course examines that dilemma and explores the consequences of low levels of participation and its possible remedies. This course also encourages students to examine the political consequences of resources, social networks, and mobilization.

224. Group Influence in America (3)

The impetus for political change multiplies dramatically as individuals from different cultural backgrounds in the US band together in groups. This course examines the means by which groups – organized interests and political parties – attempt to influence public policy outcomes in the American political system. It reflects on how individuals choose to join groups and how they express collective preferences. Additionally, this course explores the internal structures and operations of interest groups and political parties as well as their relations with others in the political system and emphasizes how these aspects have changed over time and with what consequences.

235. Introduction to the Criminal Justice System (3)

Acting as a basic introduction to the legal structure surrounding the American criminal justice system, this course will walk through the various phases of the trial process. Special attention will be paid to the various professional roles that are played within the system and the critical issues that have arisen in recent years.

240. State and Local Government (3)

A course designed to familiarize students with political processes and trends in American state and local governments. Covers such topics as forms of local governments, the place of cities and states in America's federal system, state and local policy implementation, and important institutions in various state and local systems. Students will examine their own roles in local and state communities, and will sharpen their skills in research, writing, and the comparison of cases. Special attention is given to both the state of Illinois and the city of Decatur.

244. Campaigns and Elections (3)

This course will help students learn the science, art, and craft of electoral politics at the national and state levels. Our focus will be on the American nominating and general election systems in a comparative context. Mass electoral behavior will be studied and an extensive simulation will allow students to run their own campaigns, conduct polling, choose advertising, explore issues, and strategize. Students will enhance their own application, collaboration, and presentation skills as well as prepare to be more actively engaged citizens.

260. Topics in Political Science (1-3)

Course offerings of variable credit on specialized topics.

280. Methods of Political Research (4)

Introduction to the scope and methods of political science. Topics include alternative concepts of knowledge, modes of study, political ideals and their implications for political analysis. A brief survey of the political science profession: its history, sub-fields and ethics of research. Special attention is given to the practical aspects of empirical research: methods of research design, data collection, electronic data processing and elementary statistical analysis. Pre-requisite: Political Science 105.

300. Media and Politics (3)

This course explores the vital role mass media play in American politics and democratic process today and how political actors try to manage the news. The course provides students with a set of scholarly and analytical tools with which to critically assess the news and other kinds of media content. Emphasis will be also placed on the interdependent nature of the relationship among managers of the news. Pre-requisite: Political Science 105 or consent of instructor.

301. Political Behavior and Opinion (3)

This course examines the academic literature on individual political behavior and public opinion and the nature and consequences of people's understanding of politics, public opinion on various issues, political participation, and voting. The course focuses on approaches and theories developed by scholars to study public opinion, and it examines substantive opinions and inter-group differences in opinions and how they translate into political behavior. Pre-requisite: Political Science 105 or consent of instructor.

305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. Of particular interest will be the issue of how these theories view the connection between law and morality. Is there a connection between law and morality? If there is such a connection, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). We will employ Peter Suber's fictional work, *The Case of the Speluncean Explorers*, to examine how these theoretical issues intersect with legal adjudication. In the second part of the course, we will focus on issues surrounding theories of judicial interpretation. Of particular interest will be constitutional interpretation. Questions to be considered include the following: How should judges interpret the constitution? What role (if any) should moral principles play in their adjudication? What is the role of judges in relation to democratically elected legislatures? In "hard cases," do judges create law (legislate from the bench) or do they work to discover the correct answer (apply the law to the case before them)? Interspersed with these more theoretical readings will be excerpts from actual legal cases. We will be interested in seeing how the theoretical issues identified above get played out in actual legal decisions. Pre-requisites: Philosophy 110, or Philosophy 211, or Philosophy 310, or consent of instructor.

310. Political Philosophy (3)

In this course, we will examine attempts by philosophers within the Western philosophical tradition to answer the following three questions. First, what justification (if any) can be given for the existence of the state? Second, what reason is there (if any) for preferring one kind of state to another? Third, what justification is there (if any) for placing limits on the power of the state to intervene in the lives of its citizens? Readings may include Plato, Aristotle, Hobbes, Locke, Mill, Berlin, Taylor, Nozick, Rawls, and others. Pre-requisites: Political Science 105, or Philosophy 110, or Philosophy 211, or consent of the instructor.

315. Supreme Court in American Politics (3)

This course provides the student with the opportunity to explore the Supreme Court as both a legal and a political institution. The course will examine the nine justices configured as a court of law whose historic mission is to adjudicate all controversies – political and otherwise – arising under the Constitution. Students will also examine the role of the Court in the political system of the United States, issues of judicial politics, and the evolution of the judiciary's powers, rights, and duties.

320. International Law and Organization (3)

This course analyzes the extent to which the growth of international organizations indicates the existence of a global international society. Students will learn about the structure and decision-making process of major international organizations and analyze the extent to which international organizations influence state behavior, international law and the evolution of universal international rules and norms. The course will examine the United Nations, the European Union, the World Trade Organization, and non-governmental organizations such as Amnesty International and Doctors Without Borders. To bring issues to life, students participate in a simulated crisis within the United Nations Security Council.

321. Global Issues (3)

The series of courses under this heading will attempt to explain the dramatic political, social, economic, and cultural issues which batter our world: terrorism, international crime, economic globalization, etc. Each semester we will be asking similar questions: can freedom and justice emerge from the current clash between cold tyranny of the markets and frenetic violence of militant nationalist and religious movements? Will the coming century repeat the barbarism of the past or usher in a steady progression towards better life? Our focus will be global and we will engage in moral reasoning, strategic thinking, negotiations, writing, questioning, and deliberation. Cross-cultural understanding will be a central value.

322. Topics in Comparative Politics (3)

The series of courses under this heading will examine the political life of the world from different theoretical perspectives of comparative politics. Each semester, the regional focus of the course may be different, focusing on Eastern or Western Europe, Latin America, Africa, Middle East, or Asia. Within each of the world regions, we will compare countries, using and evaluating crucial concepts of comparative politics and international relations. Our focus will be global and will engage in critical reading and quantitative reasoning. We will also use information technology, collaboration, negotiation, and formal presentation skills. One of the values of this course is cross-cultural understanding.

323. Topics in World Politics (3)

A series of courses under this heading will examine, in seminar format, different topics, issues and sub-fields within the substantive fields of comparative politics and international relations. Students will read and discuss the most important current literature covering the topics and conduct research and literature review projects on themes of their choice. This course will focus on the global area, and the skills fostered will be critical reading and writing, research, reflection, analysis, and scientific method. The course will foster intellectual curiosity and risk-taking.

324. Politics of the Developing World (3)

This course will examine problems associated with the political development of "rapidly changing and unstable 'developing' nation states." Students will explore the political, economic and social dimensions of transitional states in South and Central America, Southeast and Central Asia, the Middle East and Africa. Key questions will include: How do the political systems in transitional countries work - or fail to work? What is development and how do we explain the failure of some countries to develop? What strategies are used to escape poverty and underdevelopment (including revolutionary ones)? And to what extent do major political issues such as globalization, religious and ethnic conflict, the status of women, environmental devastation, the AIDs epidemic and transnational crime affect the development of transition states?

330. Constitutional Law (3)

This course acts as an introduction to constitutional case law and to the practical effects of our legal system (courts and judicial politics) on the American political system. The role of the federal judiciary, focusing on the Supreme Court, in interpreting constitutional and statutory law and in making policy will be studied. Exploration of the elements of judicial interpretation and the examination of judicial opinion writing will be major components of this course. Prerequisite: Political Science 105.

334. Civil Liberties and the Constitution (3)

Building on the understanding of judicial decision making and opinion writing established in Political Science 330, this course will concentrate on the current debates and case law found in the area of civil rights and civil liberties. The First, Fifth and Fourteenth Amendments will be explored, with time spent on the constitutional rights of the criminally accused. The process of inclusion into the political process and the constitutional interpretation of the Bill of Rights will be examined. Prerequisite: Political Science 105.

340. The American Congress (3)

This course examines the national legislative branch of government with an in-depth look at the modern lawmaking process. Emphasis placed on the evolution of the process, the importance of the committee system, the budget process, and the influence of individual Member goals and policy preferences on the policy process.

348. The American Presidency (3)

Why does the most powerful person on earth feel so limited in the ability to obtain favored outcomes? This course offers an in-depth examination of the theoretical underpinnings, organization, development, and powers of the Presidency. Students will acquire a working understanding of the electoral battles, the development of powers, and how the Presidency interacts with other actors in the political system. Skills developed will include historical analysis, research, comparing cases, and writing.

356. Topics in Public Policy (3)

Program formulation, implementation, and evaluation are all key to understanding how the political system produces the outcomes that it does. Each time this course is offered, a particular field will be chosen for intensive study. Students will explore the difficult choices government officials face, examining why some alternatives are chosen, others rejected, and others never even considered. Students will enhance their skills in reading critically, quantitative reasoning, information technology, and making formal presentations. Prerequisite: Political Science 105

360. Topics in Political Science (1-3)

Course offerings of variable credit on specialized topics. Alternate years topics. Alternate years.

361. Washington Internship or Practicum (3-6)

An internship experience in Washington, DC. Varied placements available for all majors. This course combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract. Student performance is evaluated by a reflective portfolio and agency supervisor. This course is taught in Washington when students study at The Washington Center. Fulfills political science internship requirement. Pre-requisite: Admission to Washington Center program.

362. Washington Experience (3)

This course, taught by a qualified Washington Center instructor with an appropriate – usually terminal – degree, and university teaching experience, requires a combination of regular attendance, active class participation, written work (research paper, essays, examinations), and class projects. Topics vary, and students receive a list of courses from which to choose prior to arrival in Washington. This course is taught in Washington when students study at The Washington Center. Pre-requisite: Admission to Washington Center program.

363. Washington Leadership Forum (3)

This course encompasses student attendance at the Washington Center's Congressional Speaker Series, Presidential Lecture Series, Embassy Visits Program, site visits, tours, briefings, and other activities. The Leadership Forum enables students to better understand the world of the nation's capital - its peoples and institutions, its political processes, the issues debated and the policies forged there - and the potential impact of these endeavors on the students' future lives as professionals and citizens. This course is evaluated by students' reflective portfolios. This course is taught in Washington when students study at The Washington Center. Pre-requisite: Admission to Washington Center program.

365. Political Simulations - Model Illinois Government/Model United Nations (1)

Annual simulations which take place either in a state-wide or national competition format. This course is repeatable with no maximum.

371, 372. Internship (3) Per Semester

Supervised, practical experience opportunity. Maximum of six credits per student. Prerequisite: consent of Department Chair.

391, 392. Independent Studies in Political Science (3) Per Semester

Directed readings and/or research on topics of mutual interest to the student and the instructor. Maximum of six credits per student. Prerequisite: consent of instructor and Department Chair.

400. Seminar in Political Science (3)

Advanced seminar course in which juniors and seniors examine classic and contemporary original empirical research with particular emphasis on its substantive findings and underlying theoretical frameworks. The course provides an opportunity for students to critically evaluate research in the field and to build on current research by proposing a new project of their own. Topics vary.

410. Political Science Professional Development (1)

This class is designed to prepare the political science student for entry into the job market, or further study at the graduate level. Team-taught by the political science faculty, this class meets once a week and addresses issues of relevance to the political science professional. Topics of relevance to postgraduates, including graduate exams, graduate applications and resume and interview preparation will be discussed. Students will prepare a career portfolio, individually designed to meet their specific needs, in which professional and graduate school application materials will be collected. The portfolio will be fully assessed at the end of the semester.

450. Senior Thesis (3)

To complete a senior thesis a student is expected to produce a substantial original piece of research. The student will defend the written work before the faculty and students of the Political Science Department. Open only to seniors whose paper proposal has been approved by the faculty of the department.

PSYCHOLOGY

Psychology Courses (PS) (Credits)

130. Introductory Psychology (3)

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

201. Statistical Methods in the Behavioral Sciences (3)

Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with SO201. Pre-requisite: PS130 or SO100. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics subscore 22 or higher or placement score of at least 3 on the QR placement or complete MA106.

202. Experimental Psychology (3)

Introduction to philosophy of science, theory development and testing, professional and research ethics, and a systematic study of a variety of descriptive and experimental research methods through lecture and class exercises. American Psychological Association writing style through a variety of writing exercises, which require word processing on computers. Pre-requisite: PS130 or 201 or consent of instructor.

204. Social Psychology (3)

Systematic study of social behavior of the individual as well as the group. Social perception, motivation, learning, attitudes and values. Dynamics of social groups and interaction among groups. Emphasis on research methods and projects. Cross-listed with SO204. Pre-requisite: PS130.

260, 360. Special Topics In Psychology (3)

Selected topics in psychology. Offered on demand. May be repeated for credit with a different topic. Pre-requisite: consent of instructor.

301. Advanced Statistical Methods (3)

Systematic study of multi-factor analysis of variance techniques, regression analysis and other advanced analytic techniques, including computer skills for data analysis. Pre-requisite: PS201.

303. Physiological Psychology (3)

The biological bases of behavior. Consideration of the neuroscience approach to understanding psychological functioning. Includes neurological and endocrine mechanisms which direct and support behavior. Pre-requisite: PS130.

304. Advanced Experimental Psychology (3)

Advanced study of major areas of psychological research. Emphasis on psychology as an empirical science. Students design, perform, analyze and report on experimental projects. Readings in current psychological research are discussed. Two hours of lecture and two hours of laboratory each week. Pre-requisite: PS 202 and 301.

305. Industrial and Organizational Psychology (3)

Survey of field focusing on application of psychological principles, methods and research in business and industry. Focus on psychological perspective of topics ranging from absenteeism, communication, research methods, personnel selection, training, job analysis and design, work conditions, leadership, safety to testing. Pre-requisite: PS130.

306. Tests and Measurements (3)

An introduction to basic psychometric principles underlying test construction, evaluation, and interpretation; methods of collecting, evaluating, and reporting psychometric data; major psychological and educational measurements currently in use, their application, theoretical and empirical basis, and their historical significance. Basic legal and ethical issues in psychological measurement are addressed. Pre-requisite: PS130 and PS201.

310. Principles of Psychopathology (3)

An introduction to pathological personality development and the behavior disorders. Emphasis on causal perspectives and major theories of psychopathology. Assessment and diagnostic systems are broadly reviewed. Pre-requisite: PS 130.

315. Sensation and Perception (3)

Examination of traditional and contemporary psychophysical models of sensation and perception, overview of the seven senses, sensory development and learning, and applications of sensation and perception research. In-class laboratory participation required. Pre-requisite: one course in psychology or consent of instructor.

318. Personality Theory (3)

Development, dynamics and structure of personality. Survey of major contributions to methodology, theory and empirical research. Pre-requisite: PS130 or consent of instructor.

331. Principles of Learning (3)

Survey of basic learning principles, data, theory and current issues concentrating on animal learning but including relevant human learning. Focus on non-associative, classical and instrumental conditioning procedures and applications of these data to various settings. Pre-requisite: PS130.

332. Memory and Cognition (3)

Consideration of experimental approaches to the study of higher mental processes. Emphasis on the major developments in the study of memory acquisition, storage and retrieval. Survey of concept formation, knowledge representation, language comprehension and problem solving. Pre-requisite: PS130.

340. Lifespan Development (3)

Study of human development through the lifespan. Emphasis is on theories of development, normative development, and changes in psychological processes including cognition, memory, and intelligence. The changes in family and social interactions are also considered. Pre-requisite: PS130.

391, 392, 393. Independent Study (1-3)

Readings, directed study in-depth, individual research and field study in areas of interest to the student. Pre-requisite: honor student or psychology major and consent of Department Chair and instructor.

450. Experimental Psychology Capstone (3)

A required capstone course for Psychology majors. Students in this course will conduct independent research, and write a final paper in APA format. This paper will then be presented at the Behavioral Sciences Research Symposium or the Undergraduate Research Poster Symposium in the Spring. Pre-requisites: senior psychology major and satisfaction of the Departmental Writing Proficiency.

SERVICE LEARNING

Service Learning Course (IN) (Credits)**330. Service Learning Social Action (1-3)**

Participation in and reflection upon independent projects addressing community issues or concerns, typically working with a specific population in need. Service is often a combination of direct service on-site with community organization staff along with indirect service such as research and writing off-site. Students will develop learning objectives, keep a record of service hours, and document their experience in a reflective journal and a final paper or presentation. Projects may require the participation and approval of an additional faculty member in the relevant discipline. Additionally, students are required to meet with the Director of the Career Center throughout the semester to monitor progress.

430. Service Learning Collaborative Project (1-3)

Collaborative interdisciplinary service learning project. In addition to integrating knowledge from at least two academic disciplines, students must collaborate with at least one other student and at least one community group in planning or implementing a project addressing a community need. Grant or proposal writing is sometimes part of this process. Students interested in initiating this option must seek a faculty supervisor with expertise in one of the disciplines.

SOCIOLOGY

Sociology Courses (SO) (Credits)

100. Introduction to Sociology (3)

An introduction to the perspectives, concepts, methods and general findings of the sociologist. Special attention given to the uses of the computer in understanding the social causes of human behavior.

120. Introduction to Anthropology (3)

Introduction to the field of anthropology. Techniques and problems of major subfields of anthropology: linguistics, archeology, ethnology, physical anthropology and primatology, and applied anthropology.

200. Introduction to the Helping Professions (3)

This course will offer a comprehensive look into various helping professions that will allow students the opportunity to explore professions and gain perspectives as they investigate career opportunities within the helping field. Exploration of topics including career paths, job/career testing, salaries, supervision, credentialing, values and ethics, and demographic information of various professions as well as confidentiality and documentation will take place. Helping professionals from various training backgrounds currently in practice will be included in classroom presentations. Pre-requisite: SO100 or PS130, sophomore standing.

201. Statistical Methods in the Behavioral Sciences (3)

Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with PS201. Pre-requisite: PS130 or SO100. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics subscore 22 or higher or placement score of at least 3 on the QR placement or complete MA106.

204. Social Psychology (3)

Systematic study of social behavior of the individual as well as the group. Social perception, motivation, learning, attitudes and values. Dynamics of social groups. Emphasis on research methods and projects. Cross-listed with PS204. Pre-requisite: SO100.

221. Methods of Social Research (3)

Covers most techniques commonly used in sociological research. Emphasis placed on selecting research strategies appropriate to the task. Topics include ethics and logic of research, concept formation, operationalizing variables, choosing techniques of data collection, data analysis and writing the research report. Pre-requisite: SO100, SO201.

224. Poverty and Welfare (3)

The study of the causes, persistence, and consequences of poverty in the U.S. Attention will also be paid to the history, patterns, and policies of the welfare systems. Cross-listed with IN250.

232. Deviant Behavior (3)

This course will examine the varied behaviors considered to be deviant in contemporary western societies, the socially constructed nature of deviance, and the development of public policies for the control of deviant acts. Special emphasis will be given to the definition of deviance, the measurement of deviance, theories of deviant behavior, the deviant career and the development of social control strategies in contemporary society. Pre-requisite: SO100.

250. Approaches to Sociological Theory (3)

A study of the development of the discipline of sociology. Particular emphasis placed on the classic theories, which are analyzed in terms of the social context in which they were developed. Pre-requisite: SO100.

260, 360. Special Topics in Sociology (3)

Selected topics in sociology. Offered on demand. May be repeated for credit with a different topic. Pre-requisite: consent of instructor.

310. Racial and Ethnic Group Relations (3)

A concentrated study of racial and ethnic group interaction in societies such as the United States. Pre-requisite: SO100.

311. Juvenile Delinquency (3)

This course is designed to provide an overview of the study of juvenile delinquency, and will examine the contemporary theories, laws, policies, and practices of the juvenile justice system in the United States. The sociological perspective will be emphasized. However, the interdisciplinary nature of this course will require the use of alternative perspectives from time to time. Pre-requisite: SO100.

314. Social Work Theory and Practice (3)

This course provides a detailed study of social work as a profession, including a review of values, ethics and theoretical perspectives supporting intervention strategies and methods of the field. An introduction to the fields of specialty in social work will be provided. Content will also be provided that focus on the interpersonal, analytical and problem-solving skills, which are required in professional social work. Pre-requisites: SO100 or PS130.

315. Human Behavior and the Social Environment (3)

This course introduces social systems theories, psychological theories and developmental theories to examine why people behave as they do and to apply this knowledge to generalist Human Services practice across the life span. Integration of major concepts from the social and behavioral sciences will be taught. The impact of culture and environmental conditions on individuals, families, small groups and communities, is examined. Pre-requisites: human services major, sophomore standing, and SO100, or PS130, or instructor consent.

316. Social Issues in Healthcare (3)

The purpose of this course is to introduce the changing role in health care in our country. The identification of key issues involving interdisciplinary collaboration and the development of strategic interventions with other health care professionals and teams is explored. Roles in social work, discharge planning, case management, home care, hospice care, and the historic and current policies that affect health care will be studied. An overview of health care payment systems will be covered. Offered as an Immersion Course. Pre-requisite: SO100 or PS130 or consent of the instructor.

317. Practice with Diverse Populations (3)

This course is designed to expand students' awareness of both the cognitive knowledge and skills necessary to effectively interact with and/or serve culturally diverse populations. Application of clinical principles including engagement, assessment and interventions will be a particular emphasis as well as a focus on privilege, power, oppression, and discrimination. Pre-requisite: SO314, human services major or consent of instructor.

318. Social Gerontology (3)

This course provides an introduction to the field of Social Gerontology and the services available to meet the needs of the geriatric population. The processes and realities of aging in contemporary American society will be examined. Some topics will include health care, social roles, community life, personal aging, death and dying and the community/social program that support the aging population. Community professionals who provide services to seniors will be included in classroom presentation and site visits to senior programs will be completed. Offered as an Immersion Course. Pre-requisite: SO100 or PS130 or consent of the instructor.

319. Introduction to Child Welfare (3)

This course provides an introduction to Child Welfare in the United States and examines current child welfare policies and practices. The course explores the rights of children, the rights and responsibilities of parents and society and their points of conflict. It provides relevant content for students considering careers in child welfare, schools, juvenile justice and family. Offered as an Immersion course. Pre-requisites: SO100, PS130, or consent of the instructor.

320. Social Stratification (3)

The study of the patterns of social, economic and political inequality among individuals, families and social groups. Particular attention paid to the causes and consequences of inequality and to such issues as social mobility, class consciousness and power. Prerequisite: SO100.

321. Community Mental Health (3)

This course provides an in depth look into community mental health with a focus on mental health policy, programs, services, funding, organizational structure, and populations served. Students will gain first hand knowledge and experience within the community mental health field by participating in site visits as well as shadowing opportunities at local mental health agencies. Professionals from the mental health field will be included in classroom presentations. Pre-requisite: Junior standing, SO315.

325. Social Work Ethics (3)

This course is designed to develop and expand students' understanding and awareness of social work ethics. Specific attention will be given to the ethical responsibilities practitioners have to clients, colleagues, practice settings, the social work profession, and broader society. Students will learn to identify and manage ethical issues and dilemmas in social work practice and gain an appreciation and understanding of the values and ethics within the social work profession. Students will acquire knowledge about professional, legal and ethical standards of practice and their role in competent, ethical social work practice, increase self-awareness and develop an awareness of how personal values and professional behaviors interact, increase ability to recognize ethical issues and to apply ethical decision-making models. Students will utilize critical thinking skills to recognize and accept the impact of diversity and social justice in understanding and addressing ethical dilemmas. Pre-requisite: SO370, human services major or consent of instructor.

330. Sociology of Gender (3)

A study of the structure of gender in societies. The focus of the course in any semester may be on some of the following issues: the social construction of gender, gender socialization, institutional aspects of gender, and economic and social inequality. Pre-requisites: SO100.

340. Field Study in Chicago (3)

Design and implement a field study research project in Chicago. Utilize the resources of the city to do primary research through interviews, observation, surveys and/or other research methods. Students complete a group research project as well as an individual field study related to their respective majors. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

350. Chicago Communities and Cultures (3)

Focus on the ethnic, religious, racial, economic and lifestyle diversity of Chicago's neighborhoods and the social dynamics of the city. Includes visits to city neighborhoods, major political and economic institutions, and meetings with community leaders. Studies how racism, economic displacement and violence impact the city and examines solutions surrounding these issues. Also emphasized is the role of artistic expression in community development, including blues and jazz, museums, poetry, off-Loop art galleries, dance, film and theater. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

351. The Family (3)

The study of the family and its relationship to the larger society, focusing especially on American family structures. Particular attention paid to family systems theory, class differences among families and single parent families. Pre-requisite: SO100.

355. Chicago Internship or Practicum (4-8)

An internship experience in Chicago. Varied placements available for all majors. Combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract and a daily journal, as well as a summary paper on the internship. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

361. Criminology (3)

An analysis of theories of criminal behavior and criminal control procedures. Emphasis on causation, criminal laws, and crime control by police and criminal or juvenile courts. Overview of preventive methods and treatment of penal systems. Pre-requisite: SO100.

365. Sociology of Globalization (3)

This course studies the changes in the social and economic structures of the world, especially since World War II. It focuses on the historical, economic, and social causes of globalization and the effects of these processes on global lifestyles, the environment, and social inequality. Since this course is cross-listed with IN350, Global Issues, it is writing intensive, and includes significant components of reflection and attention to ethical reasoning. Pre-requisites: Junior status.

370. Methods of Intervention: Individuals (3)

This course provides an introduction to generalist practice. Students begin to learn the counseling skill and methods required for practice with individuals. Interview skill for assessment, planning intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. This course will emphasize concepts for understanding, measuring, and evaluating competence. Pre-requisites: human services major, SO314, art therapy major.

371. Methods of Intervention: Family/Groups (3)

This course provides content on generalist practice with a focus on families, small groups, and individuals in a group context. Counseling skills of assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. Pre-requisite: human services major, SO370, art therapy major.

372. Social Movements (3)

The focus of this course will be social movements as a major cause of social change. Topics will include the social construction, history, recruitment of new members, strategies, tactics, and outcomes of major social movements. Special emphasis will be given to the role of individuals in promoting or resisting social change. Pre-requisite: SO100.

392. Urban Sociology (3)

American urban development with emphasis on the social and spatial patterns of U.S. cities, emerging life styles in the urban setting, and urban problems. Attention will be paid to urban planning, metropolitan government, the distribution and movement of jobs and industry, urban transportation, and inter-group relations. Pre-requisite: SO100.

395, 396, 397. Independent Study (1-3)

Directed reading and study in depth, individual research and field study in areas of student's interest. Pre-requisite: honor student or sociology major, and consent of Department Chair and instructor.

450. Sociological Analysis (3)

A required capstone course for sociology majors. Students in this course will review their sociological knowledge and analytical skills, and prepare a major paper. Pre-requisite: senior sociology major and satisfaction of the departmental writing proficiency.

460. Capstone Internship (4-7)

Students are placed as an intern in selected community, state, social service, or welfare agencies based on the students interest and agency acceptance. These placements, which are supervised by a faculty member, are considered pre-professional experiences, and the expectation is that students will be using the knowledge, skills, and values, learned while pursuing their major. Through class participation on campus once weekly, journals and paper assignments, students will reflect on their experiences and integrate their knowledge with their practical experience. Pre-requisite: second semester junior or senior class standing, with approval of human services faculty, SO314, 315, 370.

470. Sociology Internship (3)

This course provides for an internship experience for sociology majors and minors. The student is placed as an intern in a selected community, state, social service, welfare or research agency, based on student interest and agency acceptance.

480. Advanced Internship (1-6)

This course provides an opportunity for students who have already completed SO460, Capstone Internship, to take an additional internship experience. Pre-requisite: SO460 and consent of human services faculty.

SPANISH

Spanish Courses (SP) (Credits)

103. Beginning Spanish (4)

Introduction to Spanish. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Open to students who have not studied Spanish previously or who place into this course.

114. Continuing Spanish (4)

Continuation of Beginning Spanish with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Pre-requisite: SP103 or placement.

223. Intermediate Spanish (4)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Spanish-speaking world. Practice in oral and written expression. Pre-requisite: SP114 or placement.

301. Spanish Conversation and Composition I (3)

Intensive practice in the use of Spanish as a means of oral and written self-expression, with particular emphasis on listening and speaking skills. Pre-requisite: SP223 or placement.

302. Spanish Conversation and Composition II (3)

Intensive practice in the use of Spanish as a means of oral and written self-expression, with particular emphasis on reading and writing skills. Pre-requisite: SP223 or placement.

303. Culture of Spain (3)

Study of the cultures of Spain. Readings and discussions of contemporary issues. Pre-requisite: SP223 or placement.

304. Culture of Latin America (3)

Study of culture and civilization of Latin America beginning with the pre-Columbian tribes and ending with contemporary US-Latin American relationships. Pre-requisite: SP223 or placement.

310. Spanish for Health Professions (3)

In this course, students will learn and use the vocabulary of the health professions and analyze health issues in the US and other countries. Students will work in an in-depth project about a health issue, which they will present orally to the class and in essay form at the end of the semester. Pre-requisite: SP223.

320. Art, Literature and Film of U. S. Latinos (3)

Spanish 320 constitutes a survey of visual art, literature and film by artists from the various Latino communities of the U. S. (principally Cuban-Americans, Puerto Ricans, Dominican-Americans and Chicanos). Primary sources will include poetry, drama, short stories, novels, painting, film and music. Special focus on border studies and the question of what Gustavo Pérez-Firmat calls "life on the hyphen" - the double identity of those who live in the U. S. but have cultural roots in Mexico, Central America and the Caribbean. Short critical essays and oral presentations allow students to practice skills in Spanish. Course conducted in Spanish. Pre-requisite: SP301 or SP302 or SP303 or SP304.

321. Survey of Spanish Literature (3)

Spanish 321 constitutes a survey of the literature of Spain from the Middle Ages to present day. Texts will include poetry, drama, short stories and a novel. Students will also study film adaptations of particular works of literature. Particular focus on the questions of gender and intertextuality in the creation of literature. Short critical essays and oral presentations allow students to practice skills in Spanish. Course conducted in Spanish. Pre-requisite: SP301 or SP302 or SP303 or SP304.

323. Survey of Latin-American Literature I (3)

Survey of Spanish-American literature from the pre-Colombian period to the late 19th century. Special attention given to development of critical skills for literary analysis. Pre-requisite: SP301 or SP302 or SP303 or SP304.

324. Survey of Latin-American Literature II (3)

Survey of Spanish-American literature from the late 19th century to the present. Special attention given to the development of critical skills for literary analysis. Pre-requisite: SP301 or SP302 or SP303 or SP304.

330. Spanish for Business (3)

Study of the vocabulary, culture and strategies to communicate in the Hispanic business world. Emphasis is in reading and discussing about current events and writing business correspondence. Pre-requisite: SP301 or SP302 or SP303 or SP304 or permission of instructor.

340. Theatre Performance in Spanish (3)

Intensive work in all areas of a theatre production in Spanish, including acting. Preparation for a public performance. Pre-requisite: SP301 or SP302 or SP303 or SP304 or permission of instructor.

350. Study Abroad in Spanish (3)

Study of the culture of Spain or Latin America. Practice of oral skills and vocabulary in a foreign country. Pre-requisite: SP223 or permission of instructor.

402. Linguistics (3)

Introduction to Spanish phonology. Practical application of technical concepts. Study of phonological history of the Spanish language. Required of all Spanish and modern languages majors. Pre-requisite: SP301, SP302, SP303 or permission of instructor.

480. Spanish Advanced Conversation and Composition (3)

Senior Capstone course required of all Spanish majors. Students will compose and complete an individualized project and participate in an advanced dramatization demonstrating a high level of Spanish conversation and composition abilities.

481, 482. Topics in Hispanic Literature (3) Per Semester

An advanced literature seminar. Selected topics to be determined by instructor. Writing and presentation of analytical studies. Pre-requisite: SP301 or SP302 or SP303 or SP304.

491, 492, 493, 494. Independent Study in Spanish (1-3) Per Semester

Directed studies and independent research for students of advanced standing. Pre-requisite: SP320 or SP 321, or SP323 or SP324, or permission of instructor.

THEATRE & DANCE

Theatre Courses (TH) (Credits)**101, 201, 301. Theatre Practicum (0)**

Students participate in productions by working behind the scenes during their first three years in the program. These collaborative experiences help develop a sense of volunteerism and often, a second marketable professional skill in various areas of theatre production.

102. Introduction to Technical Theatre

Through class lectures and hands-on participation, this course is designed to give the student an overview of the theories, practices and techniques involved in scenery and costume construction, stage lighting, theatrical sound and stage management. Hands-on learning and work on university productions are required to reinforce skills and to promote collaborative effort.

103. Acting: Non-Majors (3)

A practical acting course for non-theatre majors designed to introduce students to basic fundamentals of acting. May be taken for university studies fine arts credit but does not count towards theatre major.

107. Introduction to Theatre Arts (3)

A survey of drama and theatre arts to develop students' understanding and appreciation of contemporary theatre. Laboratory hours in related theatre activities may be required. May be taken for university studies fine arts credit, but does not count toward theatre major.

109. Drawing for Theatre (3)

This is a "hands-on" course that explores drawing skills needed in the area of Theatre Design. This includes: one, two and three point perspective, figure drawing, thumbnail techniques, line drawing, value drawing, and technical drawing techniques.

113, 213, 313, 413. Theatre Laboratory: Experimental (1)

Credit for participating in experimental productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Only 1 credit may be taken per semester. Consent only.

114, 214, 314, 414. Theatre Laboratory: Musical Theatre (1)

Credit for participating in musical theatre productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Consent only.

115, 215, 315, 415. Theatre Laboratory: Main stage (1)

Credit for participating in main stage productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Consent only.

131. Play Analysis (3)

Through the study of selected works, students learn techniques for analyzing play structure in a manner vital for performing artists, directors, and designers. Plays shall be selected from a variety of periods in theatrical history. The genres of tragedy and comedy and various stylistic approaches to interpreting theatrical works will be closely studied. Pre-requisites: Theatre majors or minors only, or consent of instructor.

135. Principles and Elements of Design (3)

This course is intended to introduce the student to basic design principles and explores the elements of design through a variety of abstract and conceptual projects that incorporate 2d, 3d and Kinetic design. An emphasis on presentation and communication of ideas will be a focus of this class.

141. Acting I (3)

A study in basic concepts of acting developing the integration of the actor's mind and body through a variety of exercises with emphasis on professional preparation, the collaborative experience, and the development of the imagination. Majors and minors only.

142. Acting II (3)

Continuing study of the fundamental concepts of acting with an introduction to analysis and how it informs and connects with technique. Pre-requisites: TH131 and 141, or consent of instructor.

145. Beginning Movement for Actors I (1)

Beginning techniques for physical awareness, and development of centered movement, alignment, flexibility and breath. Majors only. Lab fee.

146. Beginning Movement for Actors II (1)

Beginning techniques for physical awareness, and development of centered movement, alignment, flexibility and breath. TH145 prerequisite. Majors only.

151. Fundamentals of Lighting (3)

This course is designed to introduce the student to the basic knowledge and practice of stage lighting techniques in both technical and artistic projects, and to USITT national standards in stage lighting technology and design. The student will develop hands-on skills in the area of stage electrics with an emphasis on industry-wide safety standards for stage electricians.

152. Costume Construction (3)

This course introduces students to the materials, tools, machinery and techniques required to construct a costume for the theatre, and apply their knowledge to the construction of a garment from pattern to finish work. Students will also learn the roles and hierarchy of a working professional costume shop.

154. Scenic Construction (3)

This class serves as an introduction to theatrical scenery construction. Through class lectures and hands-on participation, it is designed to give the student a detailed overview of the theories, practices and techniques involved in safely building, rigging, installing, operating, and striking theatrical scenery.

202. Children's Theatre (3)

An introductory course in performance and theory of Children's Theatre. A practical study of production methods for children's plays.

220. Sound for Theatre (3)

This class serves as an introduction to sound design, technical sound, and sound reinforcement for theatre. Through class lectures and hands-on participation, it is designed to give the student a detailed overview of the theories, practices and techniques involved in designing, editing, and technically implementing music, sound, and sound systems for theatrical performance.

221. Rendering Techniques (3)

This course introduces students to the use of artistic materials as they are typically used for the production of quality renderings for theatrical production. Students will learn to use materials such as watercolor, gouache, colored pencil and design markers. The successful student will produce materials worthy of inclusion in the design portfolio.

240. Voice for the Stage (3)

The fundamentals of vocal technique for the actor. Special emphasis is given to the anatomy and physiology of the vocal mechanism, including breathing, phonation, resonance and articulation. Students learn portions of the International Phonetic Alphabet as a tool for phonetic analysis, the practice of Standard North American speech, and subsequent dialect analysis and practice.

241. Advanced Voice (3)

Further development of the fundamentals of vocal technique. Special emphasis is given to enhancement of vocal power, range, clarity, flexibility, and responsiveness to text. Technique issues are addressed through warm-up approaches and work on heightened text, including Shakespeare. Work with text also includes methods of verse scansion and rhetorical analysis. Pre-requisite: TH240.

242. Theatrical Make-up (1)

A practical course in makeup techniques for the stage. Areas covered include the study of facial structure, modeling 2-dimensionally with highlight and shadow, and examination of color theory. Projects emphasize corrective, old age, and specialty applications. Majors only. Lab fee

251. Drafting for Theatre (3)

This is a hands-on course that examines the graphical communication of technical theatre design through both manual and CADD (computer-aided design) methods. Students will develop drafting skills through a series of projects, and learn USITT standards for drafting.

252. Scenic Design for Theatre (3)

This course is designed to introduce students to the fundamental principles and techniques of scenic design for the theatre. Students will research historical periods, styles, playwrights, dramatic structures, and characterizations in selected plays in order to arrive at a clear and coherent point of view about a play and communicate it through visual and spacial design.

255. History of Style: Antiquity Through Contemporary (3)

An exploration of periodicity through the examination of stylistic elements from Egyptian through the present. Styles of art, architecture, dance, theatre, music, etc. will be examined in an effort to give students a strong sense of the commonalties as well as the differences in the various art of the periods. Trends in philosophy, religion, commerce, etc. will be studied for their effect upon artistic form.

302. Advanced Make-up (3)

A continuation of Theatre 242, Theatrical Make-up, in which the student concentrates on the design and application of make-up for various characters in realistic and stylized plays. This course exposes students to 3 dimensional technology used in the field of make-up including alginate casting and the creation and application of prosthetic make-up pieces. Pre-requisite: Theatre 242. Lab fee.

321. Directing I (3)

An introduction to the theory and techniques of stage directing, this course emphasizes script analysis, collaboration, executing blocking and staging techniques, understanding aesthetics and clarity. Prerequisite: TH 131 or consent of instructor.

322. Directing II (3)

A continuation of Directing I, this course also includes analysis of contemporary directorial theories. Professional techniques are thoroughly examined. Plays' meanings and values from contemporary perspectives are evaluated as students analyze theories to help them develop their own personal style and technique. Prerequisite: TH 131 and 321, or consent of instructor.

325. Playwriting (3)

The writing of plays. Emphasis placed on plot, theme, dialogue, technical problems and characterization. Pre-requisite: Theatre 131 or consent of instructor.

331, 332, 333, 334. Seminar in Dramatic Literature/Theory/Criticism (3)

An investigation into the work of major playwrights, practitioners or theorists, or into dramatic literature, theory and/or criticism of a given style or period. Repeatable for credits each time topic changes. Pre-requisite: Theatre 131 or consent of instructor.

335. Integrated Theatre Studies I: Pre-Modern Theatre (3)

An integrated study of theatre history, theory, and dramatic literature from the beginnings of theatre to the 19th Century. Readings will include theatre history texts, plays from important periods in theatre history, and primary documents of theatre theory such as Aristotle's "Poetics." A central assignment will be a dramaturgical project on a pre-modern dramatic text. Pre-requisite: TH 131 or consent of instructor.

336. Integrated Theatre Studies II: Modern and Contemporary Theatre (3)

An integrated study of significant theatre practices focused on the emergence of modern theatre in the 19th Century, the development of "modernist" theatre aesthetics in the early 20th Century, and the conditions that have shaped contemporary theatre. Readings will include theatre history texts, influential plays from the modern and contemporary repertoire, and significant primary texts in theatre theory. Particular emphasis will be placed on understanding modern theatre history as it influences current theatre practice. Pre-requisite: TH 131 or consent of instructor.

337. Musical Theatre History and Literature, I (3)

The study of the American musical from European influences until 1940 with emphasis on analysis of formative elements in preparation for work in the professional environment. Majors only. A linked course requiring concurrent enrollment in Theatre 339.

338. Musical Theatre History and Literature, II (3)

A collaborative exploration of the development and trends of the American musical from 1940 to the present with emphasis on analysis of different decades and styles. Majors only. A linked course requiring concurrent enrollment in TH340.

339. Musical Theatre Repertoire I (1)

An advanced course which explores the songwriting tradition on Broadway and in Hollywood during the first half of the 20th century with emphasis on professional preparation, analysis and technique in a collaborative environment. Performance of material will include songs appropriate for each student's vocal range. A linked course requiring concurrent enrollment in Theatre 337. Majors only. Pre-requisites: Music Theory 112 and Ear Training 114 or consent of instructor.

340. Musical Theatre Repertoire II (1)

An advanced course designed to explore leading vocal roles written for the musical stage during the second half of the 20th century with emphasis on professional preparation, analysis and technique in a collaborative environment. Performance of material will include songs appropriate each student's physical range. A linked course requiring concurrent enrollment in Theatre 338. Majors only. Pre-requisites: Music Theory 112 and Ear Training 114 or consent of instructor.

341. Acting: Styles (3)

An advanced studio course, this class investigates the origins of style that influence analysis and the technical work of actors in uniting form and content. An in-depth treatment of characterization and interpretation with special emphasis on language will be the focus using Shakespeare's plays. This course works on the actor's technique and analysis. Pre-requisites: Theatre 345, or consent of instructor.

344. Acting: Improvisation (3)

Focuses on improvisation as a creative technique and performance style. Trains the actor to work in an extemporaneous manner. Students work in a variety of situations that apply improvisational techniques to theatre pieces. Pre-requisites: Theatre 142 or consent of instructor. Majors only.

345. Acting: Advanced Scene Study I (3)

Further development of the work begun in Acting I and II, this course is designed to deepen the actor's understanding of craft and to apply analysis and technique to scene performances with emphasis on works of contemporary realism. Pre-requisites: TH142 AND consent of departmental performance committee.

346. Acting: Advanced Scene Study II (3)

A continuation of the work of TH345, this course is designed to deepen the practice of the actor's craft through more sophisticated application of analysis and technique in the performance of scenes from a broader range of styles and genres. Pre-requisites: TH345 AND consent of the departmental performance committee

350. Advanced Acting Styles (3)

Study of different acting styles for significant plays of the modern and classical theatre. Pre-requisites: Theatre 341 and 345, or consent of instructor.

351. Costume Design for Theatre (3)

Concentration on the conceptualization and rendering of costume design for the stage. Students will execute projects based on script analysis, research, and an understanding of design theory. The course of study addresses character and figure analysis, designer/director communication, shop practices, and the effective use of standard design elements and principles.

352. Lighting Design for Theatre (3)

This course is designed to explore the art of stage lighting design focusing on color theory, light and shadow, emphasis through light and styles of lighting. The history of stage lighting design will also be explored. The student will gain a working knowledge of USITT graphic standards for Lighting Design and Lighting Portfolios.

354. Costume History (3)

This course focuses on the evolution of clothing throughout history. The exploration of costume includes not only “what” people wore, but “why” people wore what they did. War, economy, trends and other pressures greatly influence what is considered to be fashionable, as well as what is considered to be the norm of a period.

356. Special Topics in Costume (3)

This special topics designation allows for courses which advance student knowledge in the area of costume. Topics could include pattern drafting and draping, dye techniques, millinery, tailoring, 3D makeup techniques, etc.

358. Special Topics in Stage Lighting (3)

This course is designed to explore advanced concepts in the art of lighting design for the performing arts. Through practical experiments and lab projects this course will explore color theory in design and the psychology of color, the use of lighting design as conceptual communication and how lighting design can manipulate the audience’s view of the performance.

362. Stage Dialects (3)

Application of techniques developed in the Voice sequence that enable the actor to speak in various regional dialects in performance contexts. Special emphasis is given to the use of IPA as a tool in phonetic analysis. Pre-requisite: TH241.

364. Advanced Movement for Actors (3)

Course will explore advanced movement techniques that continue to emphasize the full integration of the body, mind, and emotions while expanding the range of movement choices, from active stillness through realistic characters to broad physical comedy. Masks (neutral, character, and red nose) are used as the means of exploration. Pre-requisites: Theatre 146, 345 or consent of instructor.

381, 382, 383, 384. Seminar in Theatre Arts (1-3)

Topic to be announced each year. Pre-requisite: must be a major or consent of instructor.

390. Pipe Dreams Studio Theatre (1-3)

Students enrolled in TH390 are the Artistic and Production Teams of Pipe Dreams Studio Theatre, Millikin’s student-run theatre company. Teams meet weekly to establish goals, set timelines, and execute plans in addition to presenting a monthly report to the Pipe Dreams Board. Emphasis is placed on concept and business development, programming, and marketing/branding.

391, 392, 393, 394. Independent Study

Independent study in a topic chosen jointly by student and instructor with approval of Department Chair.

446. Acting: Musical Stage I (3)

This senior capstone course for B.F.A. musical theater majors is a performance practice class for education and improvement of skills for the musical theatre. Practical analysis and technique in combining the disciplines of acting, singing, and movement for the musical theatre is the central focus with in-depth exploration of how these elements define and effect character and dramatic choices. Professionalism in manner and preparation are also important foci of the class. Pre-requisites: junior or senior musical theatre major and completion of Theatre 345, or consent of instructor.

447. Acting: Musical Stage II (3)

This senior capstone course works on the development of audition technique for the actor entering the professional market of musical theatre. Students learn methods for analyzing music and lyrics of audition material, staging an effective audition, and applying fundamental acting techniques that bring immediacy and power to the audition. Students also develop and practice the professional etiquette of the business and deepen their understanding of how they fit into the professional market they enter. Pre-requisites: junior or senior musical theatre major and completion of Theatre 345, or consent of instructor.

448. Performance Problems (4)

This capstone course is required for all acting majors in their senior year. It requires intensive, in-depth work for the entire semester to integrate voice, mind, and body into an individualized acting approach. Integration of all aspects of the actor’s craft and artistry are emphasized. Students will develop an audition portfolio, practice the professional etiquette of the business, and deepen their understanding of how they fit into the professional market they enter. Pre-requisite: TH346, senior standing.

451. Theatre Props

This course will introduce the student to the basic skills and techniques needed to become a successful props master. The student will apply techniques of play analysis to the design, construction, and acquisition of properties for theatrical production.

452. Scenic Painting

This is a hands-on class in the art of painting scenery for the theatre. Students will work on the various techniques of texturing: spattering, sponging, dry brushing, etc. and use those techniques to create faux wood, bricks, stone, marble, etc. Other areas to be covered include History of Scenic Art, creation and interpretation of Paint Elevations.

453. Technical Direction

This class builds on the skills learned in Scenic Construction, advancing a student's skills in scenic construction, drafting, rigging, and problem solving. Through lectures and hands-on participation, this class also provides an introduction to structural and mechanical analysis, budgeting, and scenery automation.

470. Theatre Internship (1-3)

A cooperative course between the department of theatre and dance and selected theatres, organizations or individuals which will provide on-the-job training coupled with an academic analysis of the experience. Pre-requisite: advanced standing, or consent of instructor.

491, 492. Design and Production Cornerstone Project (1-3, repeatable to 6)

Designing, assistant designing, functioning as technical director or costumer for a production in either the main stage or Pipe Dreams seasons. Pre-requisite: advanced standing, necessary courses applicable to the discipline, consent of instructor.

493, 494. Advanced Directing Projects (1-3, repeatable to 6)

The direction of one-act plays for performance, or assistant direction, stage management, or dramaturgy of mainstage productions. Theatre 321 and 322, or consent of instructor.

496. Design and Production Capstone Project (3)

Designing or completing an equivalent technical project for a main stage production. A culminating senior experience in which the student is responsible for all designs, renderings, technical drawings and realization of the design. Pre-requisites: senior status and consent of instructor.

***Interdepartmental (IN) 400: BA Capstone (3)**

This course is the capstone course for all BA students in the College of Fine Arts, and explores the roles that art plays in a democratic society. Pre-requisite: senior standing, major in Theatre, Music or Art.

Dance

Dance classes are held in three well-equipped dance studios. A dance concert is performed yearly. Master classes often are taught by members of dance companies performing at Kirkland Fine Arts Center or by invited guests.

Dance Courses (DA) (Credits)

100. Dance Lab (1).

A student dance ensemble working on a series of exercises, combinations and ultimately fully realized pieces choreographed by students enrolled in one of the two upper level choreography classes. Emphasis will be placed on rehearsal techniques, ensemble dancing, collaboration skills and critical analysis. Audition required for registration. Repeatable for credit.

101. Jazz Dance I (1)

The study of jazz dance techniques at the beginning level. This course focuses on basic jazz dance components including placement, floor exercises, isolations, walks, syncopated rhythms, etc.

102. Tap I (1)

The study of beginning tap technique. This course focuses on the fundamental tap vocabulary, simple combination steps and the introduction to time steps.

105. Modern I (1)

The study of modern dance technique at the beginning level. This course focuses on body awareness and centering, understanding changes of direction, and finding ways of moving using natural momentum.

106. Ballroom (1)

The study of ballroom styles and techniques. This course is an introduction to the basic techniques, patterns, and positions found in a variety of ballroom styles. Possible styles include waltz, foxtrot, various Latin styles, and swing.

107. Ballet I-a (1)

The study of ballet technique at the beginning level. This course focuses on learning fundamental vocabulary and technical skills.

108. Ballet I-b (1)

The continuing study of ballet technique at the beginning level. This course focuses on developing barre exercises and centre floor work. Pre-requisite: DA107 or instructor consent.

201. Jazz II (1)

The continuing study of jazz dance technique. In addition to the continued development of the basic techniques of jazz I, this course focuses on across the floor combinations, center combinations and the introduction of jumps and turns. Pre-requisite: DA101, DA108 or consent of instructor.

202. Tap II (1)

The continuing study of basic tap technique. In addition to the continued development of the basic techniques of tap I, this course focuses on broadening the tap vocabulary and introduces velocity building exercises, across the floor combinations and more in-depth center combinations. Pre-requisite: DA102 or consent of instructor.

205. Modern II (1)

The study of modern dance technique at the beginning/intermediate level. This course focuses on learning dance phrases that are built on the techniques learned in modern I. Pre-requisite: DA105 or consent of instructor.

207. Ballet II-a (2)

The study of ballet technique at the intermediate level. In addition to barre and center floor work, this course focuses on developing consistency in pirouettes and petite allegro work. Pre-requisite: DA108 or consent of instructor.

208. Ballet II-b (2)

The continuing study of ballet technique at the intermediate level. In addition to barre, center floor and petite allegro work, this course focuses on developing grand allegro work. Pre-requisite: DA207 or consent of instructor.

302. Tap III (1)

The continuing study of tap technique at the intermediate level. This course focuses on increasing velocity, pick-up skills, sound quality, and articulation. Combinations will include more emphasis on style and complex rhythms. Pre-requisite: DA202 or instructor consent. Repeatable for credit.

303. Tap IV (1)

The continuing study of tap technique at the advanced level. This course will focus on complex steps and styles including rhythm tap, improvisation and a cappella tap. Pre-requisite: DA302 or instructor consent. Repeatable for credit.

305. Modern III (1)

The continuing study of modern dance technique at the intermediate level. This course focuses on developing floor work, and technical strength along with further exploration of movement through center floor combinations. Pre-requisite: DA205 or instructor consent. Repeatable for credit.

306. Modern IV (1)

The continuing study of modern dance technique at the advanced level. This course focuses on the student listening to his/her body's natural rhythms while incorporating improvisation and artistic creativity in center floor combinations. Pre-requisite: DA305 or instructor consent. Repeatable for credit.

312. Ballet III (2)

The continuing study of ballet technique at the intermediate/advanced level. This course focuses on building stronger technique while introducing concepts of musicality and artistry. Pre-requisite: DA208 or consent of instructor. Repeatable for credit.

351. Jazz III (1)

The continuing study of jazz dance technique at the intermediate level. This course focuses on the development of multiple turns, turning jumps and leaps. Pick-up skills will also be developed through more complex center-floor combinations. Pre-requisite: DA201 or instructor consent. Repeatable for credit.

352. Jazz IV (1)

The continuing study of jazz dance technique at the advanced level. This course focuses on the development of multiple turns, turning jumps and leaps. Pick-up skills, performance skills, and styles will also be developed through more complex center-floor combinations. Pre-requisite: DA201 or instructor consent. Repeatable for credit.

360. Performing Dance Ensemble (1)

Student dance company. This course focuses on the development of choreographic elements and/or fully produced concert works by both faculty and student choreographers. An audition is required for registration in this course. In addition to all class meetings, attendance at all rehearsals, showings, performances, and other required meetings is mandatory. Repeatable for credit.

381,382. Topics in Dance (1-3)

Topics announced per semester or term. Consent of instructor required.

412. Ballet IV (2)

The continuing study of ballet technique at the advanced level. This course focuses on building more sophisticated barre and centre floor work including further developments of adagio, pirouettes, petite allegro, and grand allegro. DA312 or instructor consent. Repeatable for credit.

420. Musical Theatre Choreography (3)

The exploration and development of choreography for the Broadway musical. In a workshop format, students will study the techniques used to further the plot, develop character relationships and enhance the framework of a musical through the use of choreography. The development of the director/choreographer/musical director relationships will also be discussed. Pre-requisite: DA201 or DA208 or consent.

430. Dance Concert (1)

Development of individual choreography resulting in the public performance of a completed work. Pre-requisite: senior dance minor.

446. Theatre Dance I (2)

Senior Musical Theatre B.F.A. Capstone. This yearlong sequence is an exploration of the styles of musical theatre dance. This course will focus on audition techniques, pick-up skills, professionalism as it pertains to the musical theatre industry, and the identification of the major contributors to the theatre dance repertoire. Pre-requisites: DA201, DA208, senior Musical Theatre major, or consent of instructor.

447. Theatre Dance II (2)

Senior Musical Theatre B.F.A. Capstone. This yearlong sequence is an exploration of the styles of musical theatre dance. This course focuses on the many styles of theatre dance incorporating combinations from the original Broadway choreography repertoire. Periodic discussions about the theatre industry including pictures and resumes, agents, casting directors, common business practices, contracts and other information pertaining to the theatre industry will also be an important part of this course. Pre-requisites: DA446, senior musical theatre major or consent of instructor.

490. Workshop in Choreography (3)

The study of the elements and techniques of choreography. In a workshop environment, students will focus on the basics techniques used to craft works of choreography resulting in a completed, full-length piece. Final compositions are performed in a studio recital. Pre-requisite: DA201 or DA208 or consent.

491, 492. Independent Study (1-3) Per Semester

Study in-depth, individual research and/or field study in areas of mutual interest to the student and the instructor. Pre-requisite: Consent of instructor.

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- PARRISH**, Judith Ann, (1995), B.S., Eastern Illinois University; M.S., Ph.D., University of Illinois, Professor of Biology
- PEARSON**, Barry, (1989), B.S., Kansas State University; M.F.A., Indiana University, Vice President for Academic Affairs/Dean of the College of Fine Arts/Associate Professor of Theatre
- PERALTA**, Luis, Universidad Autonoma De Santo Domingo, Lecturer of Spanish
- PETTUS**, Michael, (1996), B.A., Millikin University; M.B.A., Ph.D., University of Illinois, Associate Professor of Marketing
- 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 /Assistant Professor
- PRASUN**, Marilyn, (2007), B.S.N., Sangamon State University; M.S., Southern Illinois University; Ph.D., University of Illinois/Chicago; Associate Professor of Nursing
- RAMMELSBURG**, Anne, (1994), B.A., Simpson College; M.S., Ph.D., Cornell University, Associate Professor of Chemistry
- RASK**, Perry, (1995), B.A., University of Mary; M.M., University of North Texas; D.A., University of Northern Colorado, Professor of Music
- RAUFF**, James, (1988), B.A., Albion College; M.A., University of Wyoming; M.A., Loyola University (Chicago); Ph.D., Northwestern University, Professor of Mathematical and Computer Science
- REYMAN**, Randall, (1982), B.A., University of Northern Iowa; M.S., University of Illinois; M.M., Illinois State University, Associate Professor of Music
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- ROARK**, Eric, (2008), B.A., M.S., Iowa State University; M.A., University of Missouri-Columbia; Ph.D., University of Missouri; Assistant Professor of Philosophy
- ROBERTSON**, Marianne, (1994), B.S., M.S., Ph.D., Clemson University, Professor of Biology
- ROBSON**, Thomas, (2011), B.A., Grinnell College; M.A., Indiana University; Assistant Professor of Theatre and Dance
- RUSSO**, Annette, (1995), B.F.A., Millikin University; M.A., George Washington University, Assistant Professor of Art
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- SALMI**, Lyle, (1996), B.F.A., University of Minnesota-Duluth; M.F.A., Arizona State University, Associate Professor of Art
- SAMUELSON**, Sheryl, (1991), B.S.N., Alverno College; M.S.N., University of Wisconsin-Madison; Ph.D., Illinois State University, Associate Professor of Nursing
- SCHIETINGER**, James, (1978), B.A., M.F.A., University of South Florida, Professor of Art
- SCHULTZ-NORTON**, Jennifer, (2008), B.S.; Eastern Illinois University; M.S., Ph.D., University of Illinois; Assistant Professor of Biology
- SHAW**, Gary, (1983), B.M., New England Conservatory; M.M., Boston University; D.M.A., University of Wisconsin-Madison, Professor of Music and Director of Bands
- SLAYTON**, Deborah, (1980), B.S.N., Illinois Wesleyan University; M.S., University of Illinois Medical Center-Peoria; Ed.D, Illinois State University, Interim Dean, College of Professional Studies/Director of School of Nursing/Associate Professor of Nursing
- SMITH**, Neal, (1999), B.M., DePauw University; M.M.E., Ph.D., The Hartt School, University of Hartford, Associate Professor of Music
- STAPLETON**, Larry, (2001), B.S., Miami University; M.B.A., Chapman University; Ph.D., St. Louis University, Associate Professor of Production/Operations Management
- STICKLES**, Joe, (2006), B.S., Millikin University; Ph.D., University of Iowa, Professor of Mathematics
- STICKLES**, Paula, (2006), B.S., Millikin University; M.S., Northern Illinois University; Ph.D., Indiana University, Associate Professor of Mathematics
- STIMELING**, Travis, (2007), B.A., M.M., West Virginia University; Ph.D., University of North Carolina; Assistant Professor of Music
- STONE**, Terry, (2005), B.M., M.M., University of Illinois-Urbana, Lecturer of Music
- STREETER**, Eric (2007) B.S., Northern Michigan University, M.S., University of Illinois, Clinical Education Coordinator, Assistant Athletic Trainer, Assistant Professor of Exercise Science
- SRINIVASAN**, Sangeetha, (2011), B.S., M.S., M.P., Bharathiar University, Coimbatore, India; Ph.D., Michigan State University; Assistant Professor of Biology
- TALBOTT**, Matthew, (2008), B.S., M.E., University of Illinois; Instructor of Music
- TOURE**, Paul, (2011), L.L., M.M., D.E.A., Universite de Cocody-Abidjan, France; Ph.D., University of Cincinnati; Assistant Professor of French
- TROY**, Lawrence, (1979), B.A., State University of New York-Stony Brook; M.A., Ph.D., University of Connecticut, Professor of Sociology
- TU**, Catherin Ming, (2010) B.A., Wuhan Conservatory of Music-China; B.M., M.M., University of South Carolina, Ph.D., University of Miami, Assistant Professor of Music
- VERRY**, D. Rene, (1984), B.A., James Madison University; M.A., Trinity University; Ph.D., Purdue University, Associate Professor of Psychology
- WALKER**, Edwin, (1993), B.F.A., Millikin University; M.F.A., Rochester Institute of Technology, Associate Professor of Art
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- WHITE, Kay**, (1998), B.A., Illinois Wesleyan University; M.S.W., University of Illinois, Associate Professor of Social Work
- WIDENHOFER, Stephen**, (1983), B.S., M.M., Ball State University; D.A., University of Northern Colorado, Director of the School of Music and Professor of Music
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- YOKEL, Marilyn**, (2005), M.A., Eastern Illinois University, Lecturer of Education
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- Laurel Marling**, M.A., College of Charleston, Instructor of Communication
- David Matthews**, Ph.D., Indiana University, Instructor of English
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Christie Magoulias, Ph.D., Southern Illinois University
Gloria Marshall, M.S., College of St. Francis
David Matthews, Ph.D., Indiana University
Anne Matthews, Ph.D., Indiana University
Duane McCoskey, M.S., University of Illinois-Springfield
Ronda Mitchell, M.Ed., University of Illinois
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Mark Munoz, Ph.D., University of San Jose-Recoletos
Eileen Nelson, M.S., Southern Illinois University
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Ngozi Onuora, M.S., Eastern Illinois University
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Gilma Roncancio-Weemer, M.S., M.T. (ASCP), C.L.S. (NCA), College of Saint Francis, Program Director, School of Clinical Laboratory Science, St. John's Hospital, Springfield, IL

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ADELL, Arvid W., (1970-2001), B.A., Augustana College (Illinois); B.D., North Park Seminary; Ph.D., Boston University, Professor Emeritus of Philosophy

ALLEN, Jack C., (1949-1951, 1953-1956, 1962-1987), B.S., Millikin University; M.A., Columbia University, Dean of Admissions and Records Emeritus

BAIRD, Neil, (1970-2005), B.A., Millikin University; Ph.D., University of Minnesota, Associate Professor Emeritus of Biology

BENNER, Denny, (1963-1991), B.S., M.S., University of Illinois, Associate Professor Emeritus of Industrial Engineering

BOAZ, Mildred M., (1981-1999), B.A., Northwestern University; M.A., University of Michigan; Ph.D., University of Illinois, Professor Emeritus of English

BODAMER, William G., (1965-1997), B.A., Wagner College; B.D., Ph.D., Princeton Theological Seminary, Professor Emeritus of Religion

BOREI, Karin (1999-2008) M.L.S., Emeritus Director, Staley Library and Director of International Studies

BOSTON, Bryce, (1966-1996), B.S., Millikin University, Associate Director Emeritus of Admission

BUTLER, Thomas, (1967-1989), B.S., M.S., Western Illinois University, Director Emeritus of Instructional Resources

CHAPMAN, Merle (1967-2002), B.S., Millikin University; Ed.M., University of Illinois, Associate Professor Emeritus of Exercise Science

CZERWINSKI, Ralph, (1979-2007), B.A., M.S., Southern Illinois University; M.S.C.E., University of Evansville; Ph.D., University of Iowa, Dean Emeritus of the College of Arts and Sciences

DODGE, Stephen, (1968-2002), B.A., University of Dubuque; M.A., Ph.D., University of Minnesota, Professor Emeritus of History

FERRY, Richard E., (1961-2002), A.B., M.S. Ed., Millikin University; Ed.D., University of Illinois, Professor Emeritus of Education

FIOL, Stephen, (1976-2010), A.A., Heston College; B.A., Bethel College; M.M., Wichita State University, Professor Emeritus of Music

FORBES, Gordon, (1967-2006), B.A., University of Iowa; M.A., Southern Illinois University; Ph.D., Walden University, Professor Emeritus of Psychology

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GUILLORY, Daniel, (1972-2004), B.A., Ph.D., Tulane University, Professor Emeritus of English

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JENSEN, Norman H., (1970-1999), B.S., Midland Lutheran College in Nebraska; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska - Lincoln, Associate Professor Emeritus of Biology

KETTELKAMP, James F., (1964-1993), B.S., M.S., Millikin University, Dean Emeritus of Admission

KLAVEN, Marvin, (1961-1996), B.A., M.F.A., University of Iowa, Professor Emeritus of Art

- LIKINS**, Carolyn, (1986-2005), B.S., M.M., M.M., University of Illinois, Assistant Professor of Mathematics
- MANNWEILER**, Richard A., (1979-1999), B.S., M.S., Purdue University, Dean of Tabor School of Business Emeritus
- MARSHALL**, David H., (1967-1992), B.S., Miami (Ohio) University; M.B.A., Northwestern University; C.P.A. (Illinois); C.M.A., Professor Emeritus of Accounting
- MATTHEWS**, Terry, (1990-2011), B.S., M.S., Ph.D., Colorado State University, Professor of Biology
- MCQUISITION**, Thomas, (1979-2010) B.S., Heidelberg College; M.S., Ph.D. Bowling Green State University, Professor Emeritus of Biology
- MCQUISITION**, Virginia Frank, (1977-2001), B.A., Westmar College (Iowa); M.A., Specialist's Certificate in Library Science, University of Minnesota, Reference Librarian Emeritus
- MIHM**, Brian, (1972-2007), B.A., St. Olaf College, M.A., University of Chicago; Ph.D., University of Pennsylvania, Associate Professor Emeritus of English
- MILLER**, J. Roger, (1959-1991), B.M., M.M., Illinois Wesleyan University; Ph.D., University of Wisconsin; LL.D., Millikin University, President Emeritus
- NORTHRUP**, Jean, (1966-1986), B.M., M.M., New England Conservatory of Music, Associate Professor Emeritus of Music
- OLSON**, James R.G., (1965-1987), B.B.A., M.A., Ph.D., University of Minnesota, Professor Emeritus of Economics and Business Administration
- PACHOLSKI**, Richard A., (1970-1998), B.A., St. Francis Seminary; M.A., Marquette University; Ph.D., University of Wisconsin, Professor Emeritus of English
- PAUL-MERRITT**, Carol, (1970-2001), B.A., University of California; M.A., Indiana University; Ph.D., University of Southern California, Professor Emeritus of German
- PHILLIPS**, Douglas P., (1965-1997), B.M., M.M., Northwestern University, Professor Emeritus of Music
- REDFORD**, Gerald, (1961-1994), B.A., The Ohio State University; M.A., University of Illinois-Springfield; LL.H., Millikin University, Dean Emeritus of the College of Arts and Sciences
- RIVERS**, Mary, (1989-2007), B.A., Marquette University; M.A., Governors State University; Ph.D., University of Illinois, Associate Professor Emeritus of Communication
- SCHINKE-LLANO**, Linda, (1989-2003), B.A., Cornell University; M.A., Indiana University; Ph.D, Northwestern University, Professor Emeritus of Language and Literature and Distinguished University Professor
- SMITH**, Charles, (1992-2009), B.B.A, M.Acc., University of Georgia; Ph.D., American University of London, England; C.P.A. (Georgia and Illinois), Associate Professor Emeritus of Accounting
- SMITH JR.**, Homer A., (1985-1997), B.A., Rice University; Ph.D., Oklahoma State University, Professor Emeritus of Chemistry
- STEVENS**, Linda, (1979-2001), B.S.N., Indiana University; M.N., University of Florida, Assistant Professor Emeritus of Nursing
- TIEDE**, Russell, (1968-1993), B.S., South Dakota State University; M.S., Ed.D., University of Illinois, Associate Professor Emeritus of Music
- TOWER**, A. Wesley, (1981-1995), B.M., M.M., DePauw University; Ph.D., George Peabody College, Vanderbilt University, Dean Emeritus of the College of Fine Arts
- VICARS**, Robert E., (1968-1997), B.A., Indiana University; M.A., D.M.L., Middlebury College, Professor Emeritus of French
- WATSON**, James, (1979-2007), B.A., University of Washington; M.S., Ph.D., Purdue University, Associate Professor Emeritus of Economics
- WILKINSON**, Harold, (1978-2007), B.S., Brigham Young University; M.S., Michigan Technological University; Ph.D., University of Illinois, Associate Professor Emeritus of Biology
- YONAN**, Edward A., (1980-2002), A.B., Knox College; B.D., M.A., Ph.D., University of Chicago, Professor Emeritus of Religion

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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 70-acre campus includes Shilling Hall, Pilling Chapel, Gorin Hall, Leighty-Tabor Science Center, Staley Library, ADM-Scovill Hall, Richards Treat University Center, 10 residence halls, Perkinson Music Center, Kirkland Fine Arts Center, Frank M. Lindsay Field, the Decatur Indoor Sports Center at Millikin, including the Allan-McClure Wellness Center, and Griswold Physical Education Center. Construction was completed during the summer of 2003 on the 3D Theatre/Arts Building on the east side of campus. This building provides enhanced teaching facilities for woodworking, ceramics, and theatre scene construction. The former Scovill Science Center was renovated and opened in August 2005 as the ADM/Scovill Business & Technology Center. Six 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 was completed in late 1997.

Gorin Hall - The building contains office space for Admission, Financial Aid and the Registrar. Gorin also houses Birks Museum, which features a major collection of porcelain and art glass.

Griswold Physical Education Center - Completed in 1970, Griswold Center houses a field house with seating capacity in excess of 3,000 spectators, McIntosh Swimming Pool, 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 an observatory, 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.

Perkinson Music Center - Renovation and expansion of the original Conservatory, built in 1912, was completed in late 1999. In addition to soundproof practice rooms, classrooms, and studios, the Perkinson Music Center houses a 25-station computer lab and Millitrax, a state-of-the-art 24-track recording studio. Recitals take place in Kaeuper Hall, which seats approximately 170.

Pilling Chapel - Completed in late 1997, this 122-seat facility welcomes students of all denominations to a place of meditation, sanctuary and reflection.

Residence Halls - The residence hall system includes ten major residence halls: Aston, Blackburn, Walker, Hessler and Mills provide comfortable living conditions for more than 600 students, in addition to four smaller halls - Weck, and New Halls 2, 3 and 4 - housing approximately 50 students each. In fall 1996, Millikin added Dolson Hall (formerly Oakland Street Hall), a state-of-the-art residence hall, which also houses the University Bookstore and Common Grounds coffee house. 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 210 residents

Each residence is attractively furnished and all include carpeted lounges and corridors. Facilities are also provided for study, recreation, laundry, student group meetings, and activities. Blackburn, Dolson, Weck, Hessler and New Halls 2, 3 and 4 are air-conditioned. All residential hall beds are covered by fire detection and a suppression sprinkler system.

Richards Treat University Center (RTUC) - RTUC is the true living room of campus, the place where all members of the Millikin community meet, converse and grow together. It provides an attractive and functional facility for numerous student and University activities. The Richards Treat University Center is located near the center of campus housing meeting rooms, a snack bar, dining rooms, and student lounges. The building is named as a tribute to alumna Nola Treat and her long-time business partner, Lenore Richards.

ADM-Scovill Hall - Constructed in 1955, this building was closed for full renovation during 2004-05. The building re-opened in August 2005 as the ADM-Scovill Business & Technology Center. It houses the Tabor School of Business, SCORE Entrepreneurship Center, and computer labs.

Shilling Hall - One of the original campus buildings, it houses faculty and administrative offices, Albert Taylor Theatre, and classrooms. The Student Service 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. In 1988, following a \$6 million renovation, the building was renamed Charles Franklin Shilling Hall in honor of a bequest from the trust estate of the late Franklin W. Shilling.

Staley Library - This five-story building houses the University library, audio-visual classrooms, study areas and lounges. The library collection numbers approximately 220,000 physical items (books, videos, recordings, microforms, and periodicals). An online catalog with records of more than 30 million books, periodicals, and other items in 65 academic libraries in Illinois, including Millikin's, provides immediate access and interlibrary loan capabilities to the entire Millikin academic community. The library also provides access from across campus and beyond to over 80 electronic databases, broad and subject-specific, many offering the full electronic text of articles. A staff of five librarians and seven support staff provide assistance and instruction in the finding and use of these intellectual riches. The Library is named as a tribute to the generous support of members of the Staley family and the company that bears their name.

The lower level of the library houses the office of Academic Development, the Math center and Millikin's Honors Program.

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, swimming pool and Subway and Domino's Pizza.

Campus Parking: All vehicles that park on campus must be registered and display a permit. Permits are available through Security. The fee schedule for permits is: juniors and seniors \$50.00. Freshmen and sophomores are not allowed vehicles on campus except under extenuating circumstances. Freshmen and sophomores who seek a permit must petition to the Security for parking privileges. The fee for those approved is \$100. The fee for faculty and staff is based on pay. Commuter student permits are \$50. Parking permits are valid for one year.

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BUILDING GUIDE

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- (22) Alpha Chi Omega
- (19) Alpha Tau Omega
- (15) Alumni/Development Center
- (33) Aston Hall
- (8) Bartlett Tennis Courts
- (31) Blackburn Hall
- (13) Corner House
- (9) Decatur Indoor Sports Center (DISC)
- (16) Delta Delta Delta
- (18) Polson Hall - Bookstore, Java City at Common Grounds
- (47) Frank Hill Lindsey Field
- (29) Gamma Phi Beta Museum
- (38) Gamma Phi Beta Education Center
- (38) Health and Counseling Center
- (43) Hessler Hall
- (3) Jimmy John's
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- (17) Millikin East & West Apts.
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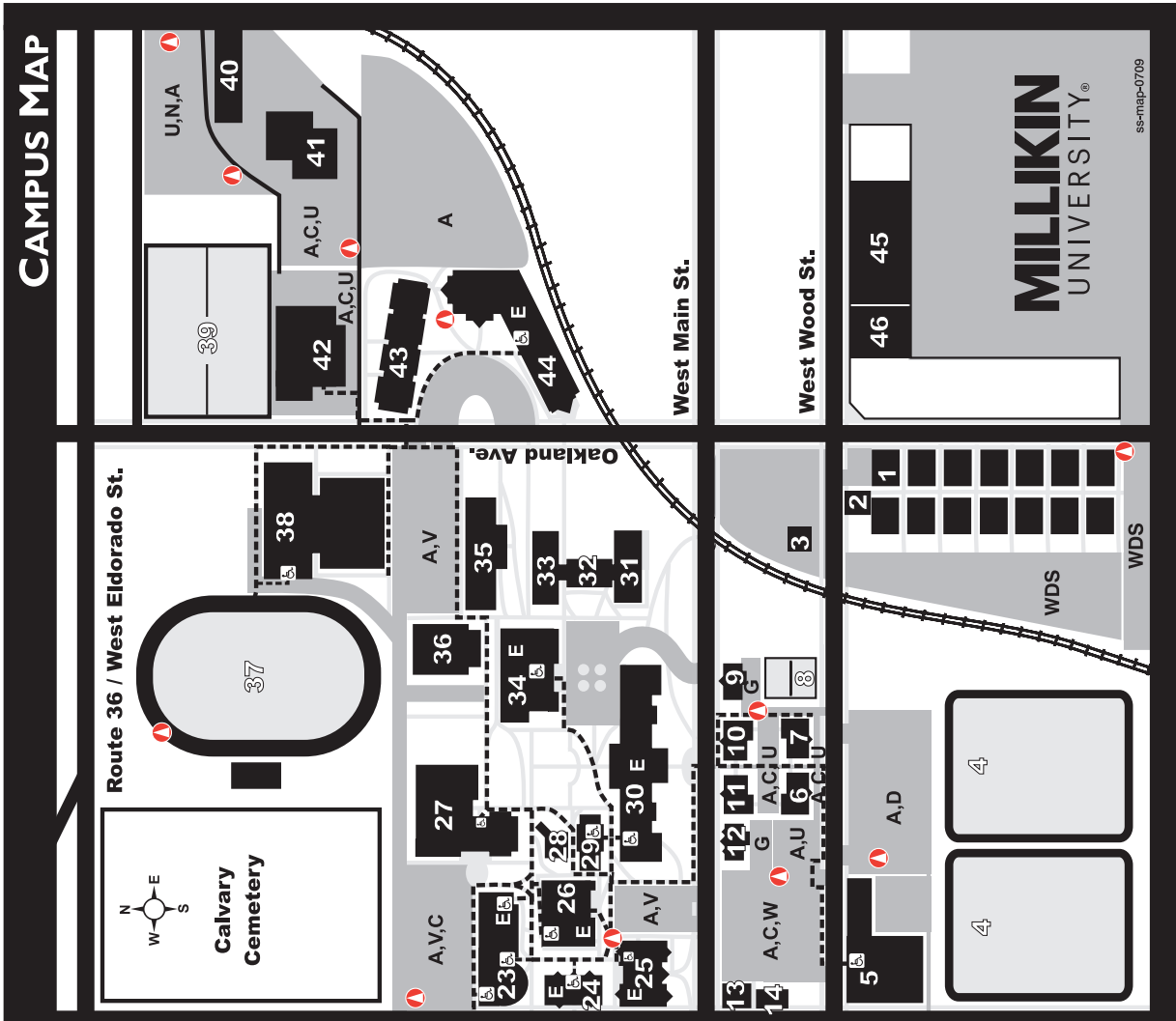
PARKING GUIDE

Handicap Parking is available in all lots.

- A** Faculty/staff parking from 7am to 5pm Mon-Fri. No parking from 4-7am without special permission.
- C** Designated Commuter Parking
- F** Commuter Parking in Fairview Lot only.
- D** Underclass Residential Restricted Parking in DISC Lot North half only
- G** Greek Parking
- MA** Residential Parking in Millikin Apartment Lot
- N** Underclass Residential Restricted Parking in North Street Lot only
- U** Residential Upperclass Parking
- W** Underclass Residential Restricted Parking in North Wood Street Lot only
- WDS** Woods Residential Parking only
- V** Visitor Parking

LEGEND

- Emergency Blue Light Phone
- Elevator Location
- Indicates an Establishment that accepts the Flex Dollar Meal Card
- Accessible Circulation Path
- Handicap Accessible Entrance



CAMPUS MAP

MILLIKIN UNIVERSITY®

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