

Directory of Information

Prospective students may write or call for information about admission procedures, financial aid, housing and/or other opportunities to one of the offices of the University listed below. The address is Millikin University, 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>

Notice of Policy

Millikin University adheres to the following policy with regard to the recruitment and admission of students, awarding financial or other assistance, provision and management of housing facilities, counseling of students, employment of individuals, the conduct of University sponsored programs or events, and the overall administration of the University.

No person shall on the basis of race, color, sex, age, handicap, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity sponsored by the University.

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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Announcements - 2005-06

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University Calendar

Fall Semester 2005

First Week	August 24-29
Registration/Validation.....	August 15-31
Registration New Students	August 29
Last Day to withdraw Registration and Not be Charged.....	August 29
Classes Begin.....	August 30
Last Day to Register.....	September 6
Last Day to Add a Class.....	September 8
Labor Day Holiday.....	September 5
Fall Family Weekend	September 23-35
Last Day to Exercise P-D-F Option.....	October 10
Homecoming.....	October 15
Fall Break	October 20-23
Classes Resume	October 24
Last Day to Drop a Class and Receive W	November 7
Advising Day	November 8
Early Registration for Spring Semester and January Term.....	November 9-Dec 14
Thanksgiving Recess	November 23-27
Classes Resume	November 28
Last Day of Classes	December 13
Study Day	December 14
Semester Examinations	December 15, 16, 17, 19, and 20
December Graduation	December 18

January 2006 Immersion January 2-15

Spring Semester 2006

Registration/Validation.....	January 9-18
Martin Luther King Jr. Holiday.....	January 16
Last Day to withdraw Registration and Not be Charged	January 17
New Student Registration	January 17
Classes Begin	January 18
Last Day to Register	January 23
Last Day to Add a Class.....	January 26
Last Day to Exercise P-D-F Option	February 27
Spring Break	March 18-26
Classes Resume	March 27
Last Day to Drop a Class and Receive W	April 3
Scheduling Day.....	April 4
Early Registration for Fall Semester and Summer Term.....	April 5-May 10
Good Friday and Easter Recess	April 14-17
Last Day of Classes	May 9
Study Day	May 10
Semester Examinations	May 11, 12, 13, 15, and 16
Commencement for PACE and MBA graduates.....	May 20
Traditional Undergraduate Baccalaureate and Commencement.....	May 21

Summer Term 2006 (See separate catalog for course offerings)

Summer Immersion Starts	May 17
First Summer Term	June 6-July 2
Second Summer Term	July 3-21
Full Summer Term	June 6-July 21
Last Day to Register Full Term and First Term	June 6
Last Day to Register Second Term	July 3
Independence Day Holiday (closed)	July 4
Last Day for Classes and Examinations	July 21

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.

Natural Sciences

Biology, B.A., B.S.
 Biology Education, B.A., B.S.
 Chemistry, B.A., B.S.
 Chemistry Education, B.A., B.S.
 Computer Science, B.A., B.S.
 Applied Mathematics, B.A., B.S.
 Mathematics Education, B.A., B.S.
 Physics, B.A., B.S.

School of Education

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

Social Sciences

Athletic Training, B.A., B.S.
 Communication, B.A.
 Fitness and Sport, B.A., B.S.
 Human Services, B.A.
 Physical Education, B.A., B.S.
 Political Science, B.A.
 Psychology, B.S.
 Social Sciences Education, B.A.
 Sociology, B.A., B.S.

College of Fine Arts

Art

Art Education, K-12, B.F.A.*
 Art Management, B.A., B.F.A.**
 Art: Studio, B.A., B.F.A.
 Art Therapy, B.A., B.F.A.**
 Commercial Art/Computer Design, B.A., B.F.A.

**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., Directing Emphasis
 Theatre, B.F.A., Technical/Design Emphasis

* Teacher certification available.

School of Nursing

Nursing, B.S.N.

Tabor School of Business

Accounting, B.S.
 Business Management, B.S.
 Finance, B.S.
 International Business, B.S.
 Management Information Systems, B.S.
 Marketing, B.S.

Interdisciplinary

American Studies, B.A.
 Interdisciplinary, B.A., B.S.
 International Studies, B.A.

Academic Minors

Astronomy
 Biology
 Business Management
 Chemistry
 Communication
 Computer Science
 Dance
 Economics
 English
 Gender Studies
 Global Studies
 History
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Sociology
 Spanish
 Theatre
 Writing

Special Programs

Pre-Chiropractic
 Pre-Dentistry
 Pre-Engineering
 Pre-Law
 Pre-Medicine
 Pre-Medical Technology
 Pre-Occupational Therapy
 Pre-Optometry
 Pre-Pharmacy
 Pre-Physical Therapy
 Pre-Physicians Assistant
 Pre-Veterinary Science
 School Nurse Certification
 Biology Tracks:
 Allied Health
 Traditional
 Molecular/Cell Biology
 Chemistry Emphases:
 ACS Certified Degree
 Biochemistry Emphasis
 Business Emphasis
 Research Emphasis
 Fitness and Sport, B.A., B.S.
 Sports Management Emphasis

Honors Programs

Freshman Honors Scholars
 James Millikin Scholars
 Presidential Scholars

Professional Adult

Comprehensive Education Program (PACE)

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

Graduate Program

Master of Business Administration, M.B.A.

The Millikin Education

What You Can Expect

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

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 School of Nursing, and the Tabor School of Business. The undergraduate program has been accredited since 1914 by the North Central Association of Colleges and Schools. The School of Music in the College of Fine Arts is accredited by the National Association of Schools of Music; the School of Nursing is accredited by the National League for Nursing.

Our Mission

To Deliver on the Promise of Education

At Millikin, we prepare students for

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

Our Vision

To Be Recognized as a Distinctive Midwestern University

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

Our Future

In anticipation of preparing students for a life in the 21st century, Millikin's Program of Student Learning offers students an integrated, yet flexible curriculum that is unified by the "Common Threads" of Learning Goals; Core Questions, Values, and Means; and Proficiencies.

Learning Goals in the following areas of knowledge, skills, and values serve as the basis for the curriculum:

Knowledge

- The diversity of human experience, especially of the history, social institutions, and cultures of the United States, and other American, Western, and non-Western societies
- Scientific understanding of the social and natural world
- Interaction between technology and society
- Multiple perspectives of different disciplines
- Concepts, methods, contributions, and limitations of a specific discipline

Skills

- Communication
- Critical thinking
- Quantitative reasoning
- Interpersonal
- Moral and ethical reasoning

Values

- Intellectual curiosity and risk taking
- Service, social justice, and civic responsibility
- Self-respect
- Aesthetic sensitivity
- Respect for differences and human dignity
- Commitment to professional excellence
- Personal integrity
- Environmental responsibility

Three Core Questions will permeate each student's education:

- Who am I?
- How can I know?
- What should I do?

The following Core Values distinguish a Millikin education, as well:

- Synthesis of theory and practice
- Critical thinking
- Ethics and values
- Intercultural studies

In addition, the following Core Means inform courses in the curriculum:

- Primary texts
- Information technology
- Multiple pedagogies
- Infusion of critical skills

Finally, all students who graduate from Millikin will demonstrate the following proficiencies:

- Written communication
- Oral communication
- Quantitative skills
- Library research
- Information technology
- Second language (optional)

Admission

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 six semesters of high school.

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. Of equal importance is a favorable recommendation from an official of the candidate's secondary school. Personal recommendations and proof of immunity from vaccine-preventable diseases. Qualified candidates will be accepted without regard to race, religion, sex, age, or national or ethnic origin.

Although not required, a personal visit to the campus and interviews with the admission staff help the prospective student and the student's parents become better acquainted with Millikin. Several orientation sessions are held for new and prospective students and parents throughout the year.

Admission is based, under normal circumstances, on at least 15 and preferably 16 units of work completed at an accredited secondary school with the requirement of the candidate fulfilling the graduation requirements or the equivalent. 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 and satisfactory scores on either the SAT or ACT are considered scholastically acceptable.

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 to Millikin. Complete information on test locations, test dates and procedures for taking the examination are available from high school counselors.

Credit in Escrow

Qualified high school students may earn college credit to be held in escrow for them at Millikin University. To be eligible, the student must have completed the junior year, 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.

The student may take one or two courses each semester or in the Summer Session. Credits will be held until Millikin receives a copy of the student's high school transcript following graduation.

Advanced Placement

Millikin University usually will award

unspecified credit and appropriate placement to students with CEEB Advanced Placement Examination grades of 3, 4 or 5. Exemptions from specific courses will be granted subject to departmental recommendation.

Credit by Examinations

In addition to the Advanced Placement program, 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.

Students completing majors in education cannot receive CLEP credit in English. A grade of C+ or higher must be earned in first and second semester English composition courses or in the case of Millikin, in Critical Writing/Reading/Research I and II. Credits may be applied to University Studies requirements or counted as elective credit.

Special Admission Policies

Music. Auditions are required for the School of Music within the College of Fine Arts. These are held on campus on announced dates. If necessary, auditions can be arranged at other times, or the student may meet this requirement by furnishing a tape recording of a performance.

Musical Theatre. Admission to the musical theatre program requires a student to be approved by a Program Admission Committee (consisting of one member of the dance, theatre and voice faculties). To be approved for admission, the prospective student must meet the admission standards of the University and successfully complete an entrance audition in acting, dance and voice.

Theatre. To be admitted to the theatre program, the theatre faculty must approve a student. To be approved for admission, the prospective student must meet the admission standards of the University and complete the requirements for individual majors. Acting students must complete an entrance audition. Design/Technical and Directing students must successfully complete an interview.

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 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 admission requirements for teacher certification programs. These requirements are described in the School of Education section of this Bulletin.

Mathematics, Chemistry or Physics. Students who plan to major in one of these disciplines normally have completed four units of mathematics.

Nursing. For freshmen, admission 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; 3) the student's high school rank should be in the top quarter of the class. The faculty of the School of Nursing will review records of applicants at variance with these expectations. Each student is evaluated individually.

Credentials of the pre-nursing applicant must predict that the student will complete the pre-nursing curriculum at Millikin with at least a 2.3 (C+) grade point average. Performance at this level is required for admission to the junior and senior level professional courses. Transfer students must complete a minimum of 20 credits at Millikin University in nursing, including enrollment in Senior Seminar, a four-credit course.

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 other information and materials from the Office of Admission, Millikin University, 1184 W. Main, Decatur, IL, 62522, U.S.A.

An international student must meet the regular admission requirements of the University and comply with the following:

International students must complete, sign and return the Application for Admission. Because of the detailed information and the special processing required for a foreign national, all supporting documents must be received at least three (3) months prior to the term for which admission is desired. A twenty-five dollar (\$25) non-refundable application fee must accompany the completed application form. The application fee must be paid in U.S. dollars.

Academic Records. Official academic credentials must support applications. 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. Transcripts are evaluated on a course-by-course basis to determine if credits will be accepted as equivalent to courses offered at Millikin.

Certification of Finances. Certification of Finances must be completed before the Certificate of Eligibility (Form I-20) is issued. The University is required by immigration authorities to carefully check financial resources of each student prior to issuing the Form I-20. Therefore, it is important that the applicant knows the cost of attending the University and have the necessary support funds for the entire period of enrollment.

The Confidential Financial Statement form must be completed, signed by the sponsor, and must bear an official stamp and signature of a bank official. Before completing the Confidential Financial Statement, the student should review the estimate of institutional costs and living expenses. The total amount of funds available to the student must be listed for each year. All questions on the financial statement must be accurately answered to avoid unnecessary delay in processing.

In addition, all international students receiving a scholarship, grant or loan must submit a signed copy of the award letter or signed affidavit from an authorized person, indicating degree objective and the amount and duration 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 TOEFL is required for admission. Please make arrangements to take the TOEFL before applying for admission. For information on the TOEFL, write to: TOEFL, Educational Testing Service, P.O. CN 6151, Princeton, New Jersey 08541-6151, U.S.A. Millikin will accept only official TOEFL results sent directly from the TOEFL/TSE Services. It also is recommended that students take the Scholastic Aptitude Test (SAT) and have the results sent to Millikin (Institutional Code 1470).

Health Information.

A completed Health Information form is required by the University Health Services.

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. Please contact the Office of Multicultural Affairs if you have any questions regarding health insurance for international students.

Transfer Students

Students wishing to transfer to Millikin are required to submit official records of study completed at high school and college or university levels. It is desirable, but not necessary, to submit also a record of scores on the Scholarship Aptitude Test (SAT) or American College Test (ACT). Generally, students may be considered for admission if they are in good standing at the institution from which they wish to transfer and

have earned a minimum grade average of C in all college study previously attempted. Admission to the Tabor School of Business requires a minimum GPA of 2.25. Admission to Teacher Education requires a minimum GPA of 2.70. Admission to the School of Nursing requires a minimum GPA of 2.3. Upon acceptance to the University, the degree candidate is:

1. Generally given credit for all college level study comparable to courses at Millikin. General credit can be given to college level courses even though Millikin may not offer that specific course. In most cases no more than 66 credits will be accepted from a two-year community college. Some exceptions to this may be made based on degree program and circumstances. Courses with grades of less than C- will not be accepted.
2. Required to complete at least 33 of the last 45 credits in residence at Millikin (exceptions to this regulation are permitted in certain preprofessional programs such as premedicine, predentistry, medical technology, preoccupational therapy and prephysical therapy).
3. Required to fulfill all University-wide general education and other requirements for the degree program in which the student is enrolled.
4. Required to complete a minimum of 12 credits at Millikin in the chosen major(s).
5. Must have minimum grade point averages of 2.0 on all courses attempted and on all courses attempted at Millikin. Some programs require higher overall G.P.A.

Community or Junior College Transfers.

Millikin welcomes applications from community and junior college students. Those 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 non-sequential requirements including Quantitative Reasoning, Fine Arts, and a Lab Science. The Associate of Arts or Sciences 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.

Students enrolled in Professional Adult Comprehensive Education programs can complete their associate degree and receive the benefits of having that degree prior to or while enrolled in courses at Millikin

Business courses equivalent to those offered by Millikin University as lower division courses may be transferred without restriction. Credit for an upper division business course is given to a student who passes a proficiency examination with a grade of C or better.

Courses with grades less than C- will not be accepted in transfer, however the grade will be

averaged into the overall transfer grade point average. Students can repeat these courses at Millikin and replace the prior grade, or the student can repeat the course at the original institution and replace the low grade.

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 all courses on the basis of their content even though the course may not be an approved IAI course.

Adult Amnesty Program. Students who have previously attended college but have not done so within the last three years may be accepted for transfer upon approval of the Council on Students and Academic Standards under an amnesty policy even though they do not meet the regular academic standards for transfer. 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.

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.

Expenses

Education Costs

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

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

Tuition and Fees for the Resident Student, 2005-06

Tuition (full-time, minimum of 12 credits, maximum of 17 credits)	
for the academic year	\$20,696
Residence Hall Space (average room/apartment rate) for the academic year	\$3,763
Full Board for the academic year	\$2,950
Student Activity Fee for the academic year.....	\$200

Technology Fee for the academic year	\$200
Health Service Fee	\$45
First Week Fee (for first-year students only).....	\$75
Graduation Fee (for graduating seniors, PACE, and MBA students only).....	\$25
Private Applied Music	
Lesson Fees/per credit hour	\$75

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 activity fees. They may also elect to take meals at the University Center on a per meal basis, or by board contract (19 meals each week). Additional meal plan options are also available.

The preceding amounts are those payable 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. The nursing major should anticipate the additional costs of uniforms and Graduate Record Examination. While the total amount spent for these items is subject to some control by each student, these expenses should be taken into account when considering the total cost of attending Millikin.

Method of Payment

To provide for accuracy and fairness in the assignment of space to new students and to permit planning for the proper ratio of faculty to students, course offerings and space use, the University requires admitted students to pay an advanced tuition deposit (ATD) of \$150 which is non-refundable after May 1st. This deposit, covering both matriculation and housing, will be credited to the student's first semester charges.

Newly admitted students who will be living in a University residence hall will be sent a Residence Hall Application with the notification of admission. A room will not be reserved until the Residence Hall Application and ATD are returned.

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. Students living in The Woods will be required to pay a damage deposit of \$250 that will be assessed to their University account in the fall term. This deposit will be returned by The Woods at the end of the lease period if no damage to the premises has occurred.

University charges are billed by term. Tuition, room and board, and required fees for all students are billed and are due in advance. A tuition statement will be mailed in July for the fall term payment and in December 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 of \$500. Accounts placed with

our collection agency will be assessed an additional fee equal to 30% 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 year. Students must have satisfied their entire account balance before grades can be released, diplomas awarded, transcripts issued, and before participation in Commencement.

Withdrawal and Refunds

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.

Students who withdraw their registration prior to the start of school will not be charged tuition, fees or room and board. Advanced tuition deposits/room reservation fees will not be refunded after May 1. 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. A minimum charge of \$500 will be added to the students current University bill. Students who withdraw from the University during the first day of classes and thereafter will receive a refund of money paid to the University from personal resources (not including financial aid in the form of need-based grants and/or merit scholarships from Millikin, the State of Illinois or the Federal Government) in the following manner:

Starting with the first calendar week of class and for the next six weeks; tuition, board, and fees will be refunded on a proportional basis.

Refund Schedule:		
Time of Withdrawal	Tuition, Board, Fees Refund	Room Refund
Prior to the start of formal academic activities	100% except \$150 deposit (if applicable)	100%
First Week (first-year students only)	100% except \$150 deposit (if applicable)	100%
Week 1	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

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

If a student withdraws before 37% of the semester is completed, the amount of aid earned by the student will be calculated by determining the percentage of the payment period or period of enrollment completed multiplied by the total amount of Title IV and/or other state or institutional aid that was disbursed (or that could have been disbursed) for the period of enrollment as of the day the student withdrew.

If the student withdrawal occurs after the student has completed 37% of the period of enrollment (end of the 5th week of school), the recipient has earned 100% of aid.

The order of return of Title IV federal funds is as follows: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loans, Federal PLUS Loans, Federal Pell Grant, Federal SEOG Grant, other assistance for which a return of funds is required.

Special Fees, 2005-06

Certain fees are charged when applicable.

Heavy Schedule (Overload): Students may register for up to 17 credit (billable) hours at the normal full-time undergraduate tuition rate specified above. Any student registering for more than 17 billable hours is considered to be in a heavy schedule. Once a student reaches 17 billable hours, they will be charged \$609 per billable hour. All one credit courses will be calculated as one-half of a billable hour and charged at \$609 per billable hour. (Note: A student who desires to register for a heavy schedule must have the Dean's signature along with the advisor's on the registration form.)

Example:	
5 classes @ 3 cr. = 15 credits = 15 billing hrs.	
5 classes @ 1 cr. = 5 credits Xs .5 = 2.5 billing hrs.	
Total	20 credits = 17.5 billing hours
.5 billing hours above 17 credits would be billed at .5 Xs \$609 = \$304.50	

Light Schedule: Students carrying fewer than 12 billable hours pay tuition at the rate of \$609 per billable hour and a \$50 technology fee per semester. They do not pay the activity fee.

Auditors: Charged the same tuition as credit students.

Supervised Teaching: \$150 per semester.

Check Cashing: The Business Office 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, and several banks in Decatur have special plans for Millikin students. We do not cash student-to-student checks.

Transcript Fees: 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. Requests for an official transcript(s) should be made to:

Millikin University
Office of the Registrar
1184 W. Main Street
Decatur, IL 62522

A signed and dated request must include the following:

- Full name, including any name changes that may have occurred if the person is no longer attending Millikin
- 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
- The current address and phone number
- The correct name, address, and phone number, if the transcript is to be sent to a third party
- Number of copies to be sent

There is a charge for all official transcripts. Transcripts for currently enrolled students will be charged at \$2.00 per copy. Former Millikin students will be charged \$5.00 per copy. The fee must accompany the transcript request. Checks should be made payable to Millikin University.

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

Parking Fees: \$50.00 per year for juniors and seniors; \$100.00 per year for freshmen and sophomores; \$50 per year for commuters. NOTE: Freshmen must petition to have a car on campus. For more information concerning parking, please see the section on Facilities and Parking.

Financial Aid

The Financial Aid Program at Millikin University is designed to provide financial assistance to students who, without such aid, would be unable to attend. Financial awards are also made in recognition of character, 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 Committee. The Student Service Center (SSC) staff is responsible for the awarding of financial aid to students for general coordination and operation of financial aid programs.

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 their 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 University in writing. Special Condition forms are available in the Student Service Center.

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 year. All students receiving need-based aid must apply each year for renewal of awards by filing the FAFSA. Priority consideration given to those who submit FAFSA each year by April 1st.
2. Millikin University funds are awarded to full-time 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 resources.
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 in the Fall and/or Spring semester. University funds are not available for Summer and special immersion terms, which may occur during the summer or between Fall and Spring semesters. Students requiring more than 8 semesters to complete their degree may petition for additional terms of aid eligibility in writing to the Director of the SSC.
 - The State of Illinois Monetary Award Program (MAP) Grant allows a maximum of 135 undergraduate credit hours of eligibility.
 - Federal Grant/Loan Programs allow 5 undergraduate years or 10 semesters of eligibility.

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 Service Center 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 need, remains in good academic standing, and makes minimum progress towards completion of his/her academic program. (Other criteria, as stipulated in the student's initial award, may include continued academic achievement or demonstration of talent.)
 - Satisfactory academic progress to maintain financial aid eligibility is evaluated on an annual basis as follows:

Good Academic Standing is defined as maintenance of a 2.0 minimum Millikin grade point average (GPA). Students with a Millikin GPA below a 2.0 may be placed on academic probation and will remain eligible for financial assistance provided minimum progress standards are met.

Minimum Progress is maintained for full-time undergraduate students by completing a minimum of 12 credits in a semester. If the student does not complete 12 hours in a given semester, total completed credits must average 12 per semester for the total number of semesters attended. Completed credits only are counted for the purpose of establishing

minimum progress, not attempted credits. For students enrolled on a part-time basis, minimum progress is maintained by successful completion of enrolled hours. Students who fail to meet this progress standard will be denied financial assistance until the deficit credits are completed.

A student who fails to make progress for the first time, and is within 6 credits of meeting the minimum standard, will be given a semester of probation in which eligibility for financial aid is retained. Students are allowed only one semester of probation during the pursuit of their degree at Millikin.

This policy is designed to ensure students who may encounter personal or academic difficulties remain eligible for financial aid. It is important to note that students who average 12 credits per semester will NOT complete their degree in four years. Students should be familiar with all requirements of their degree including the number of credits required.

Notification of Ineligibility will be sent in writing to students who fail to meet the minimum progress standard. Ineligible students who have exhausted their one semester of probation will not receive aid from any source until minimum progress is met.

Students are urged to attend summer school to earn needed credits. Transfer credits can be used to meet minimum progress. However, it is important to note that the Registrar must approve all courses transferred to Millikin.

Students who seek re-admission to Millikin after an absence of one or more semesters will be reviewed for aid eligibility based on the minimum progress policy.

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.

Appeals for continuation of aid eligibility must be made in writing to both the Director of the Student Service Center and the University Registrar. The appeal will be evaluated by both entities based on the merit of the individual case and written notification of the decision will be sent to the student.

5. April 1st of each year 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 "as available" basis.
7. Millikin talent and merit awards may be made to students with no demonstrated financial need.
8. If a student demonstrates financial need and is also eligible for a Millikin talent award (art, theatre, music), two separate awards will be made. One will be designated as a "talent award" and the other will be designated as a "Millikin scholarship/grant".

9. 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 award package.
10. 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 the Student Service Center for aid eligibility.

Coordination of Financial Aid. Any award provided from Millikin funds and restricted for tuition only is subject to coordination with awards from outside sources also restricted for tuition credit only. Coordination of tuition restricted awards will be considered individually and adjustments will be made within program guidelines.

Millikin University Tuition Need-Based Grants/Scholarships. An excess of \$12 million is awarded annually. These awards are based on financial need as determined by the FAFSA. Millikin awards to Illinois residents range from \$2,000 to \$8,100 beyond an Illinois MAP Grant, depending on demonstrated financial need, and may consist of gift aid from available University sources. Millikin awards to non-Illinois residents usually will not exceed three-fourths of tuition. Students must file a FAFSA each year (by April 1st for priority consideration) for renewal of these Millikin need-based awards.

Millikin Designated Scholarship Awards. Numerous name and endowed scholarships are available in the Student Service Center. These specific awards of varying amounts are given to students who have chosen a certain major or in recognition of certain talents and financial need. Students are selected for these awards based on faculty recommendations and/or cumulative GPA exceeding 3.0. Some awards may also be made based on financial need.

Honors Scholars Program. Outstanding students nominated and selected for the Honors Scholars Program qualify for minimum gift assistance of \$10,000. Students with demonstrated financial need beyond this amount, as determined by the Free Application for Federal Student Aid (FAFSA), could qualify for combined scholarship awards up to tuition charges less \$1,000. Honors Scholars qualify for scholarship each year if they maintain a cumulative grade point average of a 3.4 out of 4.0.

James Millikin Scholars Program. Students selected for the James Millikin Scholars Program qualify for minimum gift assistance of \$7,500. Students who demonstrate a need greater than the above amount, as determined by the Free Application for Federal Student Aid (FAFSA) could qualify for combined scholarship awards up to need minus \$1,000, not to exceed tuition.

Millikin No-Need Scholarships. Millikin annually grants several no-need awards to high school seniors based on high school

credentials, test results, activities or talent. These awards range from \$2,750 to one-half tuition depending on the strength of the individual's academic work or demonstrated talent. These awards can be renewed for students who maintain a cumulative 3.0 grade point average and/ or continue to demonstrate the exceptional talent upon which the award was made.

National Merit Scholarship Finalists. Students who are designated as National Merit Scholarship Finalists are eligible for an annual scholarship equal to one-half their freshman year tuition; however, if students file for need-based aid using the Free Application for Federal Student Aid (FAFSA), students may receive more total scholarship aid. The scholarship is renewable for three additional years at the same entering level amount as long as the student maintains a cumulative grade point average of at least 3.0.

Presbyterian Ministers Scholarship. Millikin provides a scholarship of \$1,000 for the academic year to children of Presbyterian ministers. The award is renewable each year, and therefore, has a value of \$4,000 for the student who enters and completes the normal four-year program leading to the baccalaureate degree.

Service Learning Scholars. Two entering first-year students with outstanding records of service combined with demonstrated leadership and academic potential receive scholarships of \$2,000; renewable by coordinating community service through the Career and Experiential Education Center five hours per week, participating and leading others in at least 20 hours of community service per semester, and maintaining at least a 2.75 cumulative grade point average.

Presidential Scholars. Generally no more than five students are selected annually to receive a full-tuition scholarship, renewable during a four-year program while the student maintains a 3.5 grade point average. To be eligible a student must rank in the top 10 percent of the high school class, score a minimum of 27 on the ACT or 1150 on the SAT tests, and demonstrate leadership in school and community activities. Students participate in the James Millikin Scholars program and may serve as special assistants to University administrative officers.

Other Sources of Financial Aid. More than 97 percent of all enrolled students at Millikin receive some form of financial aid to assist them in meeting educational costs. Several state and federal programs provide important sources of assistance to students with demonstrated financial need. These programs are coordinated with the University's awards and include:

Illinois State Monetary Award Program (MAP) Grant. This program provides awards to cover tuition and fees for Illinois residents enrolled for a minimum of 6 credits. A FAFSA must be filed to be considered for this award. The award amounts range from a maximum of \$4,620 for full-time study and \$2,310 for half-time study. The awards are based upon financial need as determined by a set formula established by the Illinois Student Assistance Commission (ISAC) each year.

Federal Pell Grants. This federal government program is available to qualified students who demonstrate financial need on the FAFSA. Grants to may range from \$400 to \$4,000 per academic year.

Federal Supplemental Educational Opportunity Grant. This is a program of the federal government wherein grants are awarded to financially needy students based upon criteria established by the U.S. Department of Education. Students must file the Free Application for Federal Student Aid (FAFSA). The results of the analysis performed will be used by Millikin to award supplemental grant funds.

Federal Perkins Loans. Students who receive funds through this program must demonstrate financial need. A student may borrow up to \$12,000 as an undergraduate. No interest is charged on these loans during the time that the student is in school. During the repayment period, interest on the loan is five percent on the unpaid balance of the loan principal. Repayment begins nine months after the student graduates or leaves school. The student may be allowed up to 10 years to repay the loan.

Federal Stafford Student Loans. Student loans provide up to \$2,625 for freshmen, \$3,500 for sophomores and \$5,500 for juniors and seniors per academic year to a maximum of \$23,000 as an undergraduate. All needy students qualify automatically to have the interest paid by the government while they are in school. The loan enables the student to borrow directly from a bank, credit union, savings and loan, or other participating lender. Payments normally begin six months after the student graduates or leaves school. The interest rate is variable and is reviewed annually on July 1. Normal repayment period is ten years.

Federal Work-Study (FWS). Eligible students may participate in the federally funded FWS program that provides a part-time employment opportunity on (or off) campus. Eligibility criteria and rules that govern the FWS program are established by the U.S. Department of Education and are administered by the University. Students interested in FWS jobs should contact the Career and Experiential Education Center.

Special Circumstances. Millikin University strives to make education affordable for all students. In the event of a special circumstance impacting a student or family's ability to make payment, please contact the Director of the Student Service Center. Every effort will be made to assist the student.

In some cases, Millikin may waive the payment of tuition in full or in part for students in the event of the death or total and permanent disability of the person who is legally and primarily responsible for the student's support. Specific documentation may be requested. Inquiries regarding this program will be considered if the occurrence of this event takes place during a student's full-time enrollment at the University. Please direct inquiries to the Director of the Student Service Center.

Veterans Benefits
All veterans who wish to receive benefits under the Veterans Administration Education Program must

complete a Veteran Application for Program of Education form available in the Office of New Student Financial Aid. The veteran must register the number of credits enrolled prior to the beginning of each semester. Federal regulations require that the veteran must report any change in status or program to the University within two weeks.

For specific inquiries and additional information regarding student financial aid programs at Millikin, incoming students should contact the Office of New Student Financial Aid and existing students should contact the Student Service Center.

General Graduation Requirements

In general a minimum of 121 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. In many majors, however, at least 15 credits are required. For some majors, only 36 credits in the major count toward the 121 credits for graduation; added credits in the major may be elected, however, these credits will be added to the minimum number required for the degree. Certain majors allow more than 36 credits. Please refer to specific school or department requirements for additional information. All degree candidates must maintain a minimum grade point average of 2.0 in all courses attempted at Millikin. Transfer students must maintain a 2.0 grade point average on all college work and all work attempted at Millikin. Some programs require higher GPAs.

All students must file a completed and signed Application for Degree indicating the term of graduation with the Office of the Registrar as soon the student has completed a total of 70 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. A graduation fee of \$25 is required of all graduating students whether they participate in ceremonies or not and must be paid prior to the day of Commencement.

Millikin provides two official commencement ceremonies each year, in May and in December. A third official graduation date occurs at the end of the Summer Term. All students who complete degrees at Millikin must be approved by a faculty vote.

The Registrar's Office provides degree audits to all students who complete a minimum of 68 credits each semester. Individual degree audits can be obtained by scheduling an appointment with the Registrar's Office or with the Office of Academic Development. Millikin also provides students with the ability to perform their own degree audits online through the Banner Curriculum, Advising and

Program Planning (CAPP) program. All new students will receive training on this and many other electronic support systems at Millikin during their orientation.

An Official degree audit is mailed directly to the student and their advisor along with an application for degree after the student completes a minimum of 68 total credits towards their degree. Individual audits can be requested any time by contacting the Registrar's Office.

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."

Petition to Participate in Graduation Policy

A senior 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.

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

Degrees Offered

Millikin offers five undergraduate degrees. These are the Bachelor of Arts (B.A.), conferred on graduates of the College of Arts and Sciences and certain majors in music, theatre, and art from the College of Fine Arts; 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 and certain areas of the College of Arts and Sciences; the Bachelor of Music (B.M.), for 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 also offers one graduate degree, the Master's in Business Administration (M.B.A.), conferred on graduates of the Tabor School of Business.

Residency Rule

Candidates for all degrees 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 from affiliated programs such as the Institute for the International Education of Students (IES) or the Urban Life Center in Chicago, or the Washington Semester or other university approved off campus study programs. The Residency rule does not apply to these programs.

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.

Second Degree (double degree):

A student who wishes to obtain a second bachelor's degree from Millikin must meet all requirements in that program, or area of concentration, and earn at least 33 additional credits at Millikin beyond that required for the first degree.

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-Hour Courses

No more than eight one-credit activity or participation courses can be counted toward the degree, except in the College of Fine Arts where required or recommended to fulfill specific degree requirements. No more than three one-credit activity or participation courses may be elected for credit in a single semester, except in the College of Fine Arts where required or recommended to fulfill specific degree requirements. This does not apply to labs associated with academic courses. All one-credit courses will be calculated as 1/2 of a billable hour.

Transferring Correspondence or On-line Courses for Current Millikin Students

Two correspondence courses or On-line courses with a maximum of eight credits may be counted toward a Millikin undergraduate degree. Only one correspondence course may be used to satisfy University Studies requirements. Approval must be received prior to enrollment for correspondence courses. Contact the Registrar's Office for information regarding the procedure. In all cases grades below C- will not be accepted in transfer to Millikin.

Transferring Credit to Fulfill Degree Requirements for Current Millikin Students

Credit will be accepted from other accredited four-year or two-year colleges or universities to fulfill degree requirements at Millikin. Both, credits and grades are accepted from four-year colleges or universities and are computed in the students overall grade point average provided the residency rule is not violated. Only courses receiving a grade of C- or higher will be accepted in transfer.

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Credits and grades from a two-year community college will be accepted and computed in the overall grade point average provided the student has not completed 66 credits or more towards their Millikin degree. In some cases additional credits and/or grades can be accepted from two-year community colleges based on 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 advisor or other appropriate offices 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 student 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 32 credits completed on campus is fulfilled. Again courses with grades below C- will not be accepted but will be counted in the transfer grade point average.

Completing the Degree Off-Campus

Degree candidates approved to complete graduation requirements elsewhere, either in residence or by correspondence, 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 students degree program.

Graduation Honors

Graduation Honors are based on the student's final overall grade point average (GPA), which may include transfer work. 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 does not round to the nearest tenth but displays the GPA out three places past the decimal.

Grading System

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

Grade	Definition	Quality Points	
A	Outstanding	4.0	
A-		3.7	
B+		3.3	
B		3.0	
B-		2.7	
C+	Good	2.3	
C		2.0	
C-		1.7	
D+		1.3	
D		1.0	
D-	Satisfactory	0.7	
F		0.0	
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

The transcript may also carry the designation I (Incomplete). This designation is made only because of illness or other factors beyond the student's control as determined by the instructor. 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 and the Dean of the appropriate school 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 (G.P.A.)

A student's grade point average (GPA) is computed by dividing the number of Points earned by total graded credits attempted. Credits attempted and earned in an affiliate registration will be considered as credits earned at Millikin. The overall grade point average is determined by dividing total Points by total Attempted Credits, including credits and points accepted by Millikin in transfer from another institution.

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	3	3	B-(2.7 x 3)	8.1
<u>Fitness</u>	<u>1</u>	<u>0</u>	<u>P (0.0 x 3)</u>	<u>0.0</u>
Total	18	17		48.4
Semester GPA		(48.4/17)		2.847

Spring Semester

Course	Earned	Attempted	Grade	Points
English	3	3	A(4.0 x 3)	12
History	0	0	W	0.0
Chemistry	4	4	B+(3.3 x 4)	13.2
Psych.	3	3	D(1.0 x 3)	3.0
<u>Comm.</u>	<u>3</u>	<u>3</u>	<u>B(3.0 x 3)</u>	<u>9.0</u>
Total	13	13		37.2
Semester GPA		(37.2/13)		2.861

Overall GPA	(17 + 13 = 30)	
	(48.4+37.2 = 85.6)	
	(85.6/30) =	2.853

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

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 on 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 two grades are averaged.

However, if a course taken at another institution is repeated at Millikin, the grade received at Millikin will replace the previous grade.

Repeating courses will affect academic progress. All repeated the Registrar prior to the end of the registration period must approve courses. 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 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 Dean, may be most appropriately 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 advisor 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

A full-time student is making normal progress toward a degree as long as the student performs academically above the suspension schedule, or is not suspended because of excessive withdrawals and completes an average of 12 credits each semester of enrollment. Students receiving financial aid should refer to the Financial Aid section for additional information regarding class level progress.

Students are classified *at the end of each academic term* by the total number of credits passed. To be a sophomore, a student must have earned at least 24 credits; to be a junior, 54; and for senior standing, 88. *Full-time students must average 12 credits per semester to continue to qualify for financial assistance. Students receiving State Grant Monies (MAP) must enroll in no less than 15 credits each semester.*

Requirements for Good Academic Standing

Millikin 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 G.P.A. for all work attempted at Millikin. Some programs require higher overall grade point averages (See Business, Education and Nursing).

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 Life and Academic Development.

Academic Probation

The first time any student fails to achieve a Millikin overall grade point average of 2.0, the student will be placed on probation for the following semester. For students who transfer to Millikin, it is the grades earned at Millikin not necessarily the overall grade point average that determines academic standing. For example if a student transfers a B average to Millikin and then earns a 1.7 or C- average during the first semester at Millikin, that student would be placed on Academic Probation even though the overall GPA would be above a 2.0.

After one semester of probation, if the Millikin overall grade point average is not a 2.0, or the term grade point average is not a 2.25, the student may be suspended from school unless otherwise given permission by the Council on Student and Academic Standards to remain on probation for an additional semester. Students on Probation are contacted at the end of each grading period in the form of a letter from the Registrar.

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>Semesters of Study</i>	<i>Required Millikin 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.

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.

Students desiring to withdraw from all classes during a semester must confer with the University Registrar to complete necessary procedures. Withdrawal from the University after the 10th week of a semester will be permitted only for unusual or extenuating circumstances, such as serious illness or a death in the immediate family.

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.

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 upon request. 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.

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.

Special Program/Degree Requirements

Students entering Millikin for the first time must meet graduation requirements listed in this or a later Bulletin for the particular degree program they plan to follow.

Students who return to Millikin after leaving for five years or more, or who reenter with at least 12

credits of transfer work, must meet graduation requirements outlined in the Bulletin year of re-entry.

Auditors

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 on a space-available basis tuition free. 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.

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.

University Studies Requirements

(traditional program)

Sequential Program Elements

IN140. University Seminar (3)

Fall semester freshman year.

Introduction to academic inquiry; exploration of ways of knowing through critical and moral reasoning. Seminar topics vary across sections. Common components to all sections include an introduction to service learning, exploration of orientation issues, and demonstration of oral communication proficiency.

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

Fall semester freshman year.

Course designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Section offerings vary in topics. Library research component is integrated into the course.

IN151. Critical Writing, Reading, and Research II: The Western Tradition (3)

Freshman year.

Course is designed to position students as successful writers, readers, and researchers as they move into advanced coursework. While sections vary in topics, all sections work toward this goal by exploring a historically significant aspect of the

Western tradition. Library research proficiency is expected. Pre-requisites: Interdisciplinary 150.

IN250. U.S. Studies (3)

Sophomore year.

Course sections study the diversity of cultures, institutions, and groups in the United States. Interdisciplinary and historical perspectives inform contemporary understanding of diversity issues. Pre-requisites: sophomore standing.

IN350. Global Studies (3)

Junior year.

Course offerings that examine the fundamental diversity questions to living in our global world. Particular emphasis is placed on cultures and societies outside of the West. Each offering provides interdisciplinary, comparative, and theoretical perspectives to the topic explored. Pre-requisites: junior standing.

B. Non-Sequential Program Elements

Quantitative Reasoning (3-4 credits)

Any three credit or higher mathematics course except Math 100, Math 106, Math 115 or one which repeats content already taken. Certain non-mathematics courses as designated in the semi-annual registration materials may qualify. Students who present CEEB Advanced Placement grades of 3, 4, or 5 in Calculus AB or BC are exempt.

All students must score a 3 or higher on Millikin's Math Placement exam, given to all student entering Millikin for the first time in order to enroll in a qualified Quantitative Reasoning course. If a student does not score a 3 or higher, they must enroll in the appropriate level math course based on the score earned after taking the Math Placement Exam. Students can re-take the math placement exam multiple times to better their score.

If a student does not score a 3 or higher but completes MA106 or an equivalent course with a grade of C or better they 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, a score of 3 or higher must be obtained on the Math Placement exam or successful completion of MA106 or an equivalent course before enrolling in an approved Quantitative Reasoning course at Millikin.

Fine Arts (3)

Any fine arts course, which blends experiential, theoretical, and reflective approaches. Examples include Art 101, 107, 121, 122, and 235; MH 100, 101, 213; Theatre 103 and 107. Three credits of Applied Music, Music Organizations or Dance or a combination thereof, also satisfies this requirement.

Natural Science (4)

A Lab-Science course. Choices include, but are not limited to, Biology 102, 125, 130, 205; Chemistry 102, 106, 121/151; Physics 110 or 201; Psychology

140/141; or Astronomy 100/105 and 101/106; or any approved Lab-Science course.

Language/Culture Options

(Choose one Track)

Track A: Second Language (0-8)

Students placed at the 103, 114, or 223 levels must take two courses. Those placed at the 300 level or above must take one course. The requirement for this track may also be met by successful completion of a proficiency exam, by study abroad with non-English instruction, or by being a native speaker of a non-English language.

NOTE: Students seeking a B.A. degree must also complete an Intermediate Level Language course to meet the B.A. degree requirement. Completing Beginning Language (103) and Continuing Language (114) will meet this Track requirement but students must also complete Intermediate Language (223) to meet the B.A. requirement. Students placed above the Intermediate Level can meet the B.A. and Track requirement by taking one course above 223.

Track B: Semiotic Systems (9)

A total of three courses chosen from computer languages, natural language processing, linguistics, mathematics, symbolic logic, or music theory. At least one course must be 200 level or above. No more than one course may fulfill requirements for the major.

Track C: Cultures & Societies (9)

A total of three courses in history, social institutions, and cultures, preferably focusing on a single area of the world will fulfill this requirement. At least one course must be at the 200 level or above. No more than one course may fulfill requirements for the major.

Off-Campus Learning (3)

An experiential component designed to have students' link theory and practice and to provide learning in another community or environment beyond the Millikin classroom. Offerings that have such an experiential component as a central element would fulfill this off-campus requirement. Off-Campus examples include: internships, practicum, student teaching, study abroad, Washington semester, service learning, Urban Life Center, fieldwork, client-based work. Offerings that have such an experiential component as a central element would fulfill this off-campus requirement. A student could fulfill this requirement with a single course or a set of courses. As a rule of thumb, every credit of off-campus learning will require approximately 40 contact hours outside of Millikin's classroom. Several majors have opportunities or requirements that fulfill this program element already in place. Examples would be Education, Nursing, required internships in major, service learning activities.

School/Division Distribution (6)

Refer to sections in this Bulletin on specific schools or divisions for designated courses.

II. Academic Major

Each student must complete an academic major. Requirements for each major are listed in appropriate sections of this Bulletin. 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.

Students entering Millikin for the first time must meet graduation requirements listed in this or a subsequent Bulletin for the particular degree program they plan to follow.

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 published each fall in a Bulletin supplement.

A student can adopt new catalog requirements if they wish. They must declare the change in requirements by completing a "Change of Major" form 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.

III. 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 2.25 in courses taken in the Tabor School of Business.

Guidelines for Internships and Cooperative Work Experiences

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 Advisor 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 pre-requisites, 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 their work experience.
6. In majors other than those that seek 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 to these students whether living on or off-campus, providing they are enrolled at Millikin on a full-time basis.
9. 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.

Transfer Credits

Current Millikin students who wish to enroll in summer school or short term courses off campus can transfer credits from another accredited university or college with the written approval of the University Registrar. Credits and grades can be transferred from a community college as long as the Millikin student has not completed a total of 66 credits. In some cases this rule can be waived under extreme circumstances. Community College courses can be counted toward satisfying specific degree requirements, even though the credits and grades do not count towards the total credits required for the degree.

Students must earn a minimum of C- or above in all cases or the course work and/or credit will not be accepted and counted as completing the specified degree requirement.

Students are allowed to transfer course credit and grade from any accredited four-year university or college no matter how many credits they have completed towards their degree at Millikin. However, only 12 credits out of the last 45 credits in the degree can be accepted from an accredited four-year university (see Residency rule).

Students can transfer an unlimited number of credits from affiliated programs such as the Institute for the International Education of Students (IIES) or the Urban Life Center in Chicago, or the Washington Semester. (See off-campus programs.)

Course Scheduling

Class schedules are available on-line each semester listing all courses offered, the prerequisites, time and location of class and name of the instructor. The University reserves the right to add and withdraw courses at any time.

In general, courses bearing odd numbers are offered during the fall semester; even-numbered courses are offered during spring semesters. Courses with numbers ending in zero are offered either semester

Courses numbered from 300 through 499 are designed for juniors and seniors; 400 level courses are intended primarily for students majoring in that area.

Courses numbered from 200 through 299 are designed to be taken by sophomores, juniors and/or seniors, although qualified freshmen may enroll in some courses by meeting prerequisites and with the approval of the instructor. All courses numbered below 200 are open to all students including freshmen unless otherwise specified.

In most cases, courses numbered 160, 260 or 360 are pilot courses and may or may not be listed under departmental offerings. The department responsible for offering the 'pilot' course must have course content available for students to refer to in the future. Courses offered in this manner can only be offered once. If the department offering the course determines that the course should become a permanent course within the department, that department must number the course appropriately and seek approval of the course via their department, division, college or school, the council on curriculum and must ultimately seek the approval of the University faculty.

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: An opportunity by which one to five students 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 one to five students meet with a professor to study a body of material that is not synonymous with that comprising any one of the regular curricular course offerings. The departments that offer the student this opportunity list independent study under a designation ending in 90.

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. The departments that offer the student this opportunity list internships under a designation ending in 70.

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.

Academic Dishonesty: Cheating and Plagiarism

Cheating, one form of academic dishonesty is a serious offense. The most blatant examples include copying answers on tests, stealing tests or answer sheets, using someone else's data in preparing reports and assisting others in such practices.

Another form of dishonesty, **Plagiarism**, is also an unacceptable practice in the academic community. Examples include copying the words of another and presenting them as one's own, using one's own words in presenting another's ideas but not documenting the source, or providing one's own material for another to submit as his or her own work.

Disciplinary Action for Academic Misconduct

Academic Dishonesty. If a student is suspected of cheating, plagiarizing, falsifying information, or any other dishonest act while performing academic or University work, faculty members will:

1. Make a reasonable inquiry or investigation to determine whether it is likely that the student's conduct was intentional.
2. Discuss the implications with the student(s) involved, including specific consequences of the dishonest conduct.
3. If the student's conduct was intentional, inform the student(s) that they may suffer the consequences of their actions. The student(s) may fail the course. A grade of XF will be entered into the record denoting that the grade is the result of academic dishonesty.
4. A letter will be sent to the student indicating the final decision for an XF and on what basis the decision was made. A copy of that letter will be sent to the Registrar.

Upon receiving such a letter from a faculty member, the Registrar will file the letter in a secure area. The Registrar will then send a letter to the student that will contain the following information:

- 1 a warning that the letter is on file and that a second incident of academic dishonesty will result in expulsion from the University;

1 inform the student that the faculty's decision is to fail the student for the entire course and a grade of XF will be entered into the students record (transcript) for the course. The XF will stay on the transcript and be noted in the key that the grade was received as a result of academic dishonesty. The grade can only be removed if the student repeats the course.

1 a recommendation that the student seek counseling from the Office of Student Life and Academic Development will be noted in the letter.

1 if the Registrar receives a second letter charging a student with academic dishonesty, the Registrar will notify the appropriate dean, who will then begin proceedings to expel the student from the University as outlined in the Student Handbook.

If the Registrar receives no additional letters after the first letter, the letter will be destroyed at the time the student graduates. If a student has received only one such letter, the Registrar will not release the contents of this letter. If, however, the Registrar receives a second letter, and the student is expelled, then the letters will become part of the permanent file for that student.

Student Academic Grievances

A student who believes that he/she has received an unfair final grade or final evaluation should first confer with the instructor to resolve the disagreement. If justifiable question remains in the student's mind, he/she may next confer with the Chair 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 believes may solve the disagreement. If there is still no resolution after meeting with the chair, 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 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 that faculty member pursuant to Dismissal for Cause (Section 2.4.7) or Action Short of Dismissal (Section 2.4.8). 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 or Dean, if necessary, shall have the power to change a grade. Students have until the end of the following semester to challenge a grade. Grades cannot be appealed beyond the end that semester.

Part-time Students

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.

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 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 Life and Academic Development and the Office of the Registrar.

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 educational 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 and professional growth within multiple global communities.

Academic Advising and Counseling

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

In general, the appropriate Dean on the basis of the student's major field of interest assigns advisors. New students participate in special advising sessions at an orientation and registration program prior to enrollment. Students confer with their

advisors prior to registration and changes in registration can be made with the advisor's consent. Grades are available on-line to the student via a personal secure account on Mu Online. Each faculty member maintains regular hours for student conferences, but the student may also request appointments in addition to those arranged by the advisor.

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

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

Early Registration

For Traditional and PACE Undergraduate Students:

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 traditional undergraduates during the remainder of the semester. Student's register by class during specific announced times and dates with seniors, and other special designated groups first with the junior, sophomore and freshman classes following. An open registration is available after the last day for freshman on-line registration, until the last day of that semester.

Freshmen are initially registered by the Registrar's Office for their first semester during one of the June Orientation/Registration days. The Registrar's Office will manually registrar all first semester freshmen for their second semester as well. New transfer students are manually registered for their first semester at Millikin by the Registrar's Office.

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 Add/Drop period occurs starting about 2 weeks prior to the start of the semester and running through to the first 10 days of the semester.

All PACE students are registered by the PACE staff. On-line Registration is not available for the PACE program or the MBA graduate program.

Validation

ALL returning undergraduate students (PACE and Traditional) must Validate their registration prior to the first day of class for the Fall and Spring semesters. 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. ***A minimum charge of \$500 will be added to the students current University bill.***

MBA students do not Validate their registration at any time. Please refer to the Tabor School of Business for further information about registration and withdrawal from the program

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), commonly known as the Buckley Amendment. The Act helps protect the privacy of student records by requiring that institutions limit disclosure of information from these records to third persons, notify students (or their parents, if dependency has been established) of the right to review the student's educational records and permits students the right to seek correction of information contained in the records.

The University accumulates and keeps records to enable faculty and administrators to plan educational opportunities, which meet the needs of the individual student, to better understand the students, to counsel more effectively with them, and to assist them in placement after graduation.

Because of the scope and number of requests for information about students, a comprehensive policy related to the utilization of student records has been approved. The policy outlines the establishment, maintenance and use of student records. Individual offices may develop more detailed policies as long as they are not inconsistent with the comprehensive plan. All policies are evaluated annually. The comprehensive records policy is available in the Student Handbook, which is issued to all students.

General Policy

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

College of Arts & Sciences

Dean Ralph Czerwinski • (217) 424-6205

Philosophy of the College of Arts & Sciences

The College of Arts and Sciences seeks to cultivate in its students the broadest possible perception of humans in relation to their cultural heritage and their position in society and the universe. It strives to motivate students to develop reasoning ability, aesthetic awareness and discriminating judgment, together with a sense of purpose and a zeal for continued learning. It strives further to prepare students for responsible participation in society.

Objectives of the College of Arts & Sciences

1. To instruct in the humanities, natural sciences and social sciences so that the student comes to realize the human significance, integration and inter-relationship of these disciplines.
2. To enable the student to express ideas clearly and concisely through a command of communication skills.
3. To recognize and encourage individuality and creativity through programs of independent study, career preparation, work experiences and original projects.
4. To enable the student to use the literature of a chosen discipline or area.
5. To prepare the qualified student (a) for graduate and professional schools and/or (b) in knowledge and career-oriented skills, which require training in departments of the College of Arts and Sciences.
6. To provide an academic atmosphere in which normative values can be confronted intellectually by the students.
7. To promote academic freedom including the right to express the truth as one sees it and the freedom to ask relevant questions. This freedom carries with it the responsibilities of separating fact from opinion or speculation and respecting the viewpoints of others.
8. To encourage in the student the development of awareness, compassion, tolerance and understanding of the values and worth of others.

Academic Organizations and Majors

The College of Arts and Sciences is composed of four divisions and 13 academic departments. The College of Arts and Sciences offers 27 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 Interdisciplinary and Honors Programs section of this Bulletin and several Pre-Professional programs are noted in the section on Special Academic Opportunities.

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

Humanities

Dr. Jo Ellen Jacobs, Chair
*English - Education, B.A.**

English - Literature, B.A.
English - Writing, B.A.
*History, B.A.***
Philosophy, B.A.
Spanish, B.A.

Natural Science and Mathematics

Dr. Ed Acheson, Chair
*Biology, B.A., B.S.**
*Chemistry, B.A., B.S.**
Computer Science, B.A., B.S.
*Applied Mathematics, B.A., B.S.**
Mathematics with Secondary Teaching Certification, B.A., B.S.
Physics, B.A., B.S.

Social Sciences

Dr. Rene Verry, Chair
Communication, B.A.
Exercise Science - Athletic Training, B.A., B.S.
Exercise Science - Fitness and Sport, B.A., B.S.
Sports Management Concentration (Optional)
*Exercise Science - Physical Education, B.A., B.S.**
Human Services, B.A.
Political Science, B.A.
Psychology, B.S.
*Social Sciences, Secondary Teaching B.A.***
Sociology, B.A., B.S.

School of Education

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

Interdisciplinary

American Studies, B.A.
Interdepartmental, B.A., B.S.
International Studies, B.A.

* Teacher certification available.

** Teacher certification available in social sciences, with a major in history.

Exploratory Studies

The Exploratory Studies option is available for students not yet comfortable with declaring an academic major or students changing their major and are not ready to declare a new major. Exploratory Studies is a temporary major that provides all the benefits of a declared major including faculty advising, access to introduction to the major courses and the opportunity to gain broad exposure to academic disciplines across the University. Exploratory Studies is not an academic major. Students must meet the requirements of an academic major to earn a degree.

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, 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.

Historical Studies and Social Science

Requirement. Six credits within the University Studies program are designated by the individual colleges and schools. Students in the College of Arts and Sciences are required to fulfill a Historical Studies and a Social Science requirement. The Historical Studies requirement must be fulfilled by taking one three-credit course in the department of history with the prefix "HI." Usually this requirement will be met by taking a course at the 100 or 200 level.

The Social Science requirement can be fulfilled by enrolling in one three-credit social science course from any of the following: any Sociology course, any Political Science course, PS204 Social Psychology, PS305 Industrial and Organization Psychology, CO310 Small Group Communication, CO331 Relational Communication, CO332 Gendered Communication, CO343 Communication and Conflict, CO344 Leadership or CO432 Intercultural Communication.

Literature Requirement. Three credits in literature are required. This requirement may be completed as part of, or in addition to, University Studies.

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. Any student for whom English is not a native language must successfully pass Interdisciplinary 151 to demonstrate proficiency, or have successfully completed a second semester English Composition course with a research paper emphasis at another university or college. In addition, a proficiency examination in the student's native language will be given by the Department of Modern Languages and must be passed successfully. Approval to satisfy these requirements in this manner must be given, in advance, by the Chair of the Modern Languages Department and the Dean of the 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.

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, mathematical and computer sciences, or physics, in addition to the University Studies requirements. A mathematics or computer science 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

Behavioral Sciences Department Faculty

James D. St. James (Chair)

Full-Time: Linda Collinsworth, Larry Crisler, Mary Garrison, James St. James, Lawrence Troy, D. Rene Verry, Kay White

Adjunct: Mark Bridge, Dennis Crowley, Pixie Fennessey-Woolen, Gordon Forbes, Kristine Palmer, Erick Parker, Jeff Wallis

MAJOR IN HUMAN SERVICES

This program is designed for the student who intends to pursue a career in social work. 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. With a minor in business administration, this program also will prepare the student for career in human resources development or personnel.

The Following Courses are Required

Sociology 100, Introduction to Sociology
Psychology 130, Introductory Psychology or
Psychology 140, Principles of Psychology

Statistics and Research

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

Psychology

Psychology 310, Principles of Psychopathology

Sociology

Sociology 320, Social Stratification or 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 370, Interventions with Individuals
Sociology 460, Capstone Internship
Sociology 480, Advanced Internship

Electives - Choose One

Psychology 204 or Sociology 204, Social Psychology
Psychology 312, Child and Adolescent Psychopathology
Sociology 232, Deviant Behavior
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 330, Sociology of Gender
Sociology 350, Chicago Communities and Cultures
Sociology 361, Criminology
Sociology 371, Interventions with Families and Groups
Sociology 372, Social Movements

Human Services Courses (SO) (Credits)

314. Social Work Theory and Practice (3)

A detailed study of social work practice, including a review of values, ethics and theoretical perspectives supporting intervention strategies and methods of the field. Attention will also be paid to interpersonal, analytical and problem-solving skills required for professional social work. Pre-requisite: departmental major, sophomore standing, Sociology 100 or Psychology 130 or 140.

315. Human Behavior and the Social Environment (3)

This course, Human Behavior in the Social Environment, introduces social systems theories, psychological theories and developmental theories to examine why people behave as they do and to apply this knowledge to generalist social work practice across the life span. The course integrates major concepts from the social and behavioral sciences with micro, mezzo and macro social work practice approaches. The impact of culture and environmental conditions on individuals, families, small groups and communities is examined. Pre-requisites SO100 or PS130, Sophomore standing.

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 managed care and payment systems will be covered. Offered as an Immersion Course. Pre-requisite: Sociology 100 or Psychology 130 or 140 or consent of the Instructor.

317. Practice with Diverse Populations (3)

This course presents concepts for understanding, measuring, and evaluating cultural competence for working with persons from cultures other than one's own. Focus is on the impact of discrimination and oppression on the development and delivery of social work services to people of color and other marginalized populations. The course will also explore why cultural competence is important to human service professionals and will identify skills necessary to become culturally competent. Pre-requisites SO 100 or PS 130, SO 314.

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 programs that support the aging population. Community professionals who provide services to seniors will be included in classroom presentations and site visits to senior programs will be completed. Offered as an Immersion Course. Pre-requisite: Sociology 100 or Psychology 130 or 140 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. Pre-requisites SO314 Social Work Theory and Practice, SO315 Human Behavior and the Social Environment.

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, and economic and social inequality. Pre-requisites: Sociology 100.

370. Interventions with Individuals (3)

Introduction to generalist practice. Students begin to learn the skills and ethics required for practice with individuals. Interviewing skills for assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving process are developed. Pre-requisites: junior standing, departmental major, and Sociology 314.

371. Interventions with Families and Groups (3)

Generalist practice with a focus on families, small groups, and individuals in a group context. Skills of assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving process are developed. Pre-requisites: departmental major, Sociology 370.

460. Capstone Internship (4-7)

A capstone experience required for Human Services majors. 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. 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 seminars, journals, and writing a paper, students will reflect on their experiences and integrate their knowledge with their experience. In addition, students will complete their portfolios, which demonstrate their satisfaction of departmental learning goals. Pre-requisite: senior standing or junior standing and approval of Behavioral Sciences faculty, Sociology 370.

480. Advanced Internship (1-6)

An opportunity for students who have already completed Sociology 460, Capstone Internship, to take an additional internship. Pre-requisite: SO460, Capstone Internship, and permission of instructor.

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 Sciences 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 Services major.

Required Courses are:

Discipline Foundation
PS130, Introductory Psychology or PS140,
Principles of Psychology

Research Methods and Quantitative Analysis
PS201, Statistical Methods
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
PS318, Personality Theory
PS340, Life-Span Development
PS350, Topics in Development

Applied Psychology Core

PS305, Industrial/Organization Psychology
PS310, Principles of Psychopathology
PS312, Child & Adolescent Psychopathology

MINOR IN PSYCHOLOGY

A minor must meet the following requirements:

PS130, Introductory Psychology or PS140,
Principles of 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.

Departmental Proficiencies**Writing Proficiency**

To satisfy the Departmental Writing Proficiency, students must provide a sample of their writing, which was prepared in class (preferably from SO221 or PS202). A departmental committee composed of two faculty members chosen for that year will evaluate this sample. The committee will evaluate it on grammar and sentence and paragraph structure. If the student's work is deemed unacceptable, he or she may resubmit a writing sample until approval is granted.

Communication Proficiency

To satisfy the Departmental Communication Proficiency, the student must have a satisfactory oral class presentation in at least one course in the Department or a passing grade in CO242, Business and Professional Communication.

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.

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.

140. Principles of Psychology (3)

A natural science laboratory course in psychology. Students will learn the science of psychology in the classroom and in the laboratory. Topics to be covered range from the biological bases of behavior to learning and cognitive science. This course can be used as a pre-requisite for other psychology classes. No credit will be given for students who have taken PS130. Concurrent enrollment in PS141 required. Taught every fall.

141. Principles of Psychology Lab (1)

The laboratory component of PS140, Principles of Psychology, concurrent enrollment in PS140 is required. Taught every fall.

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. Pre-requisite: Psychology 130 or 140 or Sociology 100. Cross-listed with Sociology 201.

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. Mastery of American Psychological Association writing style through a variety of writing exercises, some of which require word processing on computers. Pre-requisite: Psychology 130 or 140 and 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. Pre-requisite: Psychology 130 or 140. Cross-listed with Sociology 204.

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: Psychology 201.

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: Psychology 130 or 140.

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: Psychology 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: Psychology 130 or 140.

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: Psychology 130 or 140.

312. Child and Adolescent Psychopathology (3)

Introduction to behavior disorders of children from birth to mid-teens. Etiology, diagnosis and treatment modalities are reviewed. Practical understanding of the child psychopathology for students whose career goals include service to children. Pre-requisite: Psychology 310 and junior or senior status.

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: Psychology 130, 140, 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: Psychology 130 or 140.

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: Psychology 130 or 140.

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: Psychology 130 or 140.

350. Topics in Development (3)

A course that focuses on specialized topics in developmental psychology, such as child and adolescent development, maturity and aging, psychobiological perspectives on development, adult cognitive change, or social aging. Pre-requisite: Psychology 340 or consent of instructor.

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 students, psychology majors 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.

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. The sociology curriculum serves students who wish to 1) pursue graduate study in sociology; 2) pursue social work or 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 and computer science.

Required Courses

Introduction

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
Sociology 330, Sociology of Gender

Capstone Course

Sociology 450, Sociological Analysis

Sociological Topics

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.

Departmental Proficiencies

Writing Proficiency

To satisfy the Departmental Writing Proficiency, students must provide a sample of their writing, which was prepared in class (preferably from SO221 or PS202). A departmental committee composed of two faculty members chosen for that year will evaluate this sample. The committee will evaluate it on grammar and sentence and paragraph structure. If the student's work is deemed unacceptable, he or she may resubmit a writing sample until approval is granted.

Communication Proficiency

To satisfy the Departmental Communication Proficiency, the student must have a satisfactory oral class presentation in at least one course in the Department or a passing grade in CO242, Business and Professional Communication. Interpersonal Communication Proficiency
To satisfy the Departmental Interpersonal Communication Proficiency, the student must complete SO370 with at least a C or receive a passing grade in CO100, Interpersonal Communication. This proficiency only applies to Human Services majors.

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.

Internship. Human Services majors are required to take an internship. Utilizing various community agencies as placement and research sites, students earn three or more credits while acquiring skills and experiences in various professional fields of the behavioral sciences.

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.

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.

110. Contemporary Social Issues (3)

A course that which investigates the social factors involved in creating and solving contemporary social problems in our society. Various topics are selected for in-depth study each semester, such as poverty, racism, gangs and domestic violence.

120. Introduction to Anthropology (3)

Introduction to field of anthropology. Techniques and problems of major subfields of anthropology: linguistics, archeology, ethnology, physical anthropology and primatology, and applied anthropology.

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. Pre-requisite: Psychology 130 or Sociology 100. Cross-listed with Psychology 201.

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 Psychology 204. Pre-requisite: Sociology 100.

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: Sociology 100.

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. Taught every spring.

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 Sociology 100.

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: Sociology 100.

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. Special focus is placed on racial and non-immigrant minorities, such as African-Americans and Hispanic-Americans. Pre-requisite: Sociology 100.

311. Juvenile Delinquency (3)

This course is designed to provide an overview of the study of juvenile delinquency. In as objective a manner as possible this course will examine the contemporary theories, laws, policy, and practice of the juvenile justice system within 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 Sociology 100.

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. Pre-requisite: Sociology 100.

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: Sociology 100.

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 Urban Life Center. Pre-requisites: Admission to the Urban Life 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 Urban Life Center. Pre-requisites: Admission to the Urban Life 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 the changing roles of men and women, domestic violence, class and ethnic variations, social change, love, sexuality, marriage, divorce and parenthood. Pre-requisite: Sociology 100.

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 Urban Life Center. Pre-requisites: Admission to the Urban Life 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: Sociology 100.

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: Sociology 100.

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: Sociology 100.

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 students, majors, 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. This paper will then be presented at the Behavioral Sciences Research Symposium or the Undergraduate Research Poster Symposium in the Spring. Taught each fall. Pre-requisite: senior sociology major and satisfaction of the departmental writing proficiency.

BIOLOGY

Biology Department Faculty

Harold Wilkinson (Chair)

Full-Time: Jennifer Burgoon, Sam Galewsky, Cynthia Handler, David Horn, Terry Matthews, Thomas McQuiston, Judy Parrish, Marianne Robertson, Harold Wilkinson

Lab Technician & Adjunct:
Roslyn O'Conner

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 or veterinary school. Biology also has programs that train 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. Biology's pre-physical/ occupational therapy and pre-medical technology programs prepare students for graduate programs in physical and occupational therapy and medical technology.

Pre-Professional Programs. (Medicine, Dentistry, Veterinary Medicine, Optometry.) 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 sheet lists specific coursework and provides other important advice for students with Pre-Professional interests.

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. To obtain this, students should register for Biology 291, Research Methods, in the fall semester of their sophomore year, and then initiate a research project in collaboration with biology faculty. 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). 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 to teach upper level biology courses.

Biology majors in secondary education must take two botany courses (Biology 125, Local Flora; Biology 308, Plant Physiology; and/or Biology 326, Plant Biology). Anatomy and Physiology I (BI 206) or Essentials of Anatomy and Physiology (BI 204) is required and substitutes for one Group II course. Students must also take Astronomy (AS 100 or 101) and either Earth Science for teachers (CH 102) or Environmental Biology (BI 135). The second semester of Physics for Life Sciences, Physics 202, is waived for secondary education biology majors.

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

Pre-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 MPSSL and all College of Arts and Sciences requirements. Thirty-three of the final 45 credits prior to transferring to a PT graduate program must be taken at Millikin.

For specific course requirements students should consult the appropriate advising sheet and talk to the pre-PT advisor. It should be noted that most accredited schools of physical therapy require an excellent undergraduate academic record. These programs are quite competitive and may 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 MPSSL 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 MPSSL 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 quite 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-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 the secondary education program 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.

Traditional Track

Required courses:

Biology 105/155, Ecology and Evolution
Biology 108/158, Attributes 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 201 and 202, Physics for Life Sciences

Also required are four courses selected from the following groups with at least one course from each group.

Group I

Biology 303, Entomology
Biology 307, Parasitology
Biology 314, Ecology
Biology 323, Animal Behavior
Biology 324, Ornithology, or
Biology 325, Vertebrate Biology
Biology 326, Plant Biology
Biology 404, Evolution

Group II

Biology 301, Comparative Anatomy, or
Biology 304, Developmental Anatomy
Biology 306/356, Animal Physiology
Biology 308, Plant Physiology and Development
Biology 312, Immunology, or
Biology 413, Cell Biology
Biology 330, General Microbiology
Biology 407, Molecular Genetics

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. Biology majors in the secondary education program must have eight credits of botany to prepare. Two courses selected from Biology 125, Biology 308, or Biology 326 will satisfy this requirement for certification.

To complete the minimum of 36 biology credits, biology majors should select courses from Groups I and II, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from Biology 291 and Biology 391 and 392 may count toward the 36 biology credits needed for the major.

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, Attributes 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 201 and 202, Physics for Life Sciences, or
Physics 225/226, Physics I and Physics 235/236, Physics II

Plus two courses selected from:

Biology 306/356, Animal Physiology
Biology 308, Plant Physiology and Development
Biology 312, Immunology
Biology 330, General Microbiology
Biology 413, Cell Biology

And one course selected from:

Biology 303, Entomology
Biology 307 Parasitology
Biology 314 Ecology
Biology 323 Animal Behavior
Biology 324 Ornithology
Biology 325 Vertebrate Biology
Biology 326 Plant Biology
Biology 404 Evolution

Recommended courses:

Biology 291, Research Methods
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, Attributes of Life
Biology 206, Anatomy and Physiology I
Biology 207, Anatomy and Physiology II
Biology 306/356, Animal Physiology
Biology 322, Neuroanatomy
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 201 and 202, Physics for Life Sciences

Plus one course from Group III

and one course from Group IV:

Group III

Biology 303, Entomology
Biology 314, Ecology
Biology 323, Animal Behavior
Biology 324, Ornithology
Biology 326, Plant Biology
Biology 404, Evolution

Group IV

Biology 230, Microbiology
Biology 300/350, Genetics
Biology 304, Developmental Anatomy
Biology 305/355, Molecular and Cell Biology

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 320, Developmental Psychology: Adulthood and Aging; Psychology 340 Lifespan Developmental Psychology, 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, computer science, 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, Attributes of Life
Biology 230, Principles of Microbiology, or
Biology 330, General Microbiology
Biology 206, Anatomy and Physiology I
Biology 207, Anatomy and Physiology II
Biology 300/350, Genetics
Biology 307, Parasitology
Biology 312, Immunology
Chemistry 121/151, General Chemistry
Chemistry 224/152, General Inorganic Chemistry
Chemistry 301/251, Organic Chemistry I
Chemistry 302/252, Organic Chemistry II
Physics 201 and 202, Physics for Life Sciences

Clinical Courses in Medical Technology

The following courses must be 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 Biology 481 or 482, Senior Seminar, and 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.

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 \$2,500 stipend plus supply money and housing for their summer's research.

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 MPSL.

Other Biology students not involved in any of the above programs are encouraged to do research during the academic year. Potential projects should be discussed with a faculty mentor.

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 one course each from Groups I and II.

Biology 102, Topics in Biology; Biology 130, Environmental Biology; and Biology 205, Field Biology, do not count toward a biology minor.

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

Biology Courses (BI) (Credits)

100. Biology Enhancement (1)

This course is designed to support the entry-level core biology course, Ecology and Evolution, and to help students make the transition to college level thinking in science. Students must be concurrently reelected for both BI 10, the lecture, and BI 155, Ecology and Evolution laboratory. Although the course counts as credit toward graduation, it does not count as a credit in biology. We will work to develop the study skills necessary to succeed, concentrating on writing in biology, communicating with professors (especially the advisor), taking notes, reading scientific texts and papers, interpreting figures, and taking exams. Students who scored 20 or less on the science reasoning portion of the ACT test are required to enroll in this course.

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.

105. Ecology and Evolution (3)

An introductory course for biology majors which will include discussions of biotic and abiotic factors which make up ecosystems and interactions of these factors which result in evolutionary and behavioral changes. Concurrent enrollment in Biology 155. Pre-requisite: Biology major or consent of instructor.

108. Attributes 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.

125. Local Flora (4)

Designed for non-majors and biology majors in the secondary education program. Familiarity with Illinois plants, their habitats, and community relationships is developed through several field experiences, including a weekend field trip to the Alf and Betty Thompson Retreat Center at Lake Sara, located near Effingham, IL. Students will make a plant collection, become proficient with the use of floral and vegetative keys, and learn to classify common plants to family. Basic plant structure/function relationships are examined through laboratory and field investigations.

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.

155. Ecology and Evolution Lab (1)

Laboratory course to accompany Biology 105. One two-hour lab per week. Lab emphasizes critical thinking, application of the scientific method, and writing skills.

158. Attributes of Life Lab (1)

An independent laboratory course to accompany BI108. The lab will explore the diversity of biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Various methodologies designed to measure such things as tension, pressure, temperature, and oxygen consumption will be utilized. Critical thinking, data analysis and standard laboratory reporting will be emphasized. Required for all Biology majors. Concurrent enrollment in Biology 108.

206. Anatomy and Physiology I (5)

The first of a two-semester sequence intended for biology majors in the Allied Health Track, and for nursing and physical education majors. Basic cell level concepts, including structure, function, and organization of cells, cell reproduction and Mendelian genetics will be discussed. Five of the ten human organ systems will be studied: integumentary, skeletal, nervous, muscular, and circulatory. Emphasis is placed on the correlation

between structure and function. Anatomical dissection, physiological experiments, charts, teaching models, and use of physiological equipment aid learning. Pre-requisite: Chemistry 203/205 or consent of instructor.

207. Anatomy and Physiology II (4)

A continuation course of Biology 206 covering respiratory, digestive, excretory, lymphatic and endocrine systems. Pre-requisite: Biology 206.

220/320. 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 will 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 will be required. Freshwater and forest habitats found in Illinois will be 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 problem, and specific journal entries will be required.

Education majors may take Field Ecology as BI 320, with pre-requisite 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 covered in the course in ecology, at an agreed upon level, using techniques and material from Field Ecology.

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).

280/380. Ecological Journey (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.

291. Research Methods (1)

This course is appropriate for students interested in doing undergraduate research at Millikin and/or pursuing a career in scientific research. Students will be introduced to biological literature, experimental design, data collection and analysis, scientific writing, as well as presentation and publication methods. Each student develops a research proposal. Career options in biological research will also be discussed. Pre-requisite: sophomore or junior standing.

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.

301. Comparative Vertebrate Anatomy (5)

Study of vertebrate body plan emphasizing comparative morphology of the organ systems correlated with change in function and environment. Dissection of the dogfish shark and cat. Pre-requisite: Biology 108/158 or consent of instructor.

302. Histology (4)

Study of the general principles of light and electron microscopy, cell structure and principal tissues and organs of vertebrates. Laboratory work involves examination of microscopic slides of tissues. Pre-requisite: Biology 305/355 or consent of instructor. Alternate years.

303. Entomology (4)

Students will develop an appreciation of invertebrates, primarily insects and spiders. They will study structure and function of these arthropods as they relate to their evolution, ecology, and behavior. Class discussions of current topics in entomology and class exercises on the critical evaluation of manuscripts will be emphasized. The laboratory will be devoted primarily to the identification of local insects and spiders. Pre-requisites: Biology 105/155 and Biology 108/158 or consent of instructor.

304. Developmental Anatomy (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. 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.

306. 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 will include gas exchange, food utilization and energetics, temperature effects, excretion and osmoregulation, sensory reception, and functional integration and coordination of these processes. Competence in chemistry and physics is recommended. Concurrent enrollment in Biology 356 required. Pre-requisite: Biology 305/355 or Biology 207 and 301.

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.

308. Plant Physiology and Development (4)

The cellular, molecular and physiological mechanisms behind plant growth, development and behavior. Includes photosynthesis, germination, flowering, senescence, sensory physiology and movement. Pre-requisite: Biology 305/355 or Biology 326 or consent of instructor. Alternate years.

310. Ichthyology (4)

This course will introduce students to the study of North American freshwater and saltwater fishes. Topics include evolution and classification, physiology, and ecology. Lab will focus on collection and identification of local and regional species. Saturday field trip(s) will be required and an extended sampling trip over spring break will be available.

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.

314. Ecology (4)

The interrelationships of plants, animals, microorganisms and the abiotic environment. Topics include limiting factors; competition, predation, and commensalism; population ecology; ecosystem organization and energetics; and problems in experimental design and ecological analysis. Some Saturday field trips are planned. Pre-requisite: Biology 108/158 or consent of instructor.

322. Neuroanatomy (3)

Detailed study of the nervous system with special emphasis on the human brain. Lecture topics include anatomy of the brain and spinal cord, reflexes, specific sensory and motor pathways, drug effects on the nervous system, special senses, and mapping of the cerebral cortex and nervous system disorders. Pre-requisite: Biology 206 or 301 or 304. Alternate years.

323. Animal Behavior (4)

Analysis and description of behavior at both the proximate and ultimate levels in both invertebrates and vertebrates. Topics include the physiology and genetics of behavior, learning and memory, defense, feeding, courtship, territoriality, parental care, orientation, communication and social

hierarchies. Pre-requisite: Biology 105/155 or consent of instructor. Alternate years.

324. Ornithology (4)

Will provide students with a basic understanding of birds and their biology. Avian topics covered include evolutionary history, taxonomic classifications, structural and functional differences between birds and other vertebrates, and their behavioral and ecological characteristics. Course will include two one-hour lectures and one four-hour laboratory. Most of the labs are field trips to a variety of nearby habitats to identify various bird species. Pre-requisite: Biology 108/158 or consent of instructor. Alternate years.

325. Vertebrate Biology (4)

The distribution, ecology, classification and evolution of vertebrates. Laboratory will include techniques for studying vertebrate populations, and the collection, preparation and identification of study specimens. Some Saturday field trips are planned. Pre-requisite: Biology 108/158 or consent of instructor. Alternate years.

326. Plant Biology (4)

Studies of the plant form and function at the organismal level, plant reproduction, ecology, and taxonomy. Students will prepare herbarium collections and will be required to design, implement, and present an independent research problem dealing with plants. Both laboratory and field experiences will acquaint students with important plant families and with principles of plant genetics, photosynthesis, and community relationships. One weekend field trip will be required. Pre-requisite: Biology 108/158 or consent of instructor.

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.

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.

356. Animal Physiology Lab (1)

Laboratory course to accompany Biology 306.

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

A supervised, practical biological experience for the biology major. A cooperative arrangement between the University and industry, research labs or health career agencies involved with biological work. Pre-requisite: sophomore, junior or senior standing and consent of department chair.

391, 392. Research (1-2)

Research experience in collaboration with Millikin biology faculty. Open to sophomores, juniors and seniors who have completed Biology 291. 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; evolution of sex; altruism and group selection; speciation and macroevolution, human origins and evolution. Lecture only. Pre-requisite: Biology 300/350 or consent of instructor.

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.

413. 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.

481, 482. Senior Seminar (1) Per Semester Senior capstone course required of all biology majors.

Special Topics (2-4) Each Per Semester

The offerings will depend on student interest and faculty availability. Pre-requisite: instructor's consent.

CHEMISTRY

Chemistry Department Faculty

Full-Time: Ed Acheson, George Bennett, Clarence Josefson, Anne Rammelsberg

Adjunct: Pat Higgins, Lisa Lievens, Lynette Nehmer

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

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 general physics 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 science electives include Physics, Genetics, and Cell/Molecular Biology.

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

After 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 October or 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: 24; or SAT: 1175) 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

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, Attributes 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, but excluding Chemistry 203 and 205, Essentials of Organic and Biochemistry, and including at least 9 credits in courses numbered 300 or higher. 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 406, Quantum Mechanics; or Physics 408, Solid State Physics.

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 includes classification schemes, translating qualitative ideas into data and showing relations by graphing, relating graphs to mathematical equations, calibration and assessment of instrumental measurements, assessing models, sampling, decision making, estimation, and putting experiments into context.

106. Elemental Geosystems (3)

This course provides an introduction to the earth from a systems perspective. The atmosphere, lithosphere, hydrosphere, and biosphere and their relation to human life are topics of study. Pre-requisite: none.

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 electro-chemistry. 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. Pre-requisite: Math placement score of 2 or better or consent of instructor.

151. Introductory Chemistry Laboratory I (1)

Designed to be the first laboratory class in our project-based laboratory 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 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 laboratory class in our project-based laboratory curriculum, this course should be taken together with Chemistry 222, 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.

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 a 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 121.

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 corequisite 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)

Designed to be an introduction to pharmacology with implications for nursing practice, this course is suitable not only for majors in nursing but majors in biology, allied health, psychology, athletic training, and other fields. Topics include absorption, distribution, metabolism and elimination of classes of drugs commonly used in medical practice. Emphasis is placed on principal therapeutic uses, important side effects and mechanisms of action. Pre-requisites: Chemistry 121, Biology 206, Biology 207, or at least six 300-level credits in Chemistry and/or Biology or consent of instructor.

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. Chemistry 354 is the companion laboratory course. Pre-requisite: 4 courses in Chemistry including CH302.

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 corequisite: 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 computational chemistry. Projects use ab initio, semi-empirical and molecular mechanics calculations for examining chemical properties. 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 corequisite: 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 222 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 corequisite: Chemistry 304.

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 222, 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 corequisite: 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 corequisite: 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.

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 Department Faculty

Mary J. Rivers (Chair)

Full-Time: Jeffrey D. Brand, W. Thomas Duncanson, Mary J. Rivers, Matthew Tucker

Adjunct: Candace Baker, Richard Besel, Nancy Curtin-Alwardt, Doug Fink, David Gentry, Melinda Rueter, Nan Vehovic, William Yauch, Christopher Bullock, General Manager, WJMU

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 9 hours of additional tool courses. No more than three credits can be taken in Communication Laboratory and count toward the major or minor.

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, The Rhetorical Act
 Communication 204, Investigative Methods in Communication
 Communication 470, Senior Portfolio
 Communication 480, Communication Criticism: Senior Capstone Seminar

In consultation with the faculty advisor, students select an additional 18 credits in communication electives, 9 of which must be numbered 300 or above, 3 credits each in writing, ethics, and computer technology.

MINOR IN COMMUNICATION

The minor in communication requires a minimum of 21 credits, including Communication 101, Introduction to Communication Theory; Communication 200, The Rhetorical Act; and at least 9 credits in courses numbered 300 or above. Students wishing to complete a communication minor must consult with the Department Chair.

Communication Courses (CO) (Credits)

100. Interpersonal Communication (3)

This course is designed to help students become more reflective about their communication. Building on current theories of communication and relationships, it guides students to multiple ways of thinking about their communicative partners, and providing them with choices about their communicative practices. The focus is upon managing effective communication in relationships with friends, roommates, romantic partners, teachers, and parents.

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.

181-5. Communication Practicum (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. The Rhetorical Act (3)

Theory and practice in speech preparation and delivery. Emphasis is on inquiry, evidence, reasoning and decision making.

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: Communication 101 or consent of instructor.

214. Advanced Audio Production (3)

For the student interested in a more intensive study of the craft of audio production. Copywriting, interviewing, multi-track recording, sound effects, digital editing, and other studio techniques are studied and practiced. Students are responsible for creating several broadcast-ready productions. Pre-requisite: Communication 110.

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.

222. Radio-TV Newswriting (3)

Theory, techniques and practical application of newswriting for radio and television. Topics include broadcast news style, writing for the media, interviewing, planning and producing news broadcasts, objectivity, accuracy and fairness.

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. This course does not count toward a Communication major or minor.

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.

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: Communication 101, communication major 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: Communication 101 or consent of instructor.

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: Communication 220.

325. 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: Communication 101 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: Communication 101 or consent of instructor.

332. Gendered Communication (3)

Examines the variable of gender and its impact on verbal communication, non-verbal communication, marital communication, conflict and organizational communication. Pre-requisite: Communication 101 or consent of instructor.

336. Social Cognition (3)

Examines the role of cognitive processes in communication. Students study memory, perception, thinking, and language acquisition and production as they impact the construction, management and interpretation of messages as well as our understanding of people, relationships, and our social world. Pre-requisite: Communication 101, Communication 204.

341. Organizational Culture (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: Communication 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.

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, 372. Internship (1-4) Per Semester

Opportunities for majors to work with local businesses and agencies in order to receive practical experience. Maximum of 4 credits for students with 34 Communication credits. Students may add an additional 2 credits above the 34 credit minimum for the major. Pre-requisite: 2.0 grade point average, 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. Persuasion Theory and Practice (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, Communication 101 or consent of instructor.

406. Persuasion and Social Movements (3)

Members of social movements have addressed many of the most sensitive and emotionally charged issues in our country. The purpose of this course is to introduce the role of social protest as a persuasive influence on our culture. We will look at examples of both historical and contemporary movements. As a potential participant, observer, or target of social movements, students should be aware of how these groups communicate, what strategies they employ to influence, and the relationship they have to the formulation of social and political policy in the United States. The goal of this course is to critically examine the communicative functions of social movements in America. Pre-requisites: CO 101, Introduction to Communication Theory, or consent of instructor.

425. Media Law and Public 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: Communication 325 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: Communication 251.

470. Communication Portfolio (1)

Each Communication major will submit an annotated portfolio of representative work (papers and projects) completed during his/her tenure at Millikin. Pre-requisite: senior Communication major.

480. Communication Criticism: Senior Capstone in Communication (3)

A topically organized seminar that provides an opportunity for majors to reflect upon and synthesize their undergraduate education. Drawing upon a variety of theories and perspectives, students examine an issue or context through the lens of the communication scholar. Pre-requisite: senior Communication major.

SCHOOL OF EDUCATION

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 evaluated by the state every five years. The last such review was in spring 2001. 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 State-of-Illinois-approved teacher certification programs. These programs are:

- ¹Art Education-(kindergarten through grade twelve)

- ¹Early Childhood Education-(0-grade 3)
- ¹Elementary Education-(kindergarten through grade nine)
- ¹English Language Arts Education-(grades six through twelve)
- ¹Mathematics Education-(grades six through twelve)
- ¹Music Education-(kindergarten through grade twelve)
- ¹Physical Education, Specialist-(kindergarten through grade twelve)
- ¹Science Education: Biology-(grades six through twelve)
- ¹Science Education: Chemistry-(grades six through twelve)
- ¹Social Science Education: History-(grades six through twelve)
- ¹School Nurse Certificate-School Service Personnel (kindergarten through grade twelve)

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, the Chair of the Early Childhood, Elementary, and Professional Education Department or the teacher education coordinator for the prospective 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 teaching fields, with the assistance of Education faculty. When adding a major track leading to teacher certification, students must inform the Dean's secretary of the appropriate College of the change and officially add the track 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. They 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 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. In order to support each prospective teacher's journey toward excellence in teaching and learning, we co-journey with each candidate during his or her years at Millikin, equipping each candidate with the knowledge, skills and dispositions needed so that he or she, in turn, may launch his or her students on similar journeys - toward lives of contribution and service.

The Director of the School of Education, who also serves as 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 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.

School of Education Checkpoints

Program Admissions. 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 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 the CAT1 Technology Modules
6. Successful completion of Candidate Assessments 1 and 2
7. Successful completion of Phase I of the Candidate Portfolio (rating of Proficient or Commendable)
8. Successful engagement with students and professionals in a learning environment (Education Internship)
9. Demonstrated professional, legal, and ethical conduct
10. 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 (candidate interviews may be held), and the Committee on Teacher Education Programs. Recommendations are based on the above criteria, information in the candidate application, transcripts, advising folder, and state test results.

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, 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 and distributed to all faculty. 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: ED306, ED307, ED310, ED320, ED332, ED335, ED336, ED337, ED339, ED405, ED425, ED426, ED430, ED435, ED439, ME450, ME451, ME 453, 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 \$150 that is directly provided to their cooperating teachers as a stipend for their service as mentor teachers.

Current placement locations for student teaching include:

1. Local placements made within 25-mile radius of Decatur (both public and parochial/private)
2. Chicago (through the Urban Life Center or, for Music Education, through the School of Music)
3. Santo Domingo, Dominican Republic (through the Instituto Cultural Dominicano-Americano)

All other placements would be special requests and would require the approval of the Committee on Teacher Education Programs (CTEP). A Remote Student Teaching Request Form will need to be completed in order to request placements other than those listed above. If approved, the candidate will pay additional mileages costs of the university supervisor beyond the 25-mile radius.

Admission to Student Teaching

During spring semester of the junior year, the candidate completes an application for student teaching. This application must be signed by the Director of the School of Education, indicating likelihood of successful completion of the program and continuing recommendation. Upon application to student teaching, the Director 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. 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 7

7. Successful completion of 100 hours of pre-student teaching clinical experiences
8. Department and Director of School of Education approval

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

Application Process

Application for student teaching will occur twice each academic year – once in March/April and once in October/November. 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, so apply spring of junior year). Candidates will complete their senior methods course the semester immediately prior to student teaching, thereby completing their student teaching internship directly before their student teaching semester. In order to remain enrolled in the senior methods course, the candidate **MUST** have passed the Content Area Test prior to the beginning of the semester in which the methods course is being taken. Failure to do so results in a deferment of the student teaching semester, for the methods course must be completed before student teaching.

A passing score on the Content Test is required before the semester prior to 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, for failure to pass the test on the first attempt would leave no opportunity for another chance.

Should a candidate be placed for student teaching and, as a result of his/her actions or behaviors during the student teaching internship, the school district in which he/she is placed decides to refuse the candidate for student teaching, the student teaching placement will be cancelled and no further opportunity to student teach during the original semester will be provided. The candidate will need to petition the Committee on Teacher Education Programs (CTEP) and request readmission to student teach for the semester following the original student teaching semester. Once he/she receives approval for re-admission, a new placement will be arranged and the candidate will be notified. The candidate will not have to retake the senior methods course, but he/she must complete the required minimum number of internship hours with the new cooperating teacher once a new placement can be arranged.

Incomplete Course Grades prior to Student Teaching

As stated above, an overall G.P.A. of 2.7, a professional education core G.P.A. of 2.7, and a major G.P.A. are required for admission to, and retention in, student teaching. Incompletes that go beyond the first day of the semester in which student teaching occurs adversely impact these computations. In order to ensure that candidates who begin their student teaching semester are continuing to meet these requirements, any incomplete that exists directly before the student teaching semester begins will be computed as an F. Candidates are encouraged to complete all coursework prior to the beginning of the student teaching semester to avoid potential penalty for computing Incompletes in this manner.

Timeline for completing the Illinois Content Area Test

As mandated by the state of Illinois, 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 the beginning of the spring semester prior to student teaching (January), which requires the candidate to pass the test given in November of the previous year at the latest (so that test scores will be available). Should a candidate not have a passing score by this time, the candidate will be disenrolled from the senior education methods course and the student teaching 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 the beginning of the fall semester prior to student teaching (August), which requires the candidate to pass the test given in July at the latest (so that test scores will be available). Should a candidate not have a passing score by this time, the candidate will be disenrolled from the senior education methods course and the student teaching 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. Evaluations of additional clinical experiences also are examined. Upon learning of a serious problem (academic, motivational, personality, moral or legal) that indicates the candidate has fallen below standards for admission and retention in the School of Education, the

Director of the School of Education will notify the candidate (with copies to the advisor) of disenrollment from the School. In cases where it is unclear whether the candidate continues to meet the criteria for admission and retention, or upon appeal by the disenrolled candidate, CTEP will reconsider the candidate's status in the School of Education.

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
3. Successful completion of Candidate Assessments 8-10
3. An acceptable Phase II Candidate Portfolio (Satisfactory or Commendable Rating)
4. Passing Illinois Assessment of Professional Teaching Test

Student Academic Grievances

School of Education candidates have the same academic rights and responsibilities as do all Millikin University students (see the Academic Regulations and Grading System section of this Bulletin). There are, however, specific situations in the School of Education when negative decisions may be cause for student grievances. These include:

1. Admission to or dismissal from the School of Education, a clinical experience or student teaching;
2. Evaluation of the candidate's performance in teacher preparation courses, clinical experiences or student teaching; and
3. Recommendation for state certification or for employment.

Candidates feeling they have been treated unfairly in any of these School of Education matters should first confer with the Director of the School of Education. Appeal of decisions may be made, in writing, to the Committee on Teacher Education Programs through the Director of the School of Education. Candidates may have personal, academic or legal support in hearings concerning School of Education matters. If there is still no resolution after meeting with the Director, the candidate may present the case to the Dean of the school in which the course was offered. The Dean may consult with the Director, the departmental Chair 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 candidate grades unless the administration is proceeding against that faculty member pursuant to Dismissal for Cause (Section 2.4.7) or Action Short of Dismissal (Section 2.4.8). 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 Director or Dean, if necessary, shall have the power to change a grade.

Clinical Experiences Requirement

All Millikin School of Education programs require the successful completion of a minimum of 100

clock hours of pre-teaching experiences in school classrooms for admission to student teaching. Candidates must complete at least three quarters of these hours with P-12 teachers from the appropriate teacher education programs and certificate level. In addition, they must complete an internship in a multicultural setting, as evidenced by the internship evaluation. 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 in 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.

Early Childhood Education Program (B.S. or B.A.)

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 MPSL University Studies, by the School of Education, and by the College of Arts and Sciences. Candidates completing this program will receive certification in Early Childhood Education with a Special Education Approval Area in Early Childhood.

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 one semester of

the candidate's sophomore year, and the Junior Block will be completed during one semester of the candidate's junior year. Outside of student teaching, these are the only courses that are sequenced within the four-year program. 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, CWRRRI or English Composition I (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential

Quantitative Reasoning (must have MA prefix) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (3)
 Social Sciences (3)
 Language (0-12) depending on placement
 Natural Science (one biological & one physical science course, including one lab) (7-8)

GE for EC ED B.A. Degree (37-50)

¹Candidates must earn C or higher for IN150 and a C+ or higher for IN151

Bachelors of Science (B.S.)-Early Childhood Education

Sequential (Credits)
 IN140, University Seminar (3)
 IN150, CWRRRI or English Composition I (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (3)
 Social Sciences (3)
 Language/Semiotic/Cultures Option (0-9)
 Natural Science (one biological & one physical science course, including one lab) (7-8)
 Additional Math/Science (3-4)

GE for EC ED B.S. Degree (43-54)

¹Candidates must earn C or higher for IN150 and a C+ or higher for IN151

¹B.S. degree candidates choose Language/Semiotic/Cultures Option recommended by major field

¹Seven 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 for professional education courses may be found below in the section entitled Early Childhood, Elementary, and Professional Education Courses.

Early Childhood Education Major Courses (Credits)

Sophomore Block Courses (ED 120 or ED 130 pre-requisite)
 Education 232, Early Childhood Development (3)
 Education 236, Development and Acquisition of Language (3)
 Education 237, Health, Nutrition and Welfare of Young Children (3)
 Education 239, Characteristics of Young Children with Special Needs (3)

Junior Block Courses (Admission to the School of Education required)

Education 310, Creating Communities of Learners (3)
 Education 332, Teaching Language Arts and Social Studies in Early Childhood (3)
 Education 339, Methods in Early Childhood Special Education (3)

Non-Block Early Childhood Education Courses

Education 204, Children's Literature (3)
 Education 335, Child, Family and Schools (3)
 Education 336, Teaching Math and Science in Early Childhood (3)
 Education 337, Creative Arts and Movement in Early Childhood (3)
 Education 430, Leadership and Professionalism in Early Childhood Programs (3)
 Education 435, Reading Methods in Early Childhood (3)
 Education 439, Assessment and Diagnosis of Children with Special Needs (3)

Non-Block Professional Education Courses

Education 130, Introduction to Early Childhood Education (3)
 Education 170/172, Education Internship (1)
 Education 200, Human Development, Pre-K-Grade 6 (3)
 Education 218, Technology for Pre-School and Elementary Classrooms (1)
 Education 320, The Exceptional Child (3)
 Education 476, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)
 Total (68)

Elementary Education Program (B.S. or B.A.)

Candidates wishing 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, by the School of Education, and by the College of Arts and Sciences.

To ensure that Elementary Education candidates have the necessary math skills needed for teaching math K-6, the Math Skills Assessment (MSA) will be required for all incoming freshmen candidates for this program. The MSA will be administered within the School of Education, and elementary

education candidates must complete the MSA before they can enroll in ED212 – Mathematics Methods. Once a candidate has successfully completed the MSA, the student will be eligible for the course.

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 one semester of the candidate's sophomore year, and the Junior Block will be completed during one semester of the candidate's junior year. Outside of student teaching, these are the only courses that are sequenced within the four-year program. 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 (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential

Quantitative Reasoning (must have MA prefix) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (3)
 Social Sciences (3)
 Language (0-12) depending on placement
 Natural Science (one biological & one physical science course, including one lab) (7-8)

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 requirement (such as general education).

GE for EL ED B.A. Degree (52-65)

¹Teaching in middle school or junior high school requires candidate to elect the middle school option described below.

¹Candidates must earn C or higher for IN150 and a C+ or higher for IN151

Bachelors of Science (B.S.)-Elementary Education

Sequential (Credits)
 IN140, University Seminar (3)
 IN150, CWRRRI or English Composition I (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (3)
 Social Sciences (3)
 Language/Semiotic/Cultures Option (0-9)
 Natural Science (one biological & one physical science course, including one lab) (7-8)
 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 requirement (such as general education).

GE for EL ED B.S. Degree (55-65)

- 1 Teaching in middle school or junior high school requires candidate to elect the middle school option described below.
- 1 Candidates must earn C or higher for IN150 and a C+ or higher for IN151
- 1 B.S. degree candidates choose Language/Semiotic/Cultures Option recommended by major field
- 1 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 for professional education courses may be found below in the section entitled Elementary and Professional Education Courses.

Elementary Education Major Courses (Credits)

Sophomore Block Courses (ED120 pre-requisite)
 Education 203, General Elementary Methods and Assessment (2)
 Education 204, Children's Literature (3)
 Education 206, Teaching Language Arts (3)

Junior Block Courses (Admission to the School of Education required)

Education 306, Teaching Science (3)
 Education 307, Teaching Methods in Social Studies (3)
 Education 310, Creating Communities of Learners (3)

Non-Block Elementary Education Courses
 Art 311, Art for Teachers (2)

Education 212, Mathematics Methods (2)
 Education 405, Teaching Methods in Reading (3)
 Exercise Science 305, Physical Education and Health for Elementary Teachers (3)
 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 200, Human Development, Pre-K-Grade 6 (3)
 Education 218, Technology for Pre-School and Elementary Classrooms (1)
 Education 320, The Exceptional Child (3)
 Education 476 or 477, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)
 Total (55)

Early Childhood and Elementary Education Programs, BS 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. The admission requirements and cost of PACE are described earlier in this Bulletin. Candidates who have not completed a bachelors or associates degree must complete the AA or AS degree as part of the 121 semester credit hours or meet university and degree requirements typically completed during the freshman and sophomore years. University and degree requirements typically completed during the freshman and sophomore years are not part of the scheduled cohort program. All candidates also meet the upper division requirements, including: 1) major and professional course requirements, 2) general education course requirements, and 3) elective course requirements.

Upper division requirements are part of the scheduled cohort program. In cohort groups of 20 to 25 students, PACE candidates complete the requirements for the B.S. degree in either early childhood or elementary education, described above, generally taking one course at a time in classes that meet one night per week from 6:00 - 10:00 p.m. PACE courses meet in an accelerated format, lasting five weeks (for a three credit-hour course). The first assignment is 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. An estimated twenty hours per week of outside course work is expected in the accelerated format. The career and work experience of PACE candidates brings an educational element to the classroom that traditional candidates usually do not offer. PACE candidates work with case studies, assignments, and projects, drawing on previous work experiences to support their study of elementary education. The PACE structure enables a candidate to complete a minimum of nine (or more) courses per year.

In order to ensure that candidates who enroll in one of the PACE programs for education can continue through the program without delay, candidates must pass the Basic Skills Test by the beginning of the second semester of the program as part of the admission to the School of Education criteria. Candidates who have attempted, but not passed, the Basic Skills Test by the beginning of the second semester may petition to continue in the program, with the understanding that they will not be able to take Education courses numbered 300 and above until they receive a passing score on the test and meet all criteria required for admission to the School of Education.

In order to allow candidates to count previous educational experiences with young children, the School of Education provides a Verification of Field Experience Hours Form that can be used to document internship hours that the candidate wishes to transfer into the program. Should a candidate have evidence of a minimum of 60 hours of experience in working with young children within the certificate range, he/she can complete the documentation form and transfer in 40 internship hours of the required 100 hours. This evidence will require the signature(s) of individuals who can attest to the validity of the prior experiences and the number of hours completed.

Educational Studies Program

The Education Studies program includes all of the required coursework of the Elementary Education degree EXCEPT for ED476 Student Teaching and ED488 Senior Seminar. This results in the candidate receiving a bachelor's degree in Educational Studies without certification. This program can only be offered to an Early Education or Elementary Education candidate by the Committee on Teacher Education Programs, at the recommendation of the Director of the School of Education, when one of the following special circumstances exist:

- 1 A candidate is successful in the program but cannot pass the Illinois State Board of Education Content Area test, which prevents the candidate from completing a teacher education program (student teaching)
- 1 A candidate is successful in the program, but the Committee on Teacher Education Programs does not believe that he/she has the minimal knowledge, skills, and/or dispositions necessary to successfully complete student teaching.

Secondary Education Programs

Candidates wishing teacher certification in Secondary Education (Illinois type 09, grades 6-12) 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.

Bachelor of Arts (B.A.)-Secondary Programs Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRR1 or English Composition I (3)
 IN151, CWRR2 or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix) (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (3)
 Social Sciences (3)
 Language (0-12) depending on placement
 Natural Science (with lab) (4)

GE for SEC ED B.A. Degree (34-46)

¹Candidates 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, CWRRRI or English Composition I (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix) (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (3)
 Social Sciences (3)
 Language/Semiotic/Cultures Option (0-9)
 Natural Science (with lab) (4)
 Math/Science (10)

GE for SEC ED B.S. Degree (44-53)

¹Candidates must earn C or higher for IN150 and a C+ or higher for IN151
¹B.S. degree candidates choose Language/Semiotic/Cultures Option recommended by major field
¹10 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 parts 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 219, Technology for the Secondary and Specialist Classrooms (1)
 Education 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (3)
 Education 321, General Secondary Methods and Assessment (2)
 Education 425, Instructional Analysis, Design & Assessment for Secondary Teachers (1)
 Education 477 or 478, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)
 Total (31)

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 in the subject to

be taught. In addition, if students elect to earn endorsements in mathematics or drivers education, they must distribute the credits in designated ways. 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 specialist programs:

Art (B.F.A.)
 Music (B.M.)
 Physical Education (B.A. or B.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, and meet the School of Education general education requirements. Advising materials for each program are available from advisors or from the School of Education. Information about endorsements to teach in more than one area may be obtained from advisors or from the Director of the School of Education. The program descriptions are in the appropriate sections of this Bulletin.

Specialists Programs for B.F.A. Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRRRI or English Composition I (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix) (3)
 Language/Semiotic/Cultures Option (0-9)
 Natural Science (with lab) (4)

GE for SPECIALIST B.F.A. Degree (24-33)

¹Candidates must earn C or higher for IN150 and a C+ or higher for IN151
¹Choose option recommended by major field

Specialists Programs for B.M. Sequential (Credits)

IN140, University Seminar (3)
 IN150, CWRRRI or English Composition I (3)
 IN151, CWRRRII or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

Non-Sequential (Credits)

Quantitative Reasoning (must have MA prefix) (3)
 Language/Semiotic/Cultures Option (0-9)
 Natural Science (with lab) (4)

GE for SPECIALIST B.M. or B.F.A. Degree (24-33)

¹Candidates must earn C or higher for IN150 and a C+ or higher for IN151
¹Candidates choose Language/Semiotic/Cultures Option recommended by major field

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 219, Technology for the Secondary and Specialist Classroom (1)
 Education 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (3)
 Education 321, General Secondary Methods and Assessment (2)
 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 (31)

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 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (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. (46)

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 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (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. (48)

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 to assist nurses to better understand schools, school employees, school children and to carry out the many duties of a school nurse in P-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. For those seeking certification before fall, 2005, a one-year internship under supervision of a fully qualified school nurse or two years successful experience as a school nurse prior to July 1, 1972 is required. Candidates may apply to complete their internship in a distant location from Millikin.

Candidates must complete the following required courses (*) and electives to total 30 semester hours in addition to NUR 430 or ED 470 or ED 471 & 472 - the program internships.

- *ED 120, Introduction to American Education (3)
- *ED 201, Human Development, Grades 6-12 and K-12 (3)
- *SO 100, Introduction to Sociology (3)
- *ED 310, Creating Communities of Learners (3)
- *ED 320, The Exceptional Child (3)
- *NU 430, Community/Public Health Nursing (8) (3 theory, 5 clinical @ MU) or ED 471-472, Supervised School Nursing (if community nursing is completed without a school internship)
- *ED 428, Community Health Practices and Problems, required if seeking certification before fall, 2005

Nutrition
 Communication Skills
 Social Case Work
 Mental Health
 School Administration
 Guidance and Counseling
 Health Education
 Curriculum Design
 Diversified Occupations-Health Careers
 Child and Adolescent Psychology

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 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.

International Teacher-Scholars Program in the Dominican Republic

The International Teacher-Scholars Program [ITSP] affords students the opportunity to

- ¹develop knowledge, skills and dispositions key to professional success;
- ¹practice service-minded citizenship in a society and culture different from their own by contributing to Dominican schools;
- ¹learn a second language in an environment of native speakers;
- ¹discover life-shaping purposes as they engage in a dynamic learning experience in the Dominican Republic; and
- ¹prepare for employment in an increasingly diverse country after graduation. Whether or not students work directly with the Hispanic community, they will be able to better contribute to a society with an increasing Hispanic population.

ITSP Program Description

The International Teacher-Scholars Program offers a spring semester of study in the Dominican Republic to qualified Millikin juniors studying education. Completing a total of 15 credits during the semester, students take courses at one of the Republic's foremost universities and teach English in urban and rural public schools. They receive credit for the following courses:

IN 350, Dominican Social Themes (3), with Spanish as the instructional language
 SP301 Conversations and Composition I (3)
 SP302 Conversation and Composition II (3)
 ED481, TESOL Theory & Practice (3), with English as the instructional language
 ED482, TESOL Practicum (3), teaching English as a Second Language in grades 5-8

Students who are interested in this opportunity should recognize the importance of careful advanced planning. They should make their advisors aware of their interest as soon as possible so that courses to be taken in the Dominican Republic help meet program requirements.

EDUCATION

Early Childhood, Elementary, and Professional Education Department Faculty

Darlene Hoffman (Chair)

Full-Time: Ray Boehmer, Nancy Gaylen, Lori Gehrke, Jason Helfer, Darlene Hoffman, Jean Mendoza, Ronda Mitchell, Ngozi Onuora

Adjunct: Marsha Cuttill, Dennis Downey, Katharine Leavitt, Yvonne Lewis, Donald Long, Cornelia Newton, Cynthia Reynolds, Sue Ridgley, Kathy Tapscott, Judith Thistlethwaite, Sandra Walker, Marilyn Yokel

The following courses are offered through the Early Childhood, Elementary, and Professional Education Department.

Early Childhood, Elementary, and Professional Education Courses (ED) (Credits)

Education Courses (ED) (Credits)

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 seven or more area schools.

130. Introduction to Early Childhood Education (3)

Introduces students to the role of the early childhood educator in the development of young children from birth through third grade in a variety of settings. It includes the history, philosophy and theory of early childhood education.

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. Graded pass/fail only.

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 opportunity 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 University is not in session. Graded pass/fail only.

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 instructions will focus on the needs of children in pre-K through sixth grade. Pre-requisite: ED 120 or ED 130.

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.

203. General Elementary Methods and Assessment (2)

Theories and techniques of teaching in elementary schools. Planning, organizing, and presenting learning experiences; assessing student progress toward learning outcomes. Concurrent enrollment in ED204 and ED206 required for Sophomore Block. Pre-requisite: ED 120 or ED 130.

204. 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 K-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. Concurrent enrollment in ED203 and ED206 required for Sophomore Block. Pre-requisite: ED 120 or ED 130.

205. Introduction to Portfolio I (1)

This course assists transfer students and students in PACE programs to develop the exploratory portfolio required of all students as part of admission to the School of Education. The course will explain the content of portfolios, the alignment of standards to artifacts and engage students in active exploration of possible portfolio content from their prior college work. The primary assessment of the course will be the successful presentation of an exploratory portfolio.

206. Teaching Language Arts (3)

Current methods and materials used in teaching language arts to children. Addresses current national and state standards for teaching language arts. Includes handwriting, spelling, grammar, listening, and expository and creative writing for school children in kindergarten through grade 9. Special emphasis on incorporating reading techniques into language arts. Concurrent enrollment in ED204 and ED203 required for Sophomore Block. Pre-requisite: ED 120 or ED 130.

208. Introduction to Portfolio II (1)

This course assists students in PACE programs to develop the pre-professional portfolio required of all students as part of admission to student teaching. The course will explain the content of portfolios, the alignment of standards to artifacts and engage students in active exploration of possible portfolio content from their prior college work. The course will focus directly on the nature of reflection and standards alignment. Candidate portfolios will be shared and critiqued with other class members. The primary assessment of the course will be the successful presentation of a pre-professional portfolio.

212. Mathematics Methods for Elementary Teachers (2)

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 the Math Skills Assessment (MSA).

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.

219. Technology for Secondary and Specialist Classrooms (1)

Assists novice teachers to use technology to facilitate learning in secondary and specialist classrooms, organize and maintain classroom records and assessment, and to accommodate individual learning needs. Hands-on experience provided in preparing instructional materials and actively engaging secondary and specialist level learners through the use of technology. Designed to assist secondary and specialist students in meeting Illinois Core Technology Standards.

232. Early Childhood Development (3)

Study of early human development (ages 0-5). Includes motor, cognitive, language and social/emotional development. Emphasis on early interactions with parents, other adults, siblings, peers and applications to childcare and preschool settings. Class emphasizes learning to observe small children with numerous opportunities for experience. Concurrent enrollment required in ED 236, ED 237, and ED239 as part of Sophomore Block. Pre-requisite: ED 120 or ED 130.

236. Development and Acquisition of Language (3)

Examines the process beginning in infancy through which young children acquire skills in language and communication. Basic principles, techniques and materials for the emergent literacy classroom will be considered. Emphasis on linguistic and cultural factors in culturally diverse settings. Concurrent enrollment required in ED 232, ED

237, and ED239 as part of Sophomore Block. Pre-requisite: ED 120 or ED 130.

237. Health, Nutrition, and Welfare of Young Children (3)

Addresses the early childhood educator's role in assuring child health and welfare. Emphasis is placed on best health practices including nutrition, hygiene and well child care, as well as risks to children from their environments and caregivers. Community resources and the need for early identification and support for families of children with special needs will be addressed. Concurrent enrollment required in ED 232, ED 236, and ED239 as part of Sophomore Block. Pre-requisite: ED 120 or ED 130.

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 his social environment, and his learning environment, as well as his potential for development. Concurrent enrollment required in ED 232, ED 236, and ED237 as part of Sophomore Block. Pre-requisite: ED 120 or ED 130.

306. Teaching 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 ED307 and ED310 for Junior Block. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Department Chair or Director of the School of Education).

307. 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 ED 306 and ED 310 required for Junior Block. Pre-requisite: Sophomore Block and admission to the School of Education (or consent of Department Chair or 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 ED 306 and ED 307 required for Junior Block for Elementary Education program and ED 332 and ED339 for Early Childhood Education program. Pre-requisite:

Sophomore Block courses (Early Childhood and Elementary Education only) and admission to the School of Education (or consent of Department Chair or Director of the School of Education).

320. 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. Requires 5 hours of field experience. Pre-requisite: Admission to the School of Education (or consent of Department Chair or Director of the School of Education).

321. General Secondary Methods and Assessment (2)

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. Pre-requisite: Admission to the School of Education (or consent of Department Chair or Director of the School of Education).

332. Teaching Language Arts and Social Studies in Early Childhood (3)

Emphasizes the place of social studies in early childhood education program (preschool-3rd grade). Focuses on several areas of knowledge related to the social life of the community as it is concerned with young children. Focuses on basic principles, techniques, and materials for the emergent literacy classroom. Emphasizes linguistic and cultural factors in culturally diverse settings. Concurrent enrollment required in ED 310 and ED 339 as part of Junior Block. Pre-requisite: Admission to School of Education (SOE).

335. Child, Family and School Relationships (3)

Studies the relationship between home, community and the school (ages 0-8). Emphasis on understanding diverse families and how a child's family background impacts him as a student; applications also to preschool and daycare. Class includes numerous interactions with parents from diverse families. Pre-requisite: Admission to School of Education (SOE).

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 School of Education (SOE).

337. Creative Arts and Movement in Early Childhood (3)

Introduces the role of gross motor development including dance; drama, music, literature, and the visual arts in early childhood education. Focuses on the interrelationships among curriculum as it

pertains to the development of the young child. Pre-requisite: Admission to School of Education (SOE).

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 ED 310 and ED 332 as part of Junior Block. Pre-requisite: Admission to School of Education (SOE).

405. 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. Requires 20-hour internship in student teaching classroom. Pre-requisite: Sophomore Block courses, senior standing, and admission to and retention in the School of Education and admission to student teaching (or consent of Department Chair or Director of the School of Education).

412. Educational Tests and Measurement (2)

Evaluation of pupils in public schools in intelligence, achievement aptitudes and learning difficulties. Standardized and teacher-made tests. Pre-requisite: Admission to School of Education (SOE).

425. Instructional Analysis, Design & Assessment (1)

Instructional approaches and techniques for teaching in middle and high schools. 20 hours or more of structured school classroom experiences required in the student teaching classroom. Pre-requisite: ED 201 and ED 321, senior standing, and Admission to and retention in the School of Education and Admission to Student Teaching (or consent of Department Chair or Director of the School of Education).

426. Instructional Analysis, Design & Assessment Content Lab (1)

A laboratory experience in which students engage in specific methods of teaching and assessment in middle school and high school classrooms. Examines the curriculum and Illinois Learning Standards in the designated content areas for the secondary level; students will plan and present lessons, through microteaching or actual classroom practice, utilizing methods that are commonly used in their content area. Pre-requisite: ED 201 and ED 321, senior standing, and Admission to and retention in the School of Education and Admission to Student Teaching (or consent of Department Chair or Director of the School of Education).

427. Public Health Nursing, Theory and Practice (3)

Development, organization and scope of modern public health programs; nursing concepts and skills needed for family-centered health care; role of public health nurse in community health programs. Pre-requisite: Admission to School Nurse Certification Program.

428. Community Health Practices and Problems (3)

Influence of physical environment on health and disease, ecology, and concepts of public health. Meeting the health needs of the community of individuals and families in their normal environment such as the home, the school and place of work. An area of practice that lies primarily outside the therapeutic institutions. Pre-requisite: Admission to the School of Education (SOE).

430. Leadership and Professionalism in Early Childhood Programs (3)

Examines the responsibilities of those in leadership positions in early childhood programs, including managing personnel, professional development, managing a budget and participating in the profession. Includes a survey of professional organizations and processes for continuing education. Pre-requisite: Admission to School of Education (SOE).

435. Reading Methods in Early Childhood (3)

Introduces basic principles, techniques, and materials for the emergent literacy classroom. Emphasizes developmentally appropriate practices for the teaching of reading in grades K-2. Requires 20-hour internship in student teaching classroom. Pre-requisite: Sophomore Block courses, senior standing, and admission to and retention in the School of Education and admission to student teaching (or consent of Department Chair or 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 (SOE).

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 ED 200 or 201, Human Development, and other psychological foundation courses. Focuses on the developmental characteristics and the needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing guidance as well as in assessing, coordinating and referring students to health and social services. A 20-hour internship in a middle level (grades 5-8) classroom is required. (current Millikin students should take this course for 2 credits; MU alumni and 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: ED 200 or ED 201 (or concurrent enrollment) and Admission to the School of Education (or consent of Department Chair or 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; MU alumni and 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: ED 203 or ED 321 and Admission to the School of Education (or consent of Department Chair or Director of the School of Education).

470. Supervised School Nursing (6)

A twelve-week school nurse intern 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 of a school-year internship as 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.

472. School Nurse Internship II (1-3)

Spring semester of a school-year internship as 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.

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 3 to 5 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. Meets four times during student teaching and on-the-block after student teaching. Taken concurrently with ED476/477/478 (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 Department Faculty

Randy M. Brooks (Chair)

Full-Time: Carmella Braniger, Randy Brooks, Judith Crowe, Mary Dwiggin, Stephen Frech, Michael George, Anne Matthews, Sandra McKenna, Priscilla Meddaugh, Brian L. Mihm, Michael O'Conner, Kim Poitevin, Teresa Shepherd

Millikin offers three English majors with an innovative contemporary emphasis on learning by reflective action: (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 integrates text analysis (critical reading) and text production (writing). Our English faculty and students consider multicultural contexts as well as employing 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, 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 world literature in translation, the contemporary essay, rhetoric, technical writing, creative writing, film, journalism, web publishing, and print media publishing.

The Curriculum

All majors in English studies take 27 credits in a common core curriculum, and a minimum of 12 additional credits within their specified major.

18 credits in Literary & Rhetorical Traditions

The core curriculum provides a strong foundation in literary, rhetorical, and cultural traditions, by providing all majors with courses in advanced writing and the use of publishing technologies. Although most students fulfill the literary traditions requirement with survey courses, there are designated course options within each category.

3 credits in Classical & Medieval Traditions
(writing majors must take EN241
which includes Classical Rhetoric)

3 credits in Shakespeare

3 credits in English Traditions to 1700

3 credits in English Traditions from 1700-
Modernists

3 credits in American Traditions to 1900

3 credits in Literature & Culture in the 20th
Century

6 credits in Advanced Writing Studies

All three English majors require 6 credits in advanced writing studies. (Literature majors must take EN202 Writing About Literature as one of their advanced writing studies courses.) The following courses can count as advanced writing studies:

EN200 Writing Seminar

EN201 Introduction to Creative Writing

EN202 Writing About Literature

EN210 Business and Professional Writing

EN215 Journalism: News Writing I

EN300 Advanced Creative Writing

EN301 Advanced Writing, Persuasion

EN301 Advanced Writing, Style

EN301 Advanced Writing, Web Publishing

EN301 Advanced Writing, Technical

EN315 Journalism: News Writing II

EN316 Journalism: Feature Writing

EN380 Topics in Journalism

EN480 Professional Writing Internship

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

EN301 Advanced Writing, Web Publishing

EN382 Advanced Publishing Projects

WRITING MAJOR Requirements

In addition to the common core for all English majors, students majoring in writing are required to take:

6 additional credits in Advanced Writing Studies

Each writing major develops an area of advanced writing studies—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.

3 credits in *Applying Writing Theory*

EN310 Applying Writing Theory

3 credits in *Senior Writing Portfolio*

EN410 Senior Writing Portfolio

All writing majors take EN310 Applying Writing Theory in the spring of the Junior year, and create a writing portfolio in the fall of the Senior year in EN410 Senior Writing Portfolio. Many writing majors also complete a professional writing internship or take up to 6 elective credits in English studies.

LITERATURE MAJOR Requirements

In addition to the common core for all English majors, students majoring in literature are required to take:

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:

EN340 Studies in Poetry
EN350 Studies in Drama
EN360 Studies in Fiction
EN366 Studies in Literary History

3 credits in *Seminar in Literature*

EN420 Seminar in Literature

All literature majors take EN420 Seminar in Literature during their senior year as a capstone experience in literary studies. 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.

ENGLISH EDUCATION MAJOR Requirements

Students majoring in English Education take courses on teaching language arts, and education courses (which are described in more detail on the English Department web advising page). English Education majors are advised to take certain courses within the English core to meet state standards for English teachers. Please review the advising guide carefully.

In addition to the common core for all English majors, students majoring in English Education are required to take:

12 credits in the following *Advanced English Studies*

EN232 American Literature in the 20th Century
EN235 Language Arts Methods for Secondary Schools

EN310 Applying Writing Theory
EN470 Teaching Writing Internship

6 credits in the following *Interdepartmental Studies*:

3 credits in CO200 Rhetorical Act
2 credits in ES210 Health Science topics
1 credit in ED219 Technology for Secondary School

All English Education students take several Education courses (see the secondary education requirements), culminating in a semester of student teaching and senior teaching portfolio.

Secondary Teaching Field Requirements

Students seeking certification to teach in secondary schools must complete secondary education requirements. Students majoring in another secondary teaching field may add a teaching area in English by completing a total of 24 credits in English. The department recommends that at least half of these credits be taken in the core English courses.

MINOR IN LITERATURE

The minor in literature 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 I and II do not count towards 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 I and II do not count towards the minor.

Honors in English

A student who majors in the department may earn Honors in English at graduation by maintaining a 3.7 grade point average in all English courses and by submitting to the department faculty an approved honors project of superior quality one month prior to graduation.

Writing Proficiency Requirement

Writing proficiency of English majors is established within the required senior capstone courses: EN410 Senior Writing Portfolio, EN420 Seminar in Literature, and English Education Teaching Portfolio.

English Courses (EN) (Credits)

Note that courses in writing, film and publishing do not fulfill the literature requirement of the College of Arts and Sciences.

100. English Fundamentals (1)

Tutorial providing instruction and practice in grammar, usage, punctuation and spelling. To be taken in conjunction with Interdisciplinary 150 or English 101. Graded on a pass/fail basis.

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 General Education course.

160. Reading Roundtable (1)

The Reading Roundtable will offer students the opportunity to read significant works of literature, and to learn techniques of participating in—and leading—discussions. Titles will 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, playwriting, screenwriting, folklore, haiku, fiction or writing for children.

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 lit. majors, and fulfills one of the advanced writing requirements for all English majors. Usually taken in the sophomore year. Does not fulfill the A&S Literature requirement. 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-requisites: Interdisciplinary 150 and 151, Communication 100 and sophomore standing or above.

211. English as a Discipline and a Profession (3)

This is a course for the beginning English major and for the potential major, designed to introduce the areas of English as a discipline, to introduce

basic scholarly and critical tools, and to discuss—using guest lecturers and field experiences—career possibilities for the English major.

215. Journalism: Newswriting I (2)

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 newswriting.

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 general education course.

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 English Education majors.

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.

232. American Literature of the 20th Century (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 of the 20th century.

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 and university culture track requirement; if cross-listed, fulfills U.S. Studies requirement. Pre-requisite: Interdisciplinary 150 and 151.

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 and university culture track; if cross-listed, fulfills U.S. Studies requirement. Pre-requisite: Interdisciplinary 150 and 151.

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.

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”.

242. Major World Authors (3)

Introduction to selected European and American literary masterpieces. Writers and works will be studied in their various contexts, the key literary periods and movements of the last four centuries: the Enlightenment, Romanticism, Realism, Naturalism and Modernism. Representative authors include Moliere, Swift, Goethe, Wordsworth, Dickinson, Flaubert, Ibsen, Yeats, Eliot, Woolf, Borges, Ellison, and Marquez. Recommended as a general education course.

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*.

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. Pre-requisite: Interdisciplinary 150 and 151, or consent of instructor.

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.

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.

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 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.

301. Advanced Writing (3)

Specialized topics in writing at the advanced level, including such representative areas as the contemporary essay, manuscript editing and publishing, public relations writing, web publishing, technical writing, grant writing, and report writing. Includes an extended writing project.

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.

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 Rosettis, Eliot, Hardy), and Modern period (Yeats, Joyce, Woolf, Conrad, Lawrence, Auden and others).

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. If cross-listed, may fulfill requirements for Global Studies or the Gender Studies minor. Pre-requisite: Interdisciplinary 150 and 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. This course does not fulfill the College Literature requirement but does fulfill the Global Studies portion of the Millikin Program for Student Learning, if cross-listed with IN 350. Can be cross-listed with Communication.

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, the sonnet, the Romantic poets, Pound and Eliot, and Contemporary Poetry. Pre-requisite: One course in literature.

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: One course in literature.

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: One course in literature.

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: one course in literature.

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.

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, and the history of book production. Pre-requisite: junior standing and consent of instructor.

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 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.

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.

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.

EXERCISE SCIENCE AND SPORT

Exercise Science and Sport Department Faculty

Full-Time: Todd Creal, Patrick Etherton, Tisha Hess, Kevin Kehe, Debbie Kiick, Paul Kueterman, Tim Littrell, Don Luy, Josh Manning, Douglas Neibuhr, Noel Neptune

Adjunct: Richard Marshall, Linda Watson

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 provide leadership for fitness and sport activities. Up to eight one-credit activity courses may count toward a degree, but do not count toward the designated major.

Students may elect a program leading to either the Bachelor of Arts or Bachelor of Science Degree. Specific requirements are outlined in the introductory section of the College of Arts and Sciences. The department offers three majors: Physical Education/Teacher Certification, Athletic Training, and Fitness and Sport. Athletic Training majors require 33 to 47 credits within the department. Physical Education and Fitness and Sport majors require 33-42 credits within the department. All majors must complete required activity course work and Biology 206 (Anatomy and Physiology I, Athletic Training majors) or Biology 204 (Fundamentals of Anatomy and Physiology Fitness and Sport majors and Physical Education majors). Exercise Science 310 (Kinesiology) may count as 3 credits in biology toward the Bachelor of Science degree science distribution requirements.

The department offers State of Illinois teaching endorsements in health education and Driver Education. Additionally, an emphasis in Sport Management may be earned in conjunction with the Fitness and Sport major.

Majors in Exercise Science and Sport prepare students for certifications sponsored by the following organizations: CAAHEP (Athletic Training), Illinois State Board of Education (Physical Education), NSCA (Strength and Conditioning Specialist, Certified Personal Trainer), ACSM (American College of Sport Medicine).

Physical Education/Teacher Certification Major

Required Courses

Exercise Science 011, Dance and Creative Movement

Exercise Science 012, Court Games
 Exercise Science 013, Field Games
 Exercise Science 014, Individual Activities
 Exercise Science 015, Aquatic Fitness or Exercise
 Science 017, Fitness Development
 Exercise Science 016, Fitness and Strength
 Training
 Exercise Science 130, Prevention and Treatment of
 Athletic Injuries
 Exercise Science 140, Standard Red Cross First
 Aid
 Exercise Science 160, Personal and Community
 Health
 Exercise Science 202, Introduction to Safety
 Education
 Exercise Science 204, Foundations of Exercise
 Science and Sport
 Exercise Science 310, Kinesiology
 Exercise Science 401, Methods in Elementary
 Physical Education
 Exercise Science 431, Adaptive Physical Education
 Exercise Science 435, Secondary Curriculum
 Development of Physical Education
 Exercise Science 436, Evaluation of Physical
 Education
 Exercise Science 490, Physical Education Senior
 Capstone
*And an additional 6-15 elective credits within the
 Exercise Science Department*

Teacher Certification

In addition to the required departmental course work, students seeking teacher certification must complete the University graduation requirements and the professional education core of courses required by the School of Education. Academic standards are required for admission into the School of Education. 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 for both the Health endorsement and Driver Education endorsement.

Health Endorsement

To add the Health Endorsement to either a secondary or specialist teaching certificate, specific course work and passing of the Health Content examination is required by the State of Illinois. Specific course work includes a minimum of 24 hours of course work as follows:

Required Courses:

Exercise Science 140, Standard Red Cross First Aid
 Exercise Science 160, Personal and Community Health
 Exercise Science 200, Drugs in Our Society
 Exercise Science 202, Introduction to Safety Education
 Exercise Science 324, Human Sexuality and Family Life
 Exercise Science 325, Growth and Development
 Exercise Science 328, Health Related Fitness and Nutrition
 Exercise Science 402, Curriculum Development and Evaluation in Health Education
 Exercise Science 433, School Health Programs

Exercise Science 428, Community Health Problems and Practices

Select one course from courses below:

Biology 130, Environmental Biology
 Biology 320, Field Ecology for Teachers
 Exercise Science 321, Health and Pollution

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:

Exercise Science 202, Introduction to Safety Education
 Exercise Science 301, Driver Education
 Exercise Science 422, Advanced Driver Education

Select any combination of courses to total eight credits:

Exercise Science 140, Standard Red Cross First Aid
 Exercise Science 160, Personal and Community Health
 Exercise Science 424, Instructional Materials
 Education 310, Creating Communities of Learners or an upper level course in Sociology or Psychology

Physical Education as a Second Teaching Field:

Students completing a secondary teacher education program can earn an additional endorsement to teach secondary physical education by passing the Physical Education content test and completing the following requirements to total a minimum of 24 semester hours.

Required Courses:

Biology 204, Essentials of Anatomy and Physiology
 Exercise Science 435, Secondary Curriculum Development of Physical Education
 Exercise Science 436, Evaluation of Physical Education
 Education 425, Specific Secondary Methods (Physical Education section)

And activity courses to total six credits from five distinct categories.

Choose six credits from two of the following:

Exercise Science 310, Kinesiology
 Exercise Science 401, Methods in Elementary Physical Education
 Exercise Science 410, Exercise Physiology

ATHLETIC TRAINING MAJOR

Required Courses:

Exercise Science 130, Prevention and Treatment of Athletic Injuries
 Exercise Science 140, Standard Red Cross First Aid
 Exercise Science 141, Practicum in Athletic Training I
 Exercise Science 160, Personal and Community Health
 Exercise Science 202, Introduction to Safety Education
 Exercise Science 203/ 205 Essentials of Organic Chemistry
 Exercise Science 234, Recognition and Evaluation of Athletic Injuries I
 Exercise Science 235, Recognition and Evaluation of Athletic Injuries II

Exercise Science 241, Practicum in Athletic Training II
 Exercise Science 310, Kinesiology
 Exercise Science 311, Therapeutic Modalities
 Exercise Science 328, Health Related Fitness and Nutrition
 Exercise Science 332, Therapeutic Exercise
 Exercise Science 341, Practicum in Athletic Training III
 Exercise Science 342, Practicum in Athletic Training IV
 Exercise Science 410, Physiology of Exercise
 Exercise Science 418, Principles of Strength and Conditioning
 Exercise Science 441, Practicum in Athletic Training V
 Exercise Science 450, Athletic Training Administration
 Exercise Science 472, Intern in Sport Medicine
 Chemistry 121, General Chemistry
 Biology 206, Anatomy and Physiology I
 Biology 207, Anatomy and Physiology II
 Psychology 130, Introduction to Psychology
 Psychology Elective
 Nursing 311, Health Assessment
 Chemistry 314, Pharmacology
And activity courses to total 3 credits.

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 Program. Admission into the program is selective. Applications for the program are due no later than January 30. Students are notified by a letter of acceptance or rejection in the early summer after their freshmen/ 1st year at MU. 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 Program Director of Athletic Training.
3. Earn a letter grade of B or higher in ES 130 (Prevention and Treatment of Athletic Injuries) and ES 140 (Standard Red Cross First Aid).
4. Earn a cumulative grade point average of 2.5 or higher at the time of application.
5. Complete 100 hours of satisfactory clinical observation under the supervision of the university's athletic training staff.
6. Complete an admission interview with the athletic training staff.

Athletic Trainer Certification

To become a certified athletic trainer (ATC), a student must satisfy all requirements set by the National Athletic Trainers' Association Board of Certification (NATABOC), and pass a three-part national certification exam. Beginning January 2004, only students graduating from a program accredited by the Committee on Accreditation of Allied Health Education Programs (CAAHEP) will be eligible to sit for the national certification exam. The Athletic Training Education Program at Millikin University is a full CAAHEP accredited program.

FITNESS AND SPORT MAJOR

Required Courses:

Exercise Science 130, Prevention and Treatment of Athletic Injuries
 Exercise Science 160, Personal and Community Health

Exercise Science 202, Introduction to Safety Education
 Exercise Science 204, Foundations of Physical Education
 Exercise Science 310, Kinesiology
 Exercise Science 325, Growth and Development
 Exercise Science 328, Health Related Fitness and Nutrition
 Exercise Science 410, Physiology of Exercise
 Exercise Science 418, Principles of Strength and Conditioning
 Exercise Science 436, Evaluation of Physical Education
 Exercise Science 490, Senior Capstone
And activity courses to total six credits from five distinct categories.

Sport Management Emphasis

The Department of Exercise Science and Sport offers an emphasis in sport management for majors in Fitness and Sport and Athletic Training majors. The emphasis combines additional course work from the department as well as core courses from the Tabor School of Business.

Requirements in addition to completion of either the Fitness and Sport or Athletic Training major include:

1. Required Exercise Science courses (4 credits):
 Exercise Science 481, Seminar in Sport Management
 Exercise Science 482, Seminar in Sport Management
2. Choose 2-4 credits from the following:
 Exercise Science 475, Internship in Sport Management
 Exercise Science 476, Internship in Sport Management
3. Required Business core (24 credits):
 Economics 100, Principles of Macroeconomics
 Management Information Systems 120, Introduction to Computers
 Business Administration 100, Introduction to Business
 Accounting 230, Introduction to Accounting I
 Marketing 300, Marketing Principles and Practices
 Management 300, Principles of Management
 Management 340, Entrepreneurship I - Small Business Management
4. Choose an additional 3 credits from the following:
 Management 301, Acquiring and Developing Employees
 Marketing 307, Advertising and Promotional Strategies
 Marketing 310, Personal Selling
 Finance 340, Business Finance
 Accounting 240, Introduction to Accounting
 Communication 242, Business and Professional Communication
 Accounting 240, Introduction to Accounting
 Communication 242, Business and Professional Communication

Exercise Science Courses (ES) (Credits)

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)

In Court Games, students learn fundamental skills, strategies, rules, and progressions for teaching court games for a lifetime of physical activity. Games include volleyball, team handball, basketball, badminton, and tennis.

013. Field Games (1)

In Field Games, 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 frisbee.

014. Individual Activities (1)

Students learn a variety of indoor and outdoor activities that encourages 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 Fitness and Strength Training, students participate in a progressive fitness and strength program. Emphasis is placed on lifelong physical activity through the use of resistance training.

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.

018. Senior Life Saving (1)

Students in Senior Life Saving will become certified in the American Red Cross certification for lifeguards in pool and waterfronts settings. Students learn techniques and skills for basic safety and rescue. Pre-requisite: 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.

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. 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 majors and open to all students.

141. Practicum in Athletic Training I (2)

The first 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. Pre-requisite: 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, including physical, mental, social, emotional, and spiritual well-being is discussed. Offered fall and spring semester. Required for all majors in the Department of 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. Pre-requisite: Exercise Science 160 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 will be a major emphasis. Offered fall semester. Required for all majors in the Department of Exercise Science and Sport. Required for Health and Driver Education endorsements.

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. Required for Physical Education and Fitness and Sport majors.

210. Health Topics (2)

Health/wellness topics of importance to the individual, education professional and youth will be examined. Topics to be covered include nutrition, fitness, human sexuality and child abuse, HIV/AIDS, drugs and substance abuse, first aid, safety, and liability. All topics will be taught to facilitate understanding of issues as they relate to the prospective teacher. Offered fall and spring semester. Required for all Education majors except Physical Education. Education majors only

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 to all non-Exercise Science majors.

234. Recognition and Evaluation of Athletic Injuries I (3)

This course is designed to provide students with hands-on learning experience in skill development and techniques for evaluation of athletic injuries and/or conditions of the lower extremities. The course is conducted in a laboratory type setting. Fall course offering. Required for Athletic Training major.

235. Recognition and Evaluation of Athletic Injuries II (3)

This course is designed to provide students with hands-on learning experience in skill development and techniques for evaluation of athletic injuries and/or conditions of the upper extremity. The course is conducted in a laboratory type setting. Spring course offering. Required for Athletic Training major.

241. Practicum in Athletic Training II (2)

The second 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. Spring course offering. Required for Athletic Training major. Pre-requisite: ES141

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. Pre-requisite: Exercise Science 202 and admittance into Teacher Education program.

305. Physical Education and Health for Elementary Teachers (3)

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. Pre-requisite: Exercise Science 210, junior or senior standing.

310. Kinesiology (3)

Study of the origin, insertion, action and innervation of the primary muscles used in human movement is the focus of this course. Offered fall and spring semester. Required for all majors in the Department of Exercise Science and Sport. Pre-requisite: Biology 206.

311. Therapeutic Modalities (3)

The focus of this course is to obtain an understanding of the role and principles of the modalities as they relate to the treatment of athletic injuries. 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 major.

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. Offered spring semester. 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. Human Growth and Development (2)

Study of child, adolescent and adult motor development will be the primary focus. Reference to similarities and differences throughout the development 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 Fitness and 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. Pre-requisite: Junior standing, majors only or consent of chair.

332. Therapeutic Exercise (3)

This course is the study of the roles and principles of therapeutic exercise skills and techniques as they relate to the prevention and treatment of athletic injuries. 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. Pre-requisite: 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 experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Spring course offering. Required for Athletic Training major. Pre-requisite: ES341.

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 spring and fall semester. Elective for all majors in the department. Pre-requisite: Consent of Department Chair.

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 locomotor 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.

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. Offered spring semester. Required for health endorsement.

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. Pre-requisite: Physical Education 310.

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. Offered fall semester. Required for Athletic Training and Fitness and Sport majors. Open to all students. Pre-requisite: 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 are applied anatomy and physiology, testing and evaluation, exercise techniques, and program design. Students who complete this course will have sufficient knowledge to pursue a certification as a Certified Strength and Conditioning Specialist (CSCS) from the National Strength and Conditioning Association. Offered fall semester. Required for Athletic Training and Fitness and Sport majors. Open to all students.

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. Pre-requisite: Exercise Science 301 and admittance into Teacher Education.

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. Pre-requisite: Exercise Science 301 and admittance into Teacher Education.

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, the school and place of work. Understanding health-related data about social and cultural environments will be included. Pre-requisite: Admission to Teacher Certification Program.

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. Offered fall semester. Required for health endorsement, open to all students.

435. 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. Offered fall semester. Required for Physical Education majors.

436. Evaluation of 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 the computer in measurement, evaluation and assessment will be included. Offered spring semester. Required for Physical Education and Fitness and Sport majors.

441. Practicum in Athletic Training V (2)

The final laboratory course 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. Pre-requisite: ES342.

450. Athletic Training Administration (2)

Using a seminar format, students will be exposed 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. Required for Athletic Training majors. Offered spring semester. Pre-requisite: admission to Athletic Training program.

470. Internship in Exercise Science (1-4)

This course provides opportunity outside the classroom to develop professional training and experience for the student. Internships are established in cooperation with agencies, businesses and institutions. Offered spring and fall semester. A maximum of six hours of internship may count toward major. Pre-requisite: consent of Department Chair.

472. Internship in Sport Medicine (3)

This course provides hospital and clinical rotations for the student to provide opportunities for skill application and professional experiences in the clinical setting. Required for Athletic Training majors. Spring offering. Pre-requisite: 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 Emphasis. Pre-requisite: junior or senior standing and consent of department chair. Offered fall and spring. A maximum of four credits may count toward the major.

481,482. 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. Required for Sport Management emphasis. Open to all students. Pre-requisite: junior standing.

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 fall and spring semester. Pre-requisite: 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 major. 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. Pre-requisite: senior standing.

HISTORY

History Department Faculty

Kevin Murphy (Chair)

Full-Time: Kevin Murphy, Karina Tokareva-Parker

Adjunct: William Keagle, Timothy Kovalcik, William Grieve, Mary Jessup, Robert Sampson, Mark Sorensen, Daniel Monroe

The Department of History seeks to provide students of all majors at Millikin with a sense of the past - with an understanding and appreciation for 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. 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 3.75 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 choose one area of concentration in which they must take at least three courses (9 credits). Majors must take at least one course (3 credits) in each of the other areas. Areas of concentration are: 1. U.S., 2. European, 3. Ancient, 4. Non-Western or Global.

MAJOR IN SOCIAL SCIENCE, SECONDARY TEACHING

The current program requires social science majors to 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 majors are advised by the history department faculty.

In addition to these history courses, the social science major requires the following courses (18 credits):

PO 100, The American Political System (3)

EC 100, Principles of Macroeconomics (3)

SO100, Introduction to Sociology (3)

PS 130, Introduction to Psychology (3)

HI 105, Cultural Geography (3)

SO 120, Introduction to Anthropology (3)

The following courses are recommended for the social science major:

PO110, 20th Century Political Systems (3)

EN 110, Microeconomics (3)

PS 310, Principles of Psychopathology (3)

PS204 Social Psychology (3)

PS318, Personality Theory (3)

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 courses. Interested students should contact the education department for state required courses and Millikin suggested courses.

MINOR IN HISTORY

The minor in history requires the completion of 21 credits:

* At least six credits at the 300 level or above

* At least three credits at the 400 seminar level

History Courses (HI) (Credits)

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.

101. Introduction to the Ancient World (3)

A basic survey of the world before the advent of the modern state and industrial society. From the Paleolithic caves and the dawn of history in the great urban centers of the Neolithic age, the course surveys evolving cultural complexity and civilization as they emerged in different locales throughout the world—the Near East, North Africa, China and the New World. These developments are traced through the classical civilizations of antiquity and their contemporary empires in the far East, through their medieval successors in Europe, Asia and Africa. 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 appropriate to fulfill the historical studies requirement.

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.

210, 310. Topics in United States History (3)

Example offerings in U.S. history have included the following courses: The American Civil War, Abraham Lincoln, Civil War Soldiers and Battles, The Age of Jackson 1815-1850, The American Frontier, The Gilded Age 1865-1900, TR to FDR 1900-1945, U.S. History since 1945, U.S. Foreign Relations 1775-1914, U.S. Foreign Relations 1914-present, Revivalism in U.S. History, World Religions in America

320. Topics in European History (3)

Example offerings in European history have included the following courses: Hitler and the Third Reich, The French Revolution, The Holocaust, The Middle Ages

340. Topics in Non-Western History (3)

Example offerings in non-western history have included the following courses: India Under British Rule (1730-1947), Modern Japan since 1600, Modern China since 1850, Introduction to Modern East Asia

360. Topics in Global History (3)

Example offerings in global history have included the following courses: Modern Civil Conflict, Religious Intolerance and Violence in the Human Experience, War in Film, The Vietnam War in Film and History, Comparative Religions

380. Topics in Ancient History (3)

Example offerings in ancient history have included the following courses: Rise and Fall of Ancient Empires, Barbarians and Nomads of the Ancient World, Myth and Ritual in the Ancient World, Crime and Punishment in Ancient Society, Sex and Death in the Ancient World, Magic, Science and Religion, Vikings!, Roman Empire and Its Neighbors, Society and Religion in the Ancient World, Heroic Warrior Society

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)

Example seminars have dealt with the following topics: The American Civil War, The Great Depression and New Deal, World War II, The Enlightenment, The Blood Feud, Global Issues of Genocide. Seminars in the history department are rigorous exercises in critical reading, with a substantial research and writing component.

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.

MATHEMATICS AND COMPUTER SCIENCE

Mathematics and Computer Science

Department Faculty

James V. Rauff (Chair)

Full-Time: Randal Beck, Michael Fearheiley, James Daniel Foster, Carolyn V. Likins, Daniel R. Miller, James V. Rauff, Michael P. Rogers

Adjunct: Willard Brown, Larry Songer, Carol Sudduth

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

- 1 those who plan to become high school mathematics teachers;
- 1 those who plan to have careers in computer science;
- 1 those who intend to pursue graduate work in applied mathematics, computer science, or other related fields; and
- 1 those who will apply mathematics and/or computer science in the natural sciences, social sciences, business or other areas of quantitative studies such as actuarial science.

MATHEMATICS MAJOR Requirements

Students planning to major in mathematics may earn either a B.A. or B.S. degree. A 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, 114, 117, 120, and 125 do not count toward a major or minor.

All majors are required to successfully complete the common foundation courses comprised of four mathematics courses:

- 1 MA140 Calculus I
- 1 MA240 Calculus II
- 1 MA208 Discrete Mathematics
- 1 MA303 Linear Algebra

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

There are two options for students interested in a mathematics major

- 1 Mathematics Major Track I (Secondary Teaching)
- 1 Mathematics Major Track II (Applied Mathematics)

Track I: Mathematics Major with Secondary Education Certification

Students interested in teacher certification should elect this option. In addition to the foundation requirements, students must take

- 1 MA301 College Geometry
- 1 MA304 Probability and Mathematical Statistics

- 1 MA320 History of Mathematics
- 1 MA425 Methods of Teaching Mathematics (6 ñ 12)
- 1 MA471 Internship in Methods of Teaching Mathematics
- 1 Two courses selected from:
 - MA250 Calculus III
 - MA302 Algebraic Structures
 - MA305 Differential Equations
 - MA313 Numerical Analysis
 - MA314 Advanced Mathematical Statistics

Teacher certification also requires specific coursework in education and other areas. See the School of Education section for details. Students should consider preparation in a second teaching field to increase the breadth of their knowledge and the probability of finding a teaching position upon graduation. Past experience indicates that biological, physical or general sciences, computer science or physical education (coaching) combinations with mathematics are sought by schools.

Track II: Applied Mathematics Major

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

- 1 MA250 Calculus III
- 1 MA305 Differential Equations
- 1 MA313 Numerical Analysis
- 1 MA499 Senior Seminar
- 1 Two courses selected from
 - MA301 College Geometry
 - MA302 Algebraic Structures
 - MA304 Probability and Mathematical Statistics
 - MA308 Theory of Computation
 - MA314 Advanced Mathematical Statistics
 - MA320 History of Mathematics
 - MA472 Internship
- 1 Computer Science I (CS 130) is highly recommended for applied mathematics majors

Mathematics Concentration for Elementary Education Majors

Elementary education majors may earn a concentration in mathematics by following this option.

- 1 MA140 Calculus I
- 1 Two courses selected from
 - MA112 Mathematics Content for Elementary School Teachers
 - MA114 Functions
 - MA120 Elementary Probability and Statistics
 - MA 208 Discrete Mathematics
- 1 Two courses selected from
 - MA301 College Geometry
 - MA320 History of Mathematics
 - MA471 Internship in Methods of Teaching Mathematics

Teacher certification also requires specific coursework in education and other areas. See the School of Education section for details. Those preparing to teach mathematics at the middle or junior high school level should include Mathematics 112.

MINOR IN APPLIED MATHEMATICS

A minor in applied mathematics is an excellent complement to majors in the natural sciences,

social sciences, computer science, and business. To receive a minor in applied mathematics a student must successfully complete the following course of study.

- 1 MA 140 Calculus I
- 1 MA 240 Calculus II
- 1 MA 208 Discrete Mathematics
- 1 MA 303 Linear Algebra
- 1 At least two other mathematics courses numbered 300 or higher. Below are suggested choices for specific majors.

For biology and chemistry majors:

- MA 305 Differential Equations or MA 302 Algebraic Structures
- MA 313 Numerical Analysis

For business, economics, social science, and finance majors:

- MA 304 Probability and Mathematical Statistics
- MA 314 Advanced Mathematical Statistics

For computer science and management information systems majors:

- MA 308 Theory of Computation
- MA 313 Numerical Analysis

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 or semiotic systems requirements 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. Pre-requisite: 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 or semiotic systems requirements 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. Pre-requisite: placement score of 2 or C or above in MA100.

112. Mathematics Content for Elementary School Teachers (3)

Designed to help prepare a prospective elementary school teacher in mathematics. 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, informal geometry and elementary number theory. Pre-requisite: placement score of at least 3 or C or above in MA106.

114. Functions (4)

Study of functions and graphs. Includes linear, polynomial, rational, exponential, logarithmic, and trigonometric functions and systems of equations. Pre-requisite: placement score of at least 3 or C or above in 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. Pre-requisite: placement score of at least 3 or C or above in 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. Pre-requisite: placement score of at least 3 or C or above in MA106.

125. Math 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. Pre-requisite: placement score of at least 3 or C or above in MA106.

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: Mathematics 114 or four years of high school mathematics including some trigonometry and placement score of at least 3.

208. Discrete Mathematics (3)

Introduces basic techniques and modes of reasoning of combinatorial problem solving. Introduces rigorous theoretical frameworks within which ideas about computer science can be expressed. Topics include graphs, trees, logic, networks, coding, and combinatorics. Pre-requisite: Mathematics 114 or equivalent or consent of instructor and placement score of at least 3.

220. Statistical Methods (3)

Introduction to major methods of applied statistics. Topics may include simple and multiple regression, analysis of variance and co-variance, model specification and residual analysis, nonparametric inference, experimental design, and, multivariate analysis. Pre-requisite: Mathematics 120.

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. Pre-requisite: Mathematics 140

250. Calculus III (4)

Introduction to calculus of several variables, partial derivatives, multiple and iterated integrals, and vector functions. Pre-requisite: Mathematics 240.

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. Pre-requisite: Mathematics 240.

302. Algebra Structures (3)

An introduction to abstract algebra. Includes basic ideas and theorems about groups, rings, integral domains, and fields. Pre-requisite: MA303 or consent of instructor.

303. Linear Algebra (3)

Matrices, linear systems, finite dimensional vector spaces, vector geometry, linear transformations, quadratic forms. Pre-requisite: Mathematics 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. Pre-requisite: Mathematics 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. Pre-requisite: Mathematics 250 or concurrent enrollment.

308. Theory of Computation (3)

An introduction to the theory of computation emphasizing formal languages, automata, and computability. Includes computational complexity and NP-completeness. Pre-requisite: Mathematics 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. Pre-requisite: Mathematics 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. Pre-requisite: Mathematics 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 using original sources,

sources in translation, and commentaries. The interplay between mathematics and culture is emphasized. Pre-requisite: Mathematics 140

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. Pre-requisites: Mathematics 140 plus an additional 9 hours of mathematics.

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. Pre-requisite: 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. Pre-requisite: 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. . Pre-requisite: consent of Department Chair.

499 Senior Seminar (3)

Advanced study in algebra or analysis with a focus on mathematical proof. Pre-requisite: senior applied mathematics major.

COMPUTER SCIENCE

The Department provides the opportunity for students to develop skills in writing algorithms to solve problems across academic disciplines; to design and write software in a variety of languages; to understand the fundamental concepts and issues in data structures, systems administration, operating system design, web programming, networking, computer graphics and artificial intelligence; and to develop the ability to communicate their knowledge and ideas effectively.

The Department prepares computer science majors for postgraduate study in computer science and for entry-level positions as computer professionals in industry. The Department requires internships in businesses and industry for its majors.

Students planning to major in computer science may earn either a B.A. or a B.S. degree. A

computer science major should be prepared to enroll in Computer Science 130 or a higher course during the first semester at Millikin. Placement in the proper computer science course will be determined in consultation with the faculty advisor based on the student's previous record in computer science. A major consists of a minimum of 37 and a maximum of 46 credits.

MAJOR IN COMPUTER SCIENCE

A major in Computer Science must take the following courses:

Computer Science 130, Computer Science I
Computer Science 230, Computer Science II
Mathematics 208, Discrete Mathematics
Mathematics 308, Theory of Computation
Computer Science 337, Algorithms & Data Structures
Computer Science 434, Operating Systems
Computer Science 471, Internship
Computer Science 499, Senior CS Capstone

To complete a major the student must take at least four additional courses from the following:

Computer Science 232, Introduction to Linux
Computer Science 321, Systems Analysis and Design
Computer Science 322, System Design using DBMS
Computer Science 332, Systems Administration
Computer Science 333, Information Systems Security and Control
Computer Science 335, Advanced Computer Programming
Computer Science 336, Application Development Using Frameworks
Computer Science 342, Artificial Intelligence
Computer Science 345, Networks & Telecommunications
Computer Science 350, Web Programming
Computer Science 429, Computer Graphics
Computer Science 430, Computer Architecture
Computer Science 432, Embedded Systems Programming
Computer Science 445, Network Programming
Computer Science 481, Seminar Topics
Computer Science 321, 322, 333 and 345 are cross-listed as Management Information Systems 321, 322, 331 and 332. A computer science major may have to use elective credits to meet the pre-requisites for these cross-listed courses.

For those students who want to major in Computer Science and consider a career in business, it is recommended that Management Information Systems 220: Business Applications Programming: COBOL, be taken. Students seeking careers in business applications of computer science should consider the Management Information Systems program in the Tabor School of Business.

MINOR IN COMPUTER SCIENCE

A student must complete a minimum of 22 credits in computer science courses. The following courses are required:

Computer Science 130, Computer Science I
Computer Science 230, Computer Science II
Mathematics 208, Discrete Mathematics
Computer Science 337 Algorithms & Data Structures

To complete remaining credit requirements, the student may choose courses numbered 300 or

above in the Computer Science Department, selected in consultation with the faculty advisor.

Computer Science Courses (CS)

(Credits)

130. Computer Science I (4)

Introduction to the discipline of Computer Science. Emphasis is on problem solving, and the implementation of solutions using a modern object-oriented language. Programming topics include classes, methods, iteration and decision structures, string processing, elementary I/O, graphics and 1-dimensional arrays. Proper software development strategies will be stressed. Students will apply what they learn during a weekly one-hour lab session. Pre-requisite: placement score of 3.

230. Computer Science II (3)

Continuation of CS 130. Topics include elementary data structures (multi-dimensional arrays, vectors), advanced graphics, inheritance, polymorphism, recursion, searching and sorting, file I/O. More emphasis on good object-oriented design. Includes group projects, an introduction to the UNIX operating system, and lab sessions. Pre-requisite: Computer Science 130.

232. Introduction to Linux (1)

Linux is a phenomenally popular open source operating system, particularly admired among those interested in computer science and related fields. This course teaches everything that a user needs to know to navigate the file system, run applications, and use Linux in both a GUI and command-line mode. It is a pre-requisite for CS 332: Systems Administration with Linux.

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: Management Information Systems 240 or consent of Instructor. Cross-listed with Management Information Systems 321.

322. System Design and Implementation (3)

Focus on information systems design and implementation within a database management system environment. Design, implementation, and testing of a physical system using database management systems software to implement the logical systems design. Pre-requisite: Management Information Systems 321 or consent of instructor. Cross-listed with Management Information Systems 322.

332. Systems 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 (Tel/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 system, but other operating systems will be discussed. Pre-requisite: Computer Science 230. Cross-listed with MS334.

333. Information Systems Security and Control (3)

Focus on the 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: Management Information Systems 240 or consent of instructor. Cross-listed with Management Information Systems 332.

335. Advanced Computer Programming (3)

Advanced computer-programming topics using a modern OO language. Memory management techniques, pointer manipulation, templates, I/O streams, aspects of inheritance will all be discussed. Students will be expected to write several large programs in this course. May be used to fulfill the semiotic systems track of the MPSL. Pre-requisite: CS230, Computer Science II.

336. Application Development using Frameworks (3)

Application frameworks are the modern and preferred way to develop GUI-based applications. Students will learn how to identify the best application framework for their needs, and how to develop applications for a particular OS using the selected application framework. Cross-platform programming and human user interface design issues will also be addressed. Each course offering will focus on a particular OS and choice of OS will rotate among several contemporary OSs. Pre-requisite: CS335, Adv. Computer Programming.

337. Algorithms and Data Structures (3)

Study of algorithm analysis and data structures. Pre-requisite: Computer Science 230 or consent of instructor.

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. Pre-requisite: Mathematics 208 and CS230, or consent of instructor.

345. Networks & Data Communication (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: Management Information Systems 240 or consent of instructor. Cross-listed with Management Information Systems 331.

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: Computer Science 332 and Computer Science 337, or consent of instructor. Cross-listed with MS350.

429. Computer Graphics (3)

Introduction to theory of 2D and 3D computer graphics. Development of interactive graphics applications using OpenGL and GLUT or their equivalent. Includes discussion of event-driven programming and animation. Pre-requisites: Computer Science 337 or consent of instructor.

430. Computer Architecture (3)

This course provides an introduction to computer architecture, with an emphasis on hardware. Digital logic, circuitry, assembly language, CPU and RAM design will be covered. Digital logic and CPU simulators will be used throughout the course. Pre-requisites: MA208, Discrete Mathematics and CS335, Advanced Computer Programming.

432. Embedded Systems Programming (3)

Embedded Systems are everywhere: alarm systems, cameras, cellphones, GPSs, PDAs, vending machines these are just a few examples of systems, other than computers, that contain processors. In this very hands-on course, we will learn how to program these processors, as well as create the electronic circuits in which they will reside.

434. Operating Systems (3)

Introduction to operating systems. Topic areas include process, memory, and file and device management. A part of the course involves enhancement/modification of an existing operating system. Pre-requisite: Computer Science 337 or consent of instructor

445. Network Programming (3)

This course provides a detailed examination of the major networking protocols on which the Internet is based. Students will develop several client-server applications, working at the socket layer. Pre-requisite: MS331, Networks & Telecommunications, CS337, Algorithms and Data Structures.

471, 472. Internship (2-6)

An on-the-job professional experience working for an organization or business during an academic semester. Supervised work experience in which the superior student's computer science background is used in an actual working environment. A written report or paper is required. Pre-requisite: Junior or senior standing and consent of both instructor and Department Chair.

481, 482. Seminar (1-3) per Semester

In-depth study of a particular area or topic in computer science. Pre-requisite: Consent of instructor or Department Chair.

491, 492, 493, 494. Independent Study (2-3) per Semester

Advanced study in a topic chosen jointly by student and instructor. Pre-requisite: Consent of instructor and Department Chair.

499. Senior CS Capstone (3)

In consultation with a designated outside client, students will apply the software development process to specify, design, prototype, implement, and test a substantial software package. Grading will depend in part on periodic progress reports, the client and instructor's evaluation of the finished product, and a final presentation. Pre-requisite: Senior standing.

French, Italian and Spanish MODERN LANGUAGES

Modern Languages Department Faculty
Eduardo Cabrera (Chair)

Full-Time: Eduardo Cabrera, Luis Peralta

Adjunct: Carmen Aravena, Joseph Bonafeste, Chabha Hocine, Maria Ploch

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 and linguistics. 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.

MINOR IN SPANISH

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

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.

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.

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.

French Courses (FR) (Credits)

(No major or minor is offered)

103. Beginning French (4)

Introduction to French. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. 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. 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.

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.

PHILOSOPHY**Philosophy Department Faculty**

Jo Ellen Jacobs (Chair)

Full-Time: Jo Ellen Jacobs, Robert E. Money Jr.

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, or humanities; (c) those who want an intensive study of philosophy preparatory to graduate study in some other field, e.g. law, theology, medicine or education; (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:

Philosophy 110, Basic Philosophical Problems
Philosophy 213, Critical Thinking: Logic
Philosophy 381, Seminar in Philosophy
Philosophy 400, Senior Thesis

Plus three of the following courses:

Philosophy 300, Ancient World Wisdom
Philosophy 301, The Golden Age of Greece
Philosophy 302, The Medieval World
Philosophy 303, The Modern World (17th-18th century)
Philosophy 304, The Contemporary World of Philosophy (19th -21st)

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

PRE-LAW TRACK WITHIN THE PHILOSOPHY MAJOR

Philosophy also offers a "pre-law track" within the philosophy major. According to the American Bar Association, after physics the major with the highest percentage of acceptance into ABA approved law schools is philosophy. 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 will consist of a minimum of 30 credits and leads to the B. A. degree. The following courses are required:
PH 110 Problems in Philosophy
PH 211 Ethical Theory
PH 213 Critical Thinking: Logic
PH 301 Golden Age of Greece or PH 311 Metaethics
PH 305 Philosophy of Law
PH 310 Political Philosophy
PH 400 Senior Thesis

Plus 3 elective courses in philosophy, or PO 234 Civil Liberties, or PO330 Constitutional Law

MINOR IN PHILOSOPHY

A student seeking a philosophy minor is required to complete 21 credits, including three of the following:

Philosophy 300, Ancient World Wisdom
Philosophy 301, The Golden Age of Greece
Philosophy 302, The Medieval World
Philosophy 303, The Modern World (17th-18th century)
Philosophy 304, The Contemporary World of Philosophy (19th-21st century)

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. Cross listed with HI 105.

200, 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 offering sound advice on how to live our own lives. Each thinker will be considered in their historical context. Cross listed with HI305.

201, 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? Cross-listed with HI305.

202, 302. The Medieval World (3)

This course will explore the major Christian philosophers and theologians from Anselm to Aquinas as well as the rise of Islam and the encounter of the two cultures after the Crusades. Cross-listed with HI305.

203, 303. The Modern World (17th-18th Century) (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. Cross-listed with HI 305.

204, 304. The Contemporary World of Philosophy (19th-21st Century) (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. Cross-listed with HI 305.

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 ethics is 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 by reflecting on how the theoretical issues raised in the class guide our thinking about lying, killing, capital punishment, cloning, etc. Readings may include selections from the Western philosophical tradition (e.g., Plato, Aristotle, Hobbes, Hume, Kant, Mill) as well as Western literature (Dostoyevski, Conrad, O'Connor). We will also watch selected films.

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.

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 argument for design. We will examine the problem of evil as well as various replies by theists to the problem of evil. Finally, we will examine the claim that the religious life is a matter of faith, not reason. Readings may include Anslem, Augustine, Aquinas, Leibniz, Paley, Hume, Kant, Kierkegaard, Adams, Swinburne, Hicks, Mackie, Plantinga, and others.

305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. In particular, we will examine how these theories view the connection between law and morality. Is there a connection between law and morality? If there is, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). In the second part of the course, we will focus on issues surrounding judicial interpretation. Questions to be considered include the following: How ought judges to 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)? Theories of judicial interpretation to be examined include originalism and non-originalism. Interspersed with these theoretical readings will be excerpts from actual U.S. Supreme Court cases. We will be interested in seeing how the theoretical issues identified above get played out in actual U.S. Supreme Court decisions. We will focus primarily (though not exclusively) on the so-called "privacy cases." Readings may include Austin, Hart, Fuller, Dworkin, Frank, Altman, Bork, Lyons, and Ely as well as various court opinions. Pre-requisites: Philosophy 110, or 211, or 310, or consent of instructor.

307. American Philosophy (3)

Survey of the historical development of American philosophical thought from its beginning in Puritan philosophy through various stages, such as idealism, the American enlightenment, transcendentalism, evolutionary philosophies, late 19th century idealism, pragmatism, realism, and the 20th century setting. Pre-requisite: Philosophy 110 or consent of instructor.

309. Philosophy of the Arts (3)

In this course, the discussions and readings will focus on four questions: 1) What is a creator doing? 2) What is an aesthetic experience? 3) What are the critics' criteria? and 4) What is the function of art? Examples of sculpture, music, dance, visual arts, literature, architecture and films will be presented in class to illustrate the concepts being discussed.

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.

381-384. Seminar in Philosophy (3)

Examination of the relationship between philosophy and various disciplines, topics and periods. Included are philosophies of aesthetics, mind, religion and education. Also, in-depth study of the ancient-medieval, modern and contemporary periods of philosophy, or in-depth study of a particular philosopher. Pre-requisite: Philosophy 110 or consent of instructor.

391, 392, 393, 394. Independent Study in Philosophy (1-3)

Pre-requisite: approval of subject by Department and consent of Department Chair.

400. Senior Thesis (3)

Senior philosophy majors will compose a thesis. The topic of the thesis will be chosen by the student in consultation with the advising philosophy department faculty member. The student will provide an oral defense of the thesis. The oral defense will be led by the advising philosophy department faculty member and will be open to all philosophy department faculty members as well as all philosophy department majors and minors. Pre-requisite: senior standing and consent of Department Chair.

PHYSICS

Physics Department Faculty

Full-Time: Eric Martell

Adjuncts: David Berns, Sara Wright

The Physics department offers a B.S. degree for those students who plan on advanced work in physics, engineering, or astrophysics, and a B.A. degree as a liberal arts alternative to those students

desirous of a broader background. In either case, the student should enroll in Physics 225/226 and Mathematics 140 in the fall semester of the freshman year, and Physics 235/236 and Mathematics 240 in the following semester.

MAJOR IN PHYSICS

All physics majors wishing to earn a B.S. degree must earn 38 to 48 credits in physics which will usually include the following courses (36 credits):

Physics Core:

Physics 225, 235, 245, Physics I, II, and III (Lecture)

Physics 226, 236, 246 Physics, II, and III (Laboratory)

Physics 302, Thermodynamics and Statistical Mechanics or CH303 (Physical Chemistry I)

Physics 352, Theoretical and Applied Mechanics

Physics 403, 404, Electromagnetism I and II

Physics 406, Quantum Mechanics

Physics 408, Solid State Physics

and six credits chosen from the following courses:

Physics 251, Advanced Experimental Physics (Laboratory)

Physics 311, Electronics with Laboratory

Physics 360, Modern Optics with Laboratory

Physics 401, Mathematical Physics

Astronomy 300, Astrophysics

Undergraduate Research in Physics

Undergraduate Research in Astronomy

Physics majors must enroll in PY481 (physics seminar) in their senior year. To satisfy the off-campus learning experience it is recommended that they enroll in PY375 (physics internship) in either their junior or senior year.

Students wishing to earn a B.A. degree would normally take the physics core except for Physics 404 and Physics 406, and must complete 30 to 36 credits in physics. In addition, a B.A. degree requires the proficiency equivalent to three semesters of a modern language.

In addition to these courses, physics majors must also take Chemistry 121, 224, 151 and 152 (General Chemistry and General Inorganic Chemistry with laboratories) in their freshman or sophomore year. The mathematics sequence 140, 240, 250 should be taken in conjunction with Physics 225, 235 and 245. Mathematics 305, Differential Equations, should be taken concurrently with Physics 352, Theoretical and Applied Mechanics.

The physics major may also study some special topics. Typical special topics are general relativity, superconductivity, cryogenics, sub-atomic physics, and topics in astrophysics.

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

Pre-Professional and Dual-Degree Engineering Programs

In addition to offering a major in physics, the physics department also coordinates all (2-2) and dual-degree (3-2) pre-engineering programs. Students desiring to complete a dual-degree

engineering program with Washington University should complete Physics 225, 226, 235, 236; Mathematics 140, 240, 250, 305; and Chemistry 121, 224, 151, 152. These courses are also required for students desiring to transfer to an engineering program after two years of study at Millikin. 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 the same chemistry and mathematics requirement as for a major and a minimum of 21 credits in physics courses which must include: Physics 225, 226, 235, 236, 245, 246, and nine credits in 300-level physics courses of the student's choice.

Physics Courses (PY) (Credits)

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. Pre-requisite: University mathematics competency requirement must be satisfied prior to enrollment.

110. Physics of Music (4)

A course on the physics of sounds and musical instruments. Musical scales. String, wind, percussion and electronic instruments. Acoustics of buildings. Three one-hour lectures and one two-hour laboratory per week. A general education course especially designed for music students. Pre-requisite: University mathematics competency requirement must be satisfied prior to enrollment.

181, 182. Independent Study (1-3)

A study on a topic chosen jointly by the student and the instructor. Pre-requisite: consent of instructor and Department Chair.

201. Physics for Life Sciences I (4)

A study of the nature of physics covering topics from mechanics, heat, and sound. Three lectures and one laboratory period each week. Primarily for pre-medical students. Pre-requisite: high school algebra, geometry, and trigonometry, or college equivalent.

202. Physics for Life Sciences II (4)

A continuation of Physics 201 covering topics from light, electromagnetism, and modern physics. Three lectures and one laboratory period each week. Primarily for pre-medical students. Pre-requisite: Physics 201.

225. Physics I (3)

Three lectures per week. Primarily for majors in physics, chemistry, mathematics and engineering. An in-depth study of mechanics including gravitation, rotation, elasticity and harmonic motion. Concurrent enrollment in PY 226 is required. Corequisite: Mathematics 140.

226. Physics I Laboratory (1)

Laboratory course to accompany Physics 225. Concurrent enrollment in PY 225 is required.

235. Physics II (3)

Three lectures per week. Primarily for majors in physics, chemistry, mathematics and engineering. Topics include sound and acoustics, electricity, magnetism, and electronics, magnetic fields, induced EMF, and optics. Concurrent enrollment in PY 236 is required. Corequisite: Mathematics 240. Pre-requisite: Physics 225.

236. Physics II Laboratory (1)

Laboratory course to accompany Physics 235. Concurrent enrollment in PY 235 is required.

245. Physics III (3)

Three lectures per week. Primarily for majors in physics, chemistry, mathematics and engineering. Historical background and development of theories of the atom and nucleus. Includes special relativity, radioactivity, an introduction to quantum mechanics, and particle physics. Three lectures per week. Concurrent enrollment in PY 246 is required. Corequisite: Mathematics 240. Pre-requisite: Physics 235.

246. Physics III Laboratory (1)

Laboratory course to accompany Physics 245. Concurrent enrollment in PY 245 is required.

251. Advanced Experimental Physics (2)

A number of experiments are performed to accurately test and explore some fundamental results in physics. Experiments include determining Planck's constant, the speed of light, charge of an electron, radioactivity and measurement of the gravitational constant. Pre-requisite or corequisite: Physics 245.

302. Thermodynamics and Statistical Mechanics (3)

Covers laws of thermodynamics, kinetic theory of matter, thermodynamic quantities, entropy, heat engines and statistical mechanics. Pre-requisite: Physics 245 or consent of Department Chair.

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. Chemistry 351 and 353 are companion laboratory courses. Cross-listed with Chemistry 303. Pre-requisite: Mathematics 240 and Physics 245.

304. Physical Chemistry II (3)

Continuation of Chemistry 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 Chemistry 304. Chemistry 351

and 353 are companion laboratory courses. Pre-requisite: Chemistry 303.

311. Electronics with Laboratory (4)

A practical study of transistors, tubes, oscillators, amplifiers and circuit design. Designed to meet the particular interests of the student. Two lectures and a two-hour lab. Pre-requisite: Physics 245 or consent of instructor.

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 formulations. Pre-requisite: Physics 245. Corequisite: Mathematics 305.

360. Modern Optics with laboratory (4)

A study of geometrical and wave optics, interference, diffraction and polarization of electromagnetic waves. Two lectures and a two-hour lab. Pre-requisite: Physics 235.

375. Physics Internship (3)

A supervised physics research experience for the physics major in a national laboratory or in industry. Pre-requisite: junior standing.

381, 382, 481, 482. Independent Study (1-3)

Study of a topic chosen jointly by the student and the instructor. Those planning to do a senior honors thesis should take two hours) of both 481 and 482. Pre-requisite: consent of instructor and Department Chair.

391, 392, 491, 492. Undergraduate Research in Physics (1-3)

Study of a topic chosen jointly by the student and the instructor. Pre-requisite: consent of instructor and Department Chair.

401. Mathematical Physics (3)

Applications of mathematics to the various areas of physics. Included are topics on dimensional analysis, complex numbers, matrices and determinants. Vector analysis, differential equations and harmonic motion. Pre-requisites: Physics 245 and Mathematics 250 and 305, or consent of Department Chair.

403. Electromagnetism I (3)

A two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity, which arises naturally from the course of study. Vector analysis, electrostatics and energy, boundary value problems, dielectric media, and electric currents. Pre-requisite: Physics 245.

404. Electromagnetism II (3)

A two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity, which arises naturally from the course of study. Magnetic fields, magnetic media, electromagnetic induction and magnetic energy, varying currents, Maxwell's equations, properties of electromagnetic waves, Lorentz transformations, and other topics in special relativity. Pre-requisite: Physics 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. Pre-requisite: Physics 352 and 403 or consent of Department Chair.

408. Solid State Physics (3)

A study of thermal, dielectric, magnetic, electrical and optical properties of solids. Crystal structures; diffraction; semiconductors; magnetic resonance, defects and diffusion in solids; and other topics. Pre-requisite: Physics 245, 404 and consent of instructor.

481. Physics Seminar (2)

Senior capstone course required of all physics majors.

MINOR IN ASTRONOMY

Students wishing to obtain a minor in Astronomy should complete the following courses (21 credits): Astronomy 100, The Planets
Astronomy 101, Stars and Galaxies
Astronomy 105, 106, Astronomy Laboratory
Astronomy 300, Astrophysics
Astronomy 381, 382, 481, 482, Independent Study in Astronomy (3 credits minimum)
Astronomy 391, 392, 481, 482, Undergraduate Research in Astronomy (3 credits minimum)

Astronomy Courses (AS) (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, no laboratory.

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, no laboratory.

105. Astronomy Laboratory (1)

Taken in conjunction with Astronomy 100. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Corequisite: Astronomy 100.

106. Astronomy Laboratory (1)

Taken in conjunction with Astronomy 101. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Corequisite: Astronomy 101.

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. Pre-requisite: Physics 235 and Mathematics 240.

381, 382, 481, 482. Independent Study in Astronomy (1-3)

Special research related topic such as astronomical photometry, binary stars, practical astronomy, stellar astrophysics. Students planning to do a senior honors thesis should take two hours) of both 481 and 482. Pre-requisite: Consent of instructor and Department Chair.

391, 392, 491, 492. Undergraduate Research in Astronomy (1-3)

POLITICAL SCIENCE

Political Science Department Faculty

Brian Posler (Chair)

Full-Time: Robert Money, and Brian Posler

At Millikin University, political science students and faculty together comprise a community of scholars. As members of this community, we share a commitment to developing our own potential and the potential of those around us. We do this not only through mutual support and encouragement, but also through honest and rigorous assessment which holds us accountable to each other.

Working in partnership, students and faculty enter the public square and observe, explore, debate, and analyze the appropriate and effective uses of power in a democratic society. Through experiential education and practical application, we continuously integrate the theory and practice of politics.

Our students become life-long learners, active citizens, and leaders, with skills applicable to many career paths. Consequently, our alumni are successful in a wide variety of fields including law, criminal justice, business, advocacy, academia, diplomacy, and electoral politics. "Careers and the Study of Political Science: A Guide for Undergraduates" is available from the Department.

Majors are encouraged to participate in the Washington Semester Program at American University in Washington, D.C.; the United Nations Semester in New York; Study Abroad; and in extracurricular activities such as Model Illinois Government, Model United Nations, and student government.

MAJOR IN POLITICAL SCIENCE

A student must complete 36 to 39 credits including the following courses:

Political Science 100, American Politics for Non-Majors or 105, Foundations of American Politics
Political Science 110, Countries and Concepts
Political Science 280, Methods of Political Research

One of the Following: Political Science 221, Understanding International Conflict,
PO 320 Diplomacy and International Organizations, PO 323 Topics in World Politics

Political Science 371, Internship
Political Science 480, Seminar

Students interested in International Relations could take also:

Political Science 220, Current American Foreign Policy
 Political Science 221, Understanding International Conflict
 Political Science 320, Diplomacy and International Organizations
 Political Science 321, Global Issues
 Political Science 322, States in a Changing World
 Political Science 323, Topics in World Politics
Students interested in Legal Studies could take also:
 Political Science 230, Civil Rights in the United States
 Political Science 232, Law and Justice: Creating Change
 Political Science 235, Introduction to the Criminal Justice System
 Political Science 330, Constitutional Law
 Political Science 334, Civil Liberties and the Constitution
 Political Science 339, Seminar in Judicial Decision Making

Students interested in American Politics/Public

Political Science 240, State and Local Government
 Political Science 248, The American Presidency
 Political Science 340, The U.S. Congress: Pursuing Majorities
 Political Science 244, Campaigns and Elections
 Political Science 356, Topics in Public Policy

Other courses may be chosen as electives according to the student's particular interest, in consultation with the faculty advisor.

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. Students wishing to complete a minor must consult with the Department Chair.

Teaching Political Science in Secondary Schools
 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.

Political Science Courses (PO)

(Credits)

100. American Politics for Non-Majors (3)

This course emphasizes the theoretical underpinnings and practical understanding of the national policy process. Students will examine how the American political system produces the kind of policies it does. Designed for a general audience, this course enables students to obtain an introduction to the constitutional foundations of our government, political institutions, and the development of current U.S. policies. Students will focus on enhancing their critical evaluation, advocacy, and communication skills. The class will provide students with adequate preparation for further work in the department of political science.

105. Foundations of American Politics (3)

This class emphasizes the understanding of specific political issues, the manners through which the

process works (and does not), and explores the implications of current political events. Focused on students, who already have an interest in politics and are interested in examining the discipline of Political Science, the course will investigate the ways in which political scientists measure and analyze political issues. Course assignments will emphasize reading critically, integration, analysis, and the ability to question individually and deliberate in a group. This course prepares students for the rigors of further work in the political science department.

110. Countries and Concepts (3)

One of the most important tools of political science is the comparative method. Without comparison, indeed, we really have no basis for judging our political way of life. Thus, our objective will be double: to learn about different methods of comparative politics and to discover what the examined experience of foreign countries teaches us about American politics. The course will emphasize quantitative reasoning and historical analysis.

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. Pre-requisite: Political Science 100 or 105.

221. Understanding International Conflict (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.

230. Civil Rights in the United States (3)

The resistance to oppression in a democratic system requires a unique approach. This class will be asking three questions: How does a group gain political, social, or economic power in a system designed to exclude their participation? What tools are available for the political system to be changed? How is law an intrinsic part of this process? The course uses primary texts, music, memoirs, and scholarly research to examine how the legal and political systems have not only served as means of oppression but also as tools to challenge the status quo.

232. Law and Justice: Creating Change (3)

This course examines the role the law has played in developing the legal identity of specific groups in the United States. Each semester this course is offered will focus on legal change in the status of either gender or race under the law and Constitution. Centering on tensions that occupy a democratic system when disenfranchised group seeks power, we investigate the underlying divisions within movements and discuss the role that law and legal structure can play in

achievement of equality. This course will allow students to focus on developing research and collaboration skills, while developing their historical and contemporary frameworks of critical issues in the U.S. political system.

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.

248. 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.

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 100 or 105.

320. Diplomacy and International Law (3)

The course will examine the role of international organizations and how international policy is formed within the framework of international organizations, especially the United Nations. The course lectures will introduce students to concepts underpinning the study of the UN. The purpose of the course simulations will be two-fold: to familiarize students with practical aspects of the UN, and to prepare students for participation in the Model UN. In this course, students will learn skills of international diplomacy: research, moral and ethical reasoning, application, strategic thinking, negotiation, collaboration, advocacy, writing, questioning, deliberation, and gain cross cultural understanding of other countries.

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 ques

College of Fine Arts

Dean Stephen F. Fiol • (217) 362-6499

Philosophy and Mission of the College of Fine Arts

The College of Fine Arts recognizes the importance of developing effective responses to both the aesthetic and intellectual aspects of human experience. In its concern for the development of such responses, it promotes the highest level of competence in craft while encouraging creative ability, critical judgment and persistent search for aesthetic and intellectual truth.

The College views liberal education and professional competence in the arts as being goals closely related, compatible and worthy of lifelong pursuit. Because of this, it seeks to instill in its students an understanding of the theory and history as well as the practice of the arts. 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 artistic personality.

The College of Fine Arts is committed to the instruction of both 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.

Academic Organization

The College of Fine Arts is composed of three instructional units. The College offers 18 programs leading variously to the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Music.

Art

Edwin G. Walker, Chair
Art Education, K-12, B.F.A.*
Art Management, B.A., B.F.A.**
Art: Studio, B.A., B.F.A.
Art Therapy, B.A., B.F.A.**
Commercial Art/Computer Design, B.A., B.F.A.

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
* Teacher certification available.
** Interdisciplinary major with degree by College of Fine Arts

Theatre and Dance

Barry Pearson, Chair
Musical Theatre, B.F.A.
Theatre, B.A.
Theatre, B.F.A.
Acting emphasis
Theatre, B.F.A.
Directing emphasis
Theatre, B.F.A.
Technical/Design emphasis

Talent Awards

Talent awards of up to one-half tuition 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 at least 10 examples of actual work, slides or photographs. These awards are offered on scheduled dates throughout the year. All interested students are encouraged to apply, as talent awards are available to both majors and non-majors.

Further information and exact dates of auditions and portfolio reviews may be obtained by writing the Department of Art, 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/academics/finearts

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.

The following are additional graduation requirements for the Bachelor of Music (B.M.) degree:

1. Music students must meet the specific core requirements of the curriculum they elect.
2. Piano Proficiency Exam: All candidates for the Bachelor of Music degrees in Performance or Music Education are required to pass a piano proficiency exam. Students must take the exam no later than the second semester of the sophomore year. All portions of the exam must be

satisfactorily completed before student teaching arrangements can be finalized.

3. Recital attendance: Recital attendance is required for all students taking private applied music instruction.
4. Participation in a major organization each semester in residence: Students whose major area of performance is a wind or percussion instrument must enroll for band each semester. String majors must enroll for orchestra, and voice majors must enroll in one of the major choral organizations. Keyboard principals must enroll for band, orchestra, or choir; 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. Guitar and percussion majors must also enroll in their appropriate respective ensembles.
5. All candidates must present a satisfactory recital or capstone project during the senior year.

The Bachelor of Fine Arts (B.F.A.) degree is a professional degree option for majors in art, theatre and musical theatre.

ART

Department Faculty
Edwin G. Walker (Chair)

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

Adjunct: Jamie Kotewa

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 wood-shop, 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. Commercial art and computer graphics studios are located on the lower level of the Staley Library and offer ideal studio space for these important areas.

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 QuarkXPress, Photoshop, InDesign, Illustrator, and MacroMedia Director 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 collection of 10,000 slides, supplements the teaching of art history and art appreciation courses.

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 33 to 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.

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 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.

BACHELOR OF ARTS (B.A.) DEGREE

(121 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 (12 credits) Choose from the following:

AR 121 Ceramics: Handbuilding

AR 125 Commercial Art: 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

IN350 Global Studies

Non-Sequential Elements

Off-Campus Learning

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)

School/Division Distribution (6 credits)*

Electives (43 credits)

BACHELOR OF FINE ARTS (B.F.A.) DEGREE

(121 credits)

AR Core Requirements: (27 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: (18 credits) Choose from the following:

AR 121 Ceramics: Handbuilding

AR 125 Commercial Art: 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

IN350 Global Studies

Non-Sequential Elements

Off-Campus Learning

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)

Language/Culture Track (8-9 credits)

School/Division Distribution (6 credits)*

Electives (17 credits)

ART MANAGEMENT MAJOR

This major is designed for students who are interested in following a career combining art and business. Successful completion of course requirements will enable the major to apply for positions in art galleries, museums, state and local art councils, recreational programs, advertising agencies, decorating firms, etc. Course requirements also provide the educational background to qualify students to apply to select graduate schools

where the master's degree is offered in art management. It is recommended that students seeking a major in art management also take courses in commercial art and computer design.

The Art Management major earns the B.A. or the B.F.A. degree. The B.A. degree requires 39 credits in art and 21 credits in business courses 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 21 credits in business courses and a one person senior show.

Required Courses in Art:

AR 103, 104, Drawing Orientation

AR 105, 106, Design Orientation

AR 304, Contemporary Art History

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

AR 381 Advanced Studio Practicum Capstone

Required Courses in Tabor School of Business: (21 credits)

Economics 110, Principles of Microeconomics

Accounting 230, Introduction to Accounting I

Accounting 240, Introduction to Accounting II

Management 300, Management and Administration

Marketing 300, Marketing Principles and Practices

Marketing 307, Advertising and Promotional

Strategies

Elective (3 credits) selected in consultation with

the student's faculty advisor

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.

Students may earn the B.A. or the B.F.A. degree.

The B.A. requires 39 credits in art and 18 credits in psychology plus the B.A. requirements listed in the College of Arts and Sciences section of this Bulletin. The B.F.A. requires 60 - 70 credits in art and 18 credits in psychology.

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

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

COMMERCIAL ART/COMPUTER DESIGN MAJOR

The commercial art/computer design 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 brochures, billboards, logos, etc. 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 Commercial Art/Computer Design Major may earn a B.A. degree, which 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.

Required Courses in Art:

AR 103, 104, Drawing Orientation
 AR 105, 106, Design Orientation
 AR 125, Commercial Art: Production Techniques
 AR 201, Computer Art and Design
 AR 225, Commercial Art: Illustration
 AR 235, Introduction to Photography
 AR 304, Contemporary Art History
 AR 325, Commercial Art: Ad Agency
 AR 326, 327, Computer Art and Design - Creative Concepts (3 credits total)
 AR 425, Commercial Art: 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: (16+ 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 311, 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

The B.F.A. degree is the only degree awarded for Art Education majors and requires 60 to 70 credits in art to complete.

*School/Division Course Listings

Category I

Art History
 AR303, 304, 305
 Art Studio
 AR201, 205, 213, 215, 217, 221, 235, 313
 Music or Theatre History
 MH 100, 101, 213
 TH 255, 335, 336
 Applied Music or Theatre
 TH103, 107

Category II

Modern Languages
 IT103, 114, 223
 SP103, 114, 223
 FR 103, 114, 223
 Philosophy
 Any Course above PH 110
 English, U.S., or World Literature or Writing History
 Any course above HI 100 (cannot count U.S. History, HI 203,204 here if being counted as U.S. Studies)
 Business
 MG100, MG360
 Biology
 BI206

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. (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, handbuilt pottery, raku firing, linoleum prints, silk- screen and selected craft techniques. May not be counted toward a major in art.

121, 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. Commercial Art: Production Techniques (3)

Examination of production techniques through simulated job experiences. Emphasis on skill development and the understanding and application of such processes as paste-up, the use of color overlays, screen overlays and halftone overlays, transfer lettering, mechanical inking, keylining and design methodology. 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. Commercial Art: 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 studies 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.

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. May not be counted toward major in art.

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, ceramics or sculpture. Pre-requisites: AR103, 104 and AR105, 106 or consent of instructor.

325. Commercial Art: 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: AR225.

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: AR121 or 122.

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, 371. 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, 381. 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.

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.

425. Commercial Art: Portfolio (3)

Continuation of Art 325 with emphasis on improving illustration techniques in various media to develop a professional portfolio. Studio and lecture. Pre-requisite: AR325.

SCHOOL OF MUSIC

School of Music Department Faculty

Stephen Widenhofer (Director)

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.

Full-Time Faculty: Jeremy Brunk, David H. Burdick, Daniel Carberg, Ronnie Dean, Stephen F. Fiol, Guy Forbes, Helen Marshall Gibbons, Laurie Glencross, Bradley A. Holmes, Georgia R. Hornbacker, Brian Justison, Kevin Long, Michael Luxner, Manley T. Mallard II, LaDona Martin-Frost, Tina Nicholson, Cynthia Oeck, Perry Rask, Randall G. Reyman, Gary Shaw, Christina Shields, Neal Smith, Terry Stone, Stephen Widenhofer, W. Ronald YaDeau

Adjunct Faculty: Mark Avery, Solomon Baer, Christine Bock, Andrew Burtschi, Susan Cobb, Frances Daniels, Amy Flores, Bruce Gibbons, Theodore Hesse, Sharon Huff, Chung-Ha Kim, Seung-Hye Lee, Amanda Legner, Judith Mancinelli, Ann Morrow, Doug Nicholson, Sherezade Panthaki, Diana Rai, Mark Rubel, Timothy Schmidt, Christine Smith, Roger Sodsod, John Stafford, Marion van der Loo, Lois YaDeau

Preparatory Department

Christian Shields (Director)

Applied piano, band, string, wind instruments, voice, dance and ensemble instruction available for children, youth and adults not enrolled in the university or not eligible for college credit. A variety of summer camps for children, youth and teens, seminars for music teachers with CPDU credit and certification credit given by annual announcement.

Preparatory Faculty: Mark Avery, Solomon Baer, Christine Bock, Andrew Burtschi, Daniel Carberg, Susan Cobb, Sandra Coryell, Frances Daniels, Amy Flores, Bruce Gibbons, Helen M. Gibbons, Laurie Glencross, Beth Holmes, Georgia Hornbacker, Brian Justison, Chung-Ha Kim, Thomas LeVeck, Seung-Hye Lee, Amanda Legner, Mary Little, Manley Mallard, Judith Mancinelli, Ann Morrow, Tina Nicholson, Cynthia Oeck, Deonne Orvis, Perry Rask, Diana Rai, Christine Smith, Neal Smith, Roger Sodsod, Terry Stone, Marion van der Loo, Lois YaDeau, W. Ronald YaDeau,

Mission of the School

- Develop the whole musician - artistically, intellectually, technically - through the integration of theory and practice.
- Integrate learning across disciplines within the School and across the University.
- Create active learners through contact with a faculty who themselves continue to grow as artists, as thinkers, as teachers.
- Act as a cultural resource for the University and wider community.

Goals of the School

Our central mission is development of the whole musician. Toward that end, we the faculty of the Millikin University School of Music are dedicated to ensuring that our students emerge with the following knowledge, skills and values.

Knowledge

- of stylistic and structural development in Western concert and vernacular musics
- of non-Western musics
- of history, literature, pedagogy and performance practice in the student's major field
- of current technology and its use in performance, composition, recording and research

Skills

- Fluency in the vocabulary of musical analysis and its use in connection to performance
- Ability to synthesize historical research, analytical data and critical judgment, and to communicate this synthesis using words and musical examples
- Stylistic versatility
- Fluency in the critical vocabulary of performance, and the ability to use it as a pedagogical, collaborative and self-critical tool.
- Proficiency in the use of technology
- Aural recognition, reproduction and error detection
- Technical fluency appropriate to the major performance medium
- Ability to collaborate musically: to follow as well as lead; to communicate, negotiate and resolve differences in an ensemble
- Organizational and interpersonal competencies necessary to teach one's specialty to others

Values

- Passion for one's art
- Professionalism and ethical behavior
- Self-discipline and motivation
- Collaborative spirit
- Desire to question assumptions, take risks, investigate the unfamiliar
- Habit of independent and critical lifelong learning

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 or minoring 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; 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 \$75 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. Singers desiring applied study 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 I (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 (3)
 Music History 314, Twentieth Century 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 (3)
 Upper-level music electives (1-9)
 Total (must include 9 upper-level credits) (28)

* Vocalists shall enroll in Class Voice each semester, and are exempt from the Recital Attendance requirement.
 **Definition of major ensemble described above

BACHELOR OF ARTS IN MUSIC

Students electing the Bachelor of Arts degree with a major in music must complete 48 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. Candidates for the Bachelor of Arts degree in music also are required to earn four credits toward their degree in major music organizations (band, orchestra, or choir).

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.

Course (Credits)

I. University Studies (39; Language/Cultures Track "A" chosen)

II. Music Requirements (48)

Music Theory 111, 112, 211, Theory (6)
 Music Theory 113, 114, 213, 214, Ear Training (7)
 Music Theory 212, Twentieth Century Music I (3)
 Music History 211, Survey of Western Music (3)
 Music History 314, Twentieth Century Music II (3)
 Music History 316, Introduction to Ethnomusicology (3)
 Applied Music (must enroll every semester) (12)
 Eight credits in principal instrument plus four

elective credits, two of which must be in piano if piano is not principal
 Music organization in principal applied area (4)
 Music electives (7)

III. Additional Requirements (7)

English Literature (3)
 Modern Language (4)
 Subtotal (97)

IV. Liberal Arts Electives (27)

Degree total (121)

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 \$75 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.

VOCAL EMPHASIS

The major in music performance with a vocal emphasis requires 124 credits. Students should select Track "A" (modern languages - French and Italian recommended) in the University Studies curriculum. In addition to the music core curriculum, the music performance major with a vocal emphasis must complete:

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 (0 [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)
 Upper-Division Electives (9)

Total 46

Degree total (124)

*Satisfies School/Division Distribution Option "A," thus does not count against total for emphasis.

INSTRUMENTAL EMPHASIS

The major in music performance with an instrumental emphasis requires a minimum of 123 credits. In addition to the music core curriculum, the music performance major with an instrumental emphasis must complete:

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) (3-5 [6-8])*
 Small Ensemble (2)
 Music Organization (4)
 Applied Music, Teaching of Applied Music (2)
 Applied Music 330, 430, Recital (0)
 Music Electives (6)+
 Non-Music Electives (10)
 Total 45-47
 Degree total (123-126)
 * Three credits here satisfy School/Division Distribution Option "A," and thus do not count against total for emphasis.
 + No major organizations.

PIANO EMPHASIS

The major in music performance with piano emphasis requires a minimum of 126 credits. Track "A" (modern languages - especially French) in the University Studies curriculum is strongly recommended. In addition to the music core, the music performance major with piano emphasis must complete:

Course (Credits)

Applied Music, principal (14)
 Applied Music, secondary (2)
 Music Theory 403, Form and Analysis (0 [3])*
 Music Theory 404, Counterpoint (2)
 Music Theory 405, Conducting (2)
 Commercial Music 301, Introduction to MIDI (2)
 Music 360, Keyboard Accompanying and Ensemble (4)
 Music Organization 070, Small Ensemble (2)
 Applied Music 330, 430, Recital (0)
 Applied Music 453, 454,
 Teaching of Applied Music: Piano (4)
 Music 305, Survey of Piano Literature (2)
 Music History elective (3)
 Free electives (11)
 Total 48
 Degree total (126)
 * Satisfies School/Division Distribution Option "A," thus does not count against total for emphasis.

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. The commercial music degree requires a minimum of 123 credits. In addition to University Studies requirements and the music core, majors must complete:

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 (2)
 Commercial Music 201, 202, Studio Techniques I, II (4)
 Commercial Music 275, Improvisational Styles (instrumentalists)
 Commercial Music 276, Improvisation Lab (instrumentalists)
 OR
 Commercial Music 277, 278, Commercial Vocal Styles (vocalists) (2)
 Commercial Music 301, Introduction to MIDI (2)
 Commercial Music 401,
 Recording Engineering Practicum (2)
 Commercial Music 431, Multi-Media Production (3)
 Commercial Music 420, Senior Project (1)
 Electives (see below) (15)
 Total 45

Following approval from the music industry studies faculty, students may select from three tracks to fulfill part of the elective requirement:

Writing/Arranging

Commercial Music 416, Commercial Arranging (3)
 Writing Subtrack
 Commercial Music 408, Songwriting (3)
 Commercial Music 409 Songwriter's Workshop (2)
 OR
 Arranging Subtrack
 Commercial Music 303,
 Project Studio (2)
 Commercial Music 422, Jazz Ensemble Arranging (2)
 Subtotal (7-8)

Performance

Applied Music, upper-level (4)
 Commercial Music 375, 376, Advanced Improvisational Styles (2)
 Music Organizations beyond requirements (+)
 Subtotal (6+)

Studio Technology

Commercial Music 402, Studio Techniques III (3)
 Commercial Music 403, Practicum II (3)
 Subtotal (6)
 Degree total (123-124)

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 the Art and Entrepreneurship course sequence. The music business degree requires a minimum of 121 credits.

In addition to University Studies and the music core, Music Business majors must complete:

Music Industry Core

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 (2)
 Commercial Music 301, Introduction to MIDI (2)
 Commercial Music 312, Publishing and Copyright (3)
 Commercial Music 450, Topics in Music Business (3)
 OR
 Management 400, Entrepreneurship: Small Business Consulting (3)
 Subtotal (19)

Business Sub-Core

Accounting 230, Introduction to Accounting I (3)
 Management 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)
 MIS240, Organizational Information Systems (3)
 Finance 340, Business Finance (3)
 *If MG 360 is taken, the student must complete the A&E sequence (MG 361, 362, 363 for a total of 3 credits) which may also count as the internship experience.
 Sub-Core Total (15)
 Free Electives (12)
 Degree total (121-122)

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.

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. 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)

I. Sequential Program Elements
 University Seminar (3)
 Interdisciplinary 150 and 151, Critical Writing, Reading and Research I and II (6)
 U.S. Studies (History 203 or 204) (3)
 Global Studies (satisfied with Music History 316, Introduction to Ethnomusicology) (0)

II. Non-Sequential Program Elements

Quantitative Reasoning (3)
 Language/Culture Options (satisfied with Music Theory) (0)
 Fine Arts (satisfied with Music History) (0)
 Natural Science with lab (4)
 Off-campus Learning (satisfied with student teaching) (0)
 School/Division Distribution (satisfied with Education 201
 Human Development and Schools, and Education 310, Creating Communities of Learners) (0)
 Total (19)

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 I (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 (3)
 Music History 314, Twentieth Century 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)
 Music Core Total (39)

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)
 Music Education 251, Introduction to Music Education (3)
 Music Education 341, Principles and Methods of Elementary Music Education (4)
 Music Education 470, 471, Supervised Teaching (elementary and secondary) (12)
 Music Theory 405, Conducting (2)
 Sub-Core Total (41)

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 Education, 150, Laboratory Band (1)
 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)
 Music Education 461, Vocal Music Education Seminar and Practicum (2)
 Music Electives: MT200+, MH300+, MU456, MU212, MC301, MU302 (other sources by petition to Chair, Music Education) (4)

Vocal emphasis total (25)

Degree total (124)

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)
 Music Electives: MT200+, MH300+, MU300+, ME35, (other sources by petition to Chair, Music Education) (3)

Instrumental emphasis total (26)

Degree total (128)

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 coordinator's approval and the advisor's assistance, their teaching interests and musical proficiencies, particularly those in the principal applied area.

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, Counterpoint (2)

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.

Students are strongly urged to take Music Theory 406, Instrumental Conducting and Literature, as an elective if not already required by their particular major.

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 (2)

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, and both analog and digital recorders. This class will give the student a chance to practice the theory they learned in MC 104 by hands-on demonstrations using the equipment in Millitrax Studio. Pre-requisite:

Commercial Music 104. Open to commercial and music business majors only.

202. Studio Techniques II (2)

A continuing laboratory/general study of the multi-track recording studio. Emphasis is placed on signal processing equipment, microphones, SMPTE time code, and the interlocking of audio and video storage devices. Pre-requisite:

Commercial Music 201. Open to commercial and music business majors only.

273/274, 373/374, 473/474. First Step Records (1)

Managing and operating First Step Records, Millikin University's record label and publishing entity. Areas of responsibility include: production, manufacturing, accounting, legal affairs, publishing, marketing/ promotion/sales, graphic arts, artists and repertoire, and e-commerce. Open to all university students of at least sophomore standing, for up to a total of 6 credits, through an interview process.

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.

301. Introduction to MIDI (2)

Introduction to the use of computers and synthesizers in the commercial studio. Consideration of a variety of music software. Will require a certain amount of outside class lab time. Pre-requisite: Commercial Music/Music Business/Piano Performance majors or consent of instructor.

303. Project Studio (2)

Project Studio is a course for students who wish to pursue the craft of record production. Advanced software for digital audio and related applications will be taught. Creative issues include arranging, editing, background vocals, looping and sampling, musical style, methodology, and real world modeling of various production scenarios. Students define their own goals for the course in collaboration with the instructor. Students may enroll in this course as many times as they want. Pre-requisite: Commercial Music 301 or consent of instructor.

312. Publishing and Copyright (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.

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 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 consent of instructor.

408. Songwriting (3)

Technical and creative aspects of popular songwriting considered regarding lyric structure, melody, harmony, form, style, and performance. Extensive analysis of songs in the form of papers and presentations. Students will compose, perform, and demo their own songs. Pre-requisite: Music Theory 212.

409. Songwriter's Workshop (2)

An extension of MC408, devoted to the further development and refinement of songwriting skills, and to the creation of artifacts for a writing portfolio. Songs will be performed for and discussed with peers. High-quality demo recordings will be produced at Millitrix in conjunction with student engineers/ producers and student performers. Pre-requisite: Commercial Music 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 emphasis major. Pre-requisites: Commercial Music 401 and Music Theory 415.

450. 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 coordinator. 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)

Designed to provide an introduction to the history, philosophy, learning theories and methods that provide a foundation for music education in the U.S. during the 20th and early 21st centuries. The tools of observation, interviewing, journaling, and planning for teaching are studied and practiced. Special emphasis on societal trends that have been catalysts for change in music education: school reform, civil rights, and technology.

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 needed singing experience and the 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.

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 which takes place mostly in a secondary 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 Teaching (Elementary) (6)

Twelve weeks of full-time teaching experience in elementary public schools under 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.

471. Supervised Teaching (Secondary) (6)

Twelve weeks of full-time teaching experience in secondary 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.

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)

LaDona Martin-Frost, Coordinator

100. Understanding Classical Music (3)

A general education course. Introduction of the basic elements of music and their development as illustrated in the works of the great composers. Emphasis on developing listening skills. No credit for music majors.

101. Understanding Jazz (3)

A thorough investigation of jazz music as a 20th century phenomenon. A chronological approach to the study will culminate in the most recent developments in modern jazz and its pop music manifestations. An exploration of the historical basis, various styles and characteristics of jazz music - its soloists and groups- will constitute the course. No credit for music majors.

110. Understanding World Musics (3)

An introduction to the types and functions of music in non-Western cultures. The course explores selected ethnic and economic groups and their relationship to broader national or continental musical issues, with an emphasis on experiential learning. Previous musical experience not required. No credit for music majors.

211. Survey of Western Music (3)

Stylistic vocabulary, score reading, and analysis of music in Europe from Medieval times to the Romantic period. Emphasis on critical listening in a cultural context.

213. The Rock Experience (3)

Like the automobile and the gun, the electric guitar is a distinctly American icon. By extension, rock music, in a comparatively short period of time, has been woven into our very cultural fabric. The music speaks to us and about us. The story we will uncover, viewed through a social, political, technological and artistic lens, will show us as much about ourselves as it will about the amazing individuals and groups who formulated and the advanced the genre. We will all come to revel in the widely diverse cultures that contribute to this thing called Rock N' Roll. Course may be taken to fulfill the U.S. Studies (IN25) or Fine Arts university core curriculum requirement.

304. Studies in Music of the Middle Ages and Renaissance (2)

Study of musical scores, forms, styles and media from the fall of Rome through the Renaissance. Pre-requisite: Music History 211 or consent of instructor.

314. Twentieth Century Music II (3)

One each of selected post-1914, interwar, and post-1945 topics used to introduce technologies and strategies in music research. Emphasis on primary texts. Pre-requisites: Music Theory 212/214, Music History 211.

315. Jazz/Commercial History and Forms (3)

Study of vernacular music in the United States, beginning with West African influences through minstrelsy, parlor song, musical theatre, ragtime, blues, jazz, country music, and rock, with particular emphasis on social and economic contexts.

316. Introduction to Ethnomusicology (3)

An introduction to the theoretical principles and research tools that have influenced the history of ethnomusicological inquiry. Various world musics explored through performance, recordings, texts, and primary research. Pre-requisites: MH211 and MH314, music majors only.

318. Opera History (3)

Development of operatic philosophies, forms, libretti and musical styles over the past three centuries. Pre-requisite: MH211.

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)

Gary Shaw & Helen Gibbons, Coordinators

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. Women's Ensemble*

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.

134/234/334/444. Concert Choir*

Concert literature of music from the last five centuries.

135/235/335/435. University Women*

Advanced women's ensemble.

137. Millikin Men

Broad range of men's chorus literature from traditional to popular arrangements.

139/239/339/439. Chamber Chorale*

An auditioned mixed ensemble that focuses on the standard choral repertoire.

140/240/340/440. University Choir*

Highly select choral ensemble. Performs representative choral literature of 16th through 20th centuries.

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. Tudor Voices is a small vocal ensemble 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. 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. Includes OneVoice, VJ Company.

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. 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 Music Theory 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, analysis of larger forms and 18th century counterpoint in historical perspective. Coordinated with Music Theory 213.

212. Twentieth Century Music I (3)

Module A: Post-Romantic through serial music examined both historically and analytically. Module B: Jazz, popular song, and musical theatre examined both historically and analytically. Pre-requisite: Music Theory 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. Some work in jazz and pop idioms. Co-enroll with Music Theory 212.

301, 302. Intermediate Composition (1 credit per semester)

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. Counterpoint (2)

Contrapuntal practices and forms from the origins of part-music to the present, with emphasis on literature and techniques of the 18th century. 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)

Gary Shaw & Helen Gibbons, Coordinators
Terry Stone, Director of Opera

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.

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 MPSL.

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. Pre-requisite: 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.

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. 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: applied Music 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.

457. Organ Literature and Pedagogy (2)

Literature from the 14th century to the present with emphasis on periods, styles, national schools and the type of organs which developed. Equal emphasis is given to organ teaching, piano pre-requisites and evaluation of various pedagogical materials.

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: voice study at the sophomore level and consent of instructor.

463, 464. Woodwind Pedagogy (1)

A survey of pedagogical approaches to all woodwinds, with emphasis on advanced playing techniques and literature. 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. Internship 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 30-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.

THEATRE AND DANCE

Theatre and Dance Department Faculty

Barry Pearson (Chair)

Full-Time: Lori Bales, David Golden, Jana Henry, Laura Ledford, Kevin Long, Barbara Mangrum, Brad Criswell, Sean Morrissey, Robert Kovarik, Denise Myers, Barry Pearson

Adjunct: Marie Jagger-Taylor, Ann Morrow, Jennifer Reiter, Gary Shull

The theatre program offers the Bachelor of Arts degree in Theatre, the Bachelor of Fine Arts degree in Musical Theatre, and the Bachelor of Fine Arts degree in Theatre for students interested in pursuing careers in professional, academic, regional and community theatre with emphases in Acting, Directing, or Design/Technical. 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 freshmen year. Minor degrees are offered in Dance and Theatre.

The theatre and musical theatre programs promote competent craftsmanship, creativity and the progress of the individual artist within the context

of a liberal education. Performance and the development of artistic responsibility are emphasized throughout a student's career. The work of each theatre student will be reviewed on a yearly basis in a variety of ways: through written and verbal critiques of class projects, papers, and co-curricular auditions and performances. Design portfolio reviews are held for students in the Design/Technical program.

Ample opportunities for performances are available during the main stage and studio seasons (typically 2 musicals, 3 plays, and 1 opera). In addition to the main stage theatre season, there is one Dance Concert, Pipe Dreams Experimental Theatre work (30-40 one-acts), and Children's Theatre. As upperclassmen, those in design/technical theatre may design scenery, lights, or costumes for main stage productions. Three performance facilities are available for productions. Kirkland Fine Arts Center's 2,000-seat theatre is used for musicals, which are performed with full orchestration. Albert Taylor Theatre, a 300-seat proscenium theatre, is the site of other some productions in the main stage season. Pipe Dreams is a small 90-seat experimental space, which serves as a laboratory for main stage and student-directed productions.

Mission Statement

Our mission as teacher-artists and student-artists is to stimulate and develop, in concert with our audiences, an imaginative and honest engagement with performance as both method and subject of inquiry. As life-long learners and active participants in our communities, we explore important ideas, peoples and perspectives of the world at large, as well as the spirit and intellect of the individual, through the practice of our craft in the classroom and on the stage as disciplined theatre professionals and committed artists.

Departmental Distribution Requirement

The Millikin Program for Student Learning requires that students fulfill a distribution requirement of two courses (six credits) from outside their major program of study. The Department has two distinct components, which aim to broaden students' comprehension of culture and lead them to consider performance within the context of other art forms and from the perspectives of other disciplines.

- 1. Dramatic Literature Component:** To broaden theatre students' grasp of dramatic literature and expose them to differing methodologies, all students must take one course from outside their major in which dramatic literature forms a substantial component of the course material. That is, the class must assign multiple plays for reading and discussion; plays need not make up the majority of the reading, but must be more than a token inclusion. Obvious possibilities include drama-specific courses in the English department, such as Shakespeare classes (EN325 and EN326) and Studies in Drama (EN350), but any course from any discipline that makes dramatic literature a focus of class work may be considered for this requirement.
- 2. Cultural History Component:** To compliment their study of theatre history, all students must take one course from outside their major that focuses on cultural history. Again, while art history or certain music history courses clearly sat

isfy this component, courses may be from any discipline, as long as the topic of the course involves culture in historical context. This might be a history course emphasizing culture, or a course on the history of a particular art or cultural practice. Such a course need not include "history" or "culture" in its title. Courses in sociology of the arts or philosophy of the arts, provided they offer historical perspective, would meet this requirement. In the case of BFA students in Musical Theatre, a specific course is designated: Integrated Theatre Studies I: Pre-modern Theatre.

Off-Campus Learning Requirement

This requirement might be better understood as "out of class" learning. It is designed to give students the opportunity to link theory and practice and to provide learning in another community or environment beyond the Millikin classroom. Often students enroll for internship credit(s) for summer professional work or design and complete service learning projects during the summer or regular academic year. Students should arrange projects with their advisors. A written plan, signed by the student and the advisor, should be submitted to the Chair outlining the parameters of the project. A student will need to have an evaluation form filled out and signed by the on-site supervisor if a Millikin professor does not supervise the actual activity. This form is obtained from the departmental secretary and is also available on the theatre department's website.

MAJOR IN MUSICAL THEATRE, B.F.A. DEGREE

The Bachelor of Fine Arts degree in Musical Theatre is designed for students interested in a professional performance career. The major 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 fulfill the following requirements:

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 \$75 per credit hour fee.

Theatre 141, Acting I

Theatre 142, Acting II

Theatre 240, Voice for the Stage

Theatre 241, Advanced Voice

Theatre 345, Acting: Advanced Scene Study

Theatre 446, Acting: Musical Stage I

Theatre 447, Acting: Musical Stage II

Acting/applied voice electives (6)

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

Ear Training 113, 114

Theatre 337, Musical Theatre History and Literature I

Theatre 338, Musical Theatre History and

Literature II

Theatre 339, Musical Theatre Repertoire I
Theatre 340, Musical Theatre Repertoire II

Theatre Support (10 credits)

Theatre 131, Play Analysis
Theatre 242, Theatrical Make-up
Theatre 253, Stagecraft
Theatre 321, Directing I

Departmental Distribution Requirement (6 credits)

Performance/Electives in musical theatre
(3 credits)

B.F.A. musical theatre students will be required to attend theatre and musical performances each semester. All performance students must audition for all main stage productions. Students must make satisfactory progress or be removed from the B.F.A. program. All Department of Theatre and Dance majors in a B.F.A. program must complete six semesters of Theatre 100 or enroll each semester while at Millikin. B.F.A. students must also successfully complete six semesters of Theatre Practicum, TH101, 201, and 301 for completion of degree requirements for the B.F.A. in Musical Theatre.

MAJOR IN THEATRE, B.F.A. DEGREE

A core of nine courses (25 credits) is required of all B.F.A. students in Acting, Directing and Design/Technical theatre to insure a breadth of knowledge and an awareness of the history of theatre:

Theatre 131, Play Analysis
Theatre 141, Acting I
Theatre 142, Acting II (not required for design/technical theatre majors)
Theatre 242, Theatrical Make-up
Theatre 253, Stagecraft
Theatre 255, History of Style
Theatre 321, Directing I
Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre
Theatre 336, Integrated Theatre Studies II: Modern and Contemporary Theatre

Students will be required to attend theatre and musical performances each semester. All performance students must audition for all main stage productions. Students must make satisfactory progress or be removed from the B.F.A. program. All Department of Theatre and Dance majors in a B.F.A. program must complete six semesters of Theatre 100 or enroll each semester while at Millikin. B.F.A. students in the acting and directing programs must also successfully complete six semesters of Theatre Practicum, TH101, 201, and 301 for completion of degree requirements for the B.F.A. in Theatre.

ACTING

The B.F.A. in Acting requires 121 total credits to graduate, 79 of which are in the major. Students pursuing the B.F.A. degree in theatre with an emphasis in acting are required to fulfill the following requirements in addition to completing the core course work:

Dance/Movement (8 credits)

Theatre 145, Beginning Movement I
Theatre 146, Beginning Movement II
Dance/movement electives (3 credits)
Theatre 364, Advanced Movement for Actors

Voice Requirements (6 credits)

Theatre 240, Voice for the Stage
Theatre 241, Advanced Voice

Performance Requirements (13 credits)

Theatre 322, Directing II
Theatre 341, Acting: Styles
Theatre 345, Acting: Advanced Scene Study
Theatre 448, Performance Problems

Dramatic literature (6 credits)**Departmental Distribution Requirement (6 credits)****Theatre Electives (9 credits)****Acting Electives (select 6 credits from):**

Theatre 342, Acting: Ensemble: Theory and Practice
Theatre 343, Acting: Mask Characterization
Theatre 344, Acting: Improvisation
Theatre 446, Acting: Musical Stage I
Theatre 447, Acting: Musical Stage II
Theatre 349, Auditions
Theatre 350, Advanced Acting Styles
Theatre 362, Stage Dialects
Seminars or special classes at the 300 or 400 level

DIRECTING

The B.F.A. emphasis requires 121 credits to graduate, 81 of which are in the major. The structure of the directing emphasis is deliberately open to encourage student directors to explore various areas of study. Directors primarily interested in musical theatre will undoubtedly take courses in dance and choreography. Those interested in tragedy may take numerous courses in philosophy. The intent of the program is to encourage individualized study in the field.

By the end of the sophomore year, a student studying in directing shall submit (in consultation with his or her advisor) a document to the Chair for approval. This document shall outline all courses to be taken for the completion of the 23 additional credits. A brief rationale shall justify each selection. Any changes in those requirements will require approval of both the advisor and the Chair of the program.

In addition to fulfilling the core requirements, a B.F.A. student with an emphasis in directing shall complete the following course work:

Philosophy 309, Philosophy of the Arts
Theatre 322, Directing II
Dramatic literature (12 credits)
Advanced directing projects (6 credits)
Selected requirements (23 credits)
Electives (3 credits)
Departmental Distribution Requirement (6 credits)

DESIGN/TECHNICAL THEATRE

The emphasis in Design/Technical requires 121 requirements, 81 of which are in the major. In addition to the core (with the exception of Acting II), students interested in the design/technical theatre emphasis of the B.F.A. degree in theatre must complete 24 credits in Design Studio. Design Studios will encompass all aspects of the design/technical curriculum including work in but not limited to drafting, rendering, costume history, construction, scene design, and model construction and lighting design. The studio also will offer the opportunity for students to receive highly individualized guidance on major design projects. In addition to fulfilling the core and design studio

requirements, students must complete the following coursework:

Theatre 135, Introduction to Design Theory
Advanced Design Projects (3-6)
Dramatic Literature (6)
Theatre Laboratory (8 credits or 1 per semester in attendance)
Theatre Electives (4-7)
Theatre 496, Senior Design Project (3)
Departmental Distribution Requirement (6)

All Design/Technical students shall be required to do production work every semester. All students shall maintain a portfolio for yearly review. Upper-class students demonstrating superior ability may be asked to design one or more main stage productions. Students must make satisfactory progress or be removed from the B.F.A. program. Students in the Design/Technical program do not have to complete the Theatre Practicum requirements.

MAJOR IN THEATRE (B.A.)

The Bachelor of Arts Degree in Theatre is designed for the student who desires broad exposure to all aspects of theatre and drama and also allows students to pursue a second major in another program of study. The B.A. in Theatre requires 39 credits in the major, including the following courses:

Theatre 131, Play Analysis
Theatre 141, Acting I
Theatre 142, Acting II
Theatre 253, Stagecraft
Theatre 321, Directing I
Theatre 335, Integrated Theatre Studies I: Pre-modern Theatre
Theatre 336, Integrated Theatre Studies II: Modern and Contemporary Theatre
Dramatic Literature (6)
Design/Technical Theatre (6)
Theatre Electives (6)

Students in the B.A. program can and are encouraged to participate in productions each semester. To this end, all B.A. degree candidates must complete 3 semesters of Theatre Practicum. In addition, students must fulfill the language requirements listed for the B.A. 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 Theatre 131, Play Analysis; Theatre 141, Acting I; Theatre 253, Stagecraft; and 321, Directing I. Additional courses will be arranged by an advisor and approved by the Department Chair. Minors are encouraged to contribute to the production program.

Theatre Courses (Credits)**100. Theatre Lab (0)**

Theatre Lab is a co-curricular course designed to instill a desire to learn about theatre and its various forms through participation as an audience member of Pipe Dreams Studio productions or other approved live performances.

101, 201, 301. Theatre Practicum (0)

Students gain a broad base of experience working behind the scenes during their first three years in the program. These experiences help develop a sense of volunteerism and often, a second marketable skill in either publicity, theatre management, properties construction, or set and costume construction.

103. Acting: Non-Majors (3)

A practical acting course for non-theatre majors. Designed to introduce student to basic fundamentals of acting. May be taken for university studies fine arts credit but does not count towards theatre major.

105. Acting for Music Majors (1)

To examine and develop basic acting skills within the context of vocal performance, and to address special acting problems encountered by the singer in a theatrical situation.

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.

113, 213, 313, 413. Theatre Laboratory: Experimental (1)

Credit for participating in Pipe Dreams productions. 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. 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. 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 the history of theatre, and dramatic forms of tragedy, comedy and tragic-comedy will be closely studied. Pre-requisites: Theatre majors or minors only, or consent of instructor.

135. Introduction to Design Theory (3)

This course is a pre-requisite for many Design Studio courses. The first part of the course deals with the process and art of design including an introduction to drawing and painting for theatre. It includes discussions on the nature of theatre design today as well as the elements of design and the principles of composition. The second half of the semester focuses individually on costume, set, and lighting design and the student's development of a portfolio. Lab fee.

141. Acting I (3)

A study in basic concepts of acting with particular emphasis upon developing an integration of the actor's mind and body through a variety of exercises. Majors only.

142. Acting II (3)

Methods of scene analysis are explored to give the actor various tools for approaching a play. Approaches to analyzing the spine of the play, beats, major actions, intentions and characterizations will be investigated. Emphasis will be placed upon both analysis of the scene and practical realization of the work. Pre-requisites: Theatre 131 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 pre-requisite. Majors only.

151, 152, 251, 252, 351, 352, 451, 452, 453, 454. Design Studio I and II (3) Each

A series of topics will be taught on a rotating basis including work in drafting, rendering, scene design, costume construction, lighting design and other disciplines. Practical design or technical projects may be assigned. Majors only. Variable lab fees.

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.

219, 319. Summer Theatre I and II (1-6) Per Summer

A season of summer stock theatre. Students will assume responsible positions in the production company as performers and/or technicians. Plays will be selected from popular theatre. Pre-requisite: consent of instructor.

240. Voice for the Stage (3)

Training the actor's voice for performance. Special emphasis on articulation and projection. Pre-requisite: TH142 or consent.

241. Advanced Voice (3)

Further development of vocal technique through classical and other text work, basic introduction to dialect study. Pre-requisite: Theatre 240 or consent of instructor.

242. Theatrical Make-up (1)

A practical course in make-up for the stage. Areas covered will include highlighting and shadowing, color theory, facial structure, old age, corrective, and fantasy make-up. Majors only. Lab fee.

253. Stagecraft (3)

Principles and practice of stage construction including flats, platforms, hardware, tools, properties, drops, painting and drafting. Shop work on University productions required. Majors only. Lab fee.

255. History of Style: Antiquity Through Modern (3)

An exploration of periodicity through examination of stylistic elements from Egyptian through current day. Styles of art, architecture, dance, theatre, music, etc. will be examined in an effort to give students a strong sense of the commonalities as well as the differences in the various art of the periods. Trends in philosophy, religion, commerce, etc. will be studied for their effect upon artistic form.

300. Sounds of Broadway (1)

A musical theatre ensemble dedicated to the performance of Broadway material.

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)

A beginning course in theory and practice of stage directing. Emphasis is placed on script analysis, development of production approach, staging techniques, and actor/director relationships. Pre-requisite: Theatre 131 or consent of instructor.

322. Directing II (3)

A continuation of Directing I in which the evolution of the modern director and aesthetic responsibilities of the director are studied. Students also direct a one-act play for laboratory production. Pre-requisites: junior standing, Theatre 131 and 321, or consent of instructor.

324. Theatre and Stage Management (3)

An introduction to economic and administrative aspects of American theatre. The course will cover basic functions and practices of various managerial positions in the theatre (i.e., business management, box office management and stage management).

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 (3)

An investigation into the work of a major playwright or playwrights or into dramatic literature of a given style period. Courses offered on occasion include Eugene O'Neill and Tennessee Williams, contemporary drama and dramatic concepts. 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.

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.

337. Musical Theatre History and Literature, I (3)

The study of the American musical from European influences until 1940. Majors only. A linked course requiring concurrent enrollment in Theatre 339.

338. Musical Theatre History and Literature, II (3)

An exploration of the development and trends of the American musical from 1940 to the present. A linked course requiring concurrent enrollment in TH340. Majors only.

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. Performance of material will include songs appropriate for each student's vocal range. A linked course requiring concurrent enrollment in Theatre 337.

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. Performance of material will include songs appropriate each student's physical range. A linked course requiring concurrent enrollment in Theatre 338.

341. Acting: Styles (3)

An advanced acting course to investigate the origins of style that influence the practical work of actors in uniting form and content. An in-depth treatment of characterization and interpretation with special emphasis on language. Pre-requisites: Theatre 141 and 142, or consent of instructor.

342. Ensemble: Theory and Practice (3)

The examination and exploration of techniques for achieving an ensemble approach to acting. Students will work in a variety of situations that involve the individual in the ensemble creative process. Pre-requisites: Theatre 141 and 142, or consent of instructor.

343. Acting: Mask Characterization (3)

Advanced acting course in study of mask characterization, providing theory behind process and step-by-step procedure\ in development of character from the mask. Pre-requisites: Theatre 141 and 142, 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.

345. Acting: Advanced Scene Study (3)

Students mount scenes, which are presented in class for detailed critiques. Pre-requisite: Theatre 142, or consent of instructor.

349. Auditions (3)

A study of a variety of audition techniques including cold readings, memorized monologues, improvisation and interviews. Pre-requisites: Theatre 131, 141, 142.

350. Advanced Acting Styles (3)

Study of different acting styles for significant plays of the modern and classical theatre. Pre-requisites: Theatre 131, 141 and 345, or consent of instructor.

362. Stage Dialects (3)

Study of regional dialects and their practical application to performance material. Pre-requisite: Theatre 240, or consent of instructor.

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. Course is required of all B.F.A. acting majors in the third year. Pre-requisites: Theatre 146, 345 or consent of instructor.

381, 382, 383, 384. Seminar in Theatre Arts (1-3) Per Semester

Topic to be announced each year. Pre-requisite: must be a major or consent of instructor.

391, 392, 393, 394. Independent Study (1-3) Per Semester

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 of the process of combining the disciplines of acting, singing, and movement for the musical theatre is the central focus, and exploration of how these elements define and effect character and dramatic choices. Audition procedures and preparation are also an important focus of the class. Pre-requisites: junior musical theatre major and completion of Theatre 345, or consent of instructor.

447. Acting: Musical Stage II (3)

Performance-practice course studying relationship of qualitative elements in dance, acting and song. Study of performance viewpoints of director, choreographer and performer in Musical Theatre. A discussion of unions, agents, resume preparation and performance opportunities. A linked course requiring concurrent enrollment in DA446. Pre-requisite: Theatre 446 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 on a single scene for the entire semester to integrate voice, mind, and body into an individualized acting approach. Pre-requisite: TH345, senior standing.

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. Advanced Design/Projects (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. Pre-requisites: Theatre 321 and 322, or consent of instructor.

495. Senior Musical Theatre Project (1)

An optional capstone interdisciplinary project available to all senior musical theatre majors. Pre-requisites: musical theatre major and consent of instructor.

496. Senior Design/Technical Project (3)

Designing or completing an equivalent-weight 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.

497. Senior Directing Project (3)

A capstone directing project which is an elective for all students. Pre-requisites: Theatre or musical theatre major and consent of instructor.

498. Senior Acting Project (1)

An optional senior project consisting of either a production of a play with the student playing the lead or a series of scenes chosen to demonstrate the student's acting ability. Pre-requisites: senior status, major in theatre and consent of instructor.

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.

MINOR IN DANCE

A dance minor consists of a minimum of 21 credits. Those wishing to declare a minor in dance must wait until their 4th semester to register. However, students are eligible to begin taking dance classes from their first semester on campus. All credits earned in dance prior to declaring a minor will be applied to the 21-credit requirement.

Required courses (core):

Dance 101, Jazz Dance I

Dance 102, Tap I
 Dance 105, Modern Dance I
 Dance 107, Ballet Technique I
 Dance 446, Theatre Dance I

(Note: Students may be placed in a high-level course at the discretion of dance faculty.)

Elective Choice (choose one course):

Theatre 141, Acting I
 Music Theory 111, Theory

Specialization:

- Each student will select two areas of specialization and complete a total of
- Nine credits combined in both areas, in addition to the core requirements.
- At least five credits must be at the 300 level or above.

Dance 430, Dance Concert
 Dance 490, Workshop in Choreography

Dance Courses (Credits)

101. Jazz Dance I (1)

Jazz dance techniques at the beginning level. Emphasis is placed on understanding basic jazz dance components including floor exercises, isolations, walks, syncopated rhythms, etc.

102. Tap (1)

Beginning tap technique. Concerned with basic tap steps and introduction to time steps.

105. Modern I (1)

Introduction to various techniques of contemporary dance with emphasis on basic body awareness and centering. Specific attention is given to developing a sense of rhythm through musical analysis and realization of rhythm in bodily movements.

107. Ballet I-a (1)

Ballet technique at the beginning level. An introduction to the terms of classical ballet, the positions and fundamental movements of barre and center.

108. Ballet I-b (1)

Ballet technique at the beginning level. A continuation of the terms of classical ballet, the positions and fundamental movements of barre and center floor work. Pre-requisite: DA107 or instructor consent.

201. Jazz II (1)

A continuing study of jazz techniques. Pre-requisite: DA101, DA108 or consent of instructor.

202. Tap II (1)

A continuation of Dance 102. This course is concerned with strengthening technique, increasing knowledge of steps and applications in routines. Pre-requisite: DA102 or consent of instructor.

205. Modern II (1)

Continuation of Dance 105 with greater emphasis on expression. Pre-requisite: DA105 or consent of instructor.

207. Ballet II-a (2)

A continuation of technique development. Emphasis is placed on increasing vocabulary in

terms of steps at both the barre and center. Pre-requisite: DA108 or consent of instructor.

208. Ballet II-b (2)

A continuation of technique development. Emphasis is placed on increasing vocabulary in terms of steps at both the barre and center. Pre-requisite: DA207 or consent of instructor.

302. Tap III (1)

A continuing study of tap technique with emphasis on pick-up skills and combinations. Pre-requisite: DA202 or instructor consent. Repeatable for credit.

303. Tap IV (1)

A continuing study of tap technique with emphasis on combinations and style. Pre-requisite: DA302 or instructor consent. Repeatable for credit.

305. Modern III (1)

A continuing study of modern dance, with more emphasis on technique strength, and stability, in addition to creative expression and improvisation. Pre-requisite: DA205 or instructor consent. Repeatable for credit.

306. Modern IV (1)

A study of modern dance at the advanced level. Pre-requisite: DA305 or instructor consent. Repeatable for credit.

311. Ballet III (2)

Continuing study of ballet technique at the intermediate level. Pre-requisite: DA208 or consent of instructor. Repeatable for credit.

312. Ballet III (2)

A continuing study of ballet technique at the intermediate level. Pre-requisite: DA208 or instructor consent. Repeatable for credit.

351. Jazz III (1)

The continuing study of jazz dance on the intermediate level with emphasis on styles, pick up skills and technique. Pre-requisite: DA201 or instructor consent. Repeatable for credit.

352. Jazz IV (1)

The continuing study of jazz dance on the advanced level, with emphasis on styles, pickup skills and technique. Pre-requisite: DA351 or instructor consent. Repeatable for credit.

360. Performing Dance Ensemble (1)

Student performance group. Registration is subject to an audition during the first week of semester offered. A full dance repertoire is developed. Mandatory attendance at all rehearsals.

412. Ballet IV (2)

The continuing study of ballet technique at the advanced level. Emphasis is placed on combining technique with artistic line and expression. Pre-requisite: DA312 or instructor consent. Repeatable for credit.

413. Ballet IV (2)

The continuing study of ballet technique at the advanced level. Emphasis is placed on combining technique with artistic line and expression. Pre-requisite: DA312 or instructor consent. Repeatable for credit.

420. Musical Theatre Choreography (3)

Workshop/performance class stressing specific skills required in choreographing for musical theatre. Attention focuses on characterization through dance and how dance functions within musical framework. A look at the director/choreographer/ music director relationship. Pre-requisite: DA201 or DA208 or consent.

430. Dance Concert (1)

Development of individual choreography and performance resulting in a concert. Pre-requisite: senior dance minor.

446. Theatre Dance I (2)

This course is a senior capstone course for B.F.A. musical theatre majors, focused on the process of synthesizing their training in various forms of dance for the theatre: ballet, tap, and jazz, with techniques in voice and acting. Discussion of professional dance audition procedures and preparation are also a major focus. Pre-requisites: senior musical theatre major and concurrent enrollment in TH447, or consent or instructor.

447. Theatre Dance II (2)

This course is a continuation of the senior capstone course for B.F.A. musical theatre majors, which continues to focus on the process of synthesizing their training in various forms of dance for the theatre: ballet, tap, and jazz, with techniques in voice and acting. Preparation of professional dance audition material receives even greater attention. Pre-requisites: senior musical theatre major or consent or instructor.

490. Workshop in Choreography (3)

Practical experience in choreography. Discussion and application of basic principles are experienced in a laboratory situation. Final compositions are performed in a studio recital. Pre-requisite: DA201 or DA208 or consent.

491, 492, 493, 494. Independent Study (1-4) 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.

School of Nursing

Dean Kathy Booker • (217) 424-6348

Nursing Faculty

Kathy J. Booker, Dean

Full-Time: Kathy J. Booker, Jo Carter, Cheryl Hilgenberg, Debra Jenkins, Amy Kindred Johnson, Rebecca Lemar, Mary Jane Linton, Karla Luxner, Isabel Norton Ososki, Sheryl J. Samuelson, Deborah L. Slayton. *Part-Time:* Charlotte Bivens.

Accreditation and Approval

Millikin University School of Nursing, founded in 1978, was awarded accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2003. The School of Nursing was continuously accredited by the National League for Nursing (NLN) from 1981 to 2003 at which time the faculty sought and received accreditation from CCNE. While both NLN and CCNE are recognized professional nursing accrediting bodies, CCNE accredits only baccalaureate and higher programs. The nursing program is approved by the Illinois Department of Professional Regulation. The School of Nursing is a member of the Illinois Association of Colleges of Nursing, Illinois Coalition on Nursing Resources, the National League for Nursing, and the American Association of Colleges of Nursing.

Mission of the School

The baccalaureate nursing curriculum at Millikin University fosters 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 hallmarks of a Millikin University education are exemplified in the mission of the School of Nursing.

- The baccalaureate nursing curriculum is founded on the 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 seeks 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 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 increases the student's self-awareness and connects students to each other, 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.

Program Goals

The goals of the Millikin School of Nursing are as follows:

1. To develop within students a commitment to professional nursing excellence;
2. To prepare nurses who synthesize knowledge, skills and values for professional practice in a global community;
3. To foster a community of life-long learners who are able to envision and shape the future of nursing and health care.

Student Learning Outcomes

Graduates of the baccalaureate 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;
3. Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.

BACHELOR OF SCIENCE DEGREE IN NURSING (BSN)

Students may be admitted directly to the School of Nursing as freshmen. Students who do not meet the criteria for admission may be admitted as "Pre-nursing." Acceptance of pre-nursing and transfer students into the nursing major will be made based on academic progress and space availability. Each nursing major is assigned an advisor from the School of Nursing faculty. This advisor assists 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. These Guidelines may be found on the School of Nursing web site www.millikin.edu/nursing. Additional policies and requirements specific to health standards (such as immunizations, rubella titer, 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 and the Millikin University Student Handbook available through the Millikin web page.

All courses required for the nursing major (noted by *) as well as all nursing courses (NU) 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 and maintain a cumulative grade point average of 2.3 (C+), earn a grade of C- or better in all courses required by the major, meet health 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 Nursing 202. All science pre-requisite courses must be satisfactorily completed with a grade of C- or better prior to enrolling in junior level nursing courses and a cumulative grade point average of 2.3 must be maintained for progression throughout the program.

Students accepted into the School of Nursing are students of the university and must meet all university requirements for graduation. A minimum of 121 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 and special nursing equipment to begin the nursing sequence in the sophomore year. In addition, there will be required expenses each year that are outlined in the "School of Nursing Student Handbook." All nursing students practice many procedures in the on-campus laboratory prior to

actual practice in clinical settings. Nursing students will practice various nursing skills on each other and on manikins in the on-campus nursing applications laboratory as well as perform skills in the process of caring for patients in community clinical settings. Upon successful completion of the program, graduates are eligible to apply for the NCLEX-RN licensure examination for professional nurses. Successful completion of the program does not guarantee licensure.

The framework for the nursing curriculum at Millikin incorporates the School of Nursing mission, goals, and outcomes under the core concepts of person, nursing, environment, and health. The following curriculum guide outlines the typical basic curriculum progression for four-year students and serves as a general guideline only. See course descriptions for Pre-requisite requirements.

First year Curriculum

Fall

Chemistry 121/151, General Chemistry* *(4)
Interdisciplinary 140, University Seminar (3)
Interdisciplinary 150, Critical Writing, Reading and Research I (3)
Psychology 130, Introductory Psychology*
or Language/Culture Option (3-4)
Elective (2)
(Nursing 100, The Professional Nurse)

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/Culture Option (3-4)
Math Requirement or Fine Arts (3)

Second Year

Fall

Biology 206, Anatomy and Physiology I* *(5)
Biology 230, Microbiology* *(4)
Psychology 310, Principles of Psychopathology * (3)
Language/Culture Option (3-4)

Spring

Biology 207, Anatomy and Physiology II* *(4)
Nursing 311, Health Assessment (3)
Nursing 202, Introductory Practicum in Nursing (5)
Interdisciplinary 240, U.S. Studies (3)

*NOTE: Four of the five science Pre-requisite courses must be satisfactorily completed with a C- or better prior to entering NU 202. All five must be satisfactorily completed prior to enrolling in third year courses.

Third Year

Fall

Nursing 400, Parent-Child Nursing (8)
Nursing 315, Pathophysiology (3)
Interdisciplinary 350, Global Studies (3)
Cultural Option/ Elective (3)

Spring

Nursing 410, Mental Health-Mental Illness Nursing (8)
Chemistry 314, Pharmacology * (3)
Psychology 201, Statistical Methods* or
Math 120 Elementary Probability & Statistics * (3)
Elective (2)

Fourth Year

Fall

Nursing 420, Medical-Surgical Nursing (8)
Nursing 481, Issues in Nursing Research and Management (4)
Elective (3)

Spring

Nursing 430, Community Health Nursing (8)
Nursing 440, Transition to Professional Nursing (1)
Elective (2-3)

Graduation Requirement: minimum 121 Credits

PACE Program—for Registered Nurses Seeking a Baccalaureate Degree (RN-BSN)

Applicants who have graduated from an accredited NLN associate degree or diploma school of nursing are eligible for advanced placement in the baccalaureate curriculum through the Professional Adult Continuing Education (PACE) program and approved by the Dean of Nursing. Students must meet the same admission and graduation requirements as basic students, but program completion is structured in an accelerated format for adult learners. A process of transcript evaluation, proficiency examinations completed prior to enrollment in Nursing 425, validation of clinical skills, and accelerated courses enables most students to complete the program in less than two years. 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. Registered Nurse students may take proficiency examinations to establish course credit for Chemistry 314, and Nursing 400, 410, and 420. With documented clinical experience and permission of course faculty, students may qualify for proficiency examination for credit in Nursing 311, Health Assessment, and Nursing 315, Pathophysiology. Registered Nurse students will complete the following MU nursing courses: Nursing 425, Advanced Concepts in Nursing; 430, Community Health Nursing; and 481, Issues in Nursing Research and Management. The BSN degree is awarded by the School of Nursing. Course offerings and administration of registration is housed in the Professional Adult Comprehensive Education (PACE) office.

School Nurse Certificate Program

The School Nurse Certificate Program is offered jointly by the School of Education and the School of Nursing. The flexible program enables registered nurses (RNs) from a recognized nursing program to be eligible to apply for the State of Illinois certificate issued by the Illinois State Board of Education with the School Nurse Endorsement (type 73). The program is designed to prepare nurses to better understand school organizations, school employees, school children, and to carry out the many responsibilities of a school nurse in Illinois elementary and secondary schools. The program of study requires that students transfer and/or complete a minimum of 30 credit hours of required courses including a supervised internship; a minimum of 6 credits must be completed at Millikin. Current students in the Millikin School of Nursing may simultaneously take the required coursework while earning a BSN degree and then complete the required school nurse internship after graduation. Please contact the School of Nursing for more details.

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 the Dean 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.

Nursing 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

202. Introductory Practicum in Nursing (5)

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 four hours of clinical laboratory per week. Pre-requisites: nursing major, PS130, CH121/151, CH203/205, BI206, BI230, and concurrent enrollment or prior completion of BI207 & NU311 or consent of instructor.

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, or consent of instructor.

315. Pathophysiologic Concepts for Nursing (3)

Designed to provide nursing students with a sound basis in the common pathophysiologic conditions of the human body. Emphasis is placed on processes within the body that result in signs and symptoms of disease rather than on treatment modalities. A firm foundation is built for the core nursing courses which are geared to designing nursing care for patients. Although the focus of the course is physiologic, the holistic nature of mind-body-spirit connections is also addressed. Pre-requisites: BI206, BI207, NU 202 or consent of instructor.

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 Dean. A maximum of six independent study credits may be earned in the School of Nursing.

400. Parent-Child Nursing (8)

Clinical course to provide core content in normal pregnancy, childbirth, child development, and childrearing. Students design nursing care for normal infants, children and families as well as those with health deviations. Effects of historical, economic, ethical, legal, social, and cultural events on past and present roles are emphasized as students develop critical-thinking skills and identify problems for nursing research. Includes 9 hours of clinical laboratory per week in prenatal, labor and delivery, nursery, postpartum, post-surgical or pediatric units, and various community agencies. Pre-requisite: PS340, junior standing nursing majors.

410. Mental Health-Mental Illness Nursing (8)

Introduces students to the principles and practice of nursing care for individuals throughout the 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 use of group process with clients and collaboration with the healthcare team. Includes 9 hours of clinical practice per week in community mental health agencies. Pre-requisites: PS310, junior standing nursing majors.

420. Medical-Surgical Nursing (8)

Clinical course emphasizing application of the nursing process, critical thinking, nursing theory, and research for adults whose health alterations are associated with pathophysiology. Students use the nursing process to provide outcome-based care for individuals and families with complex health problems. Concepts include health promotion, risk reduction, health maintenance, and restoration of self-care. Leadership and management experiences are provided as well as exploration of a variety of professional nursing roles in the health care system. Includes 9 hours of clinical laboratory per week in hospitals, specifically on medical-surgical units, same-day surgery, critical care, rehabilitation, outpatient oncology and student-selected

specialized sites. Pre-requisites: NU311, NU315, senior standing nursing majors.

425. Advanced Concepts in Nursing (5)

Transition course for registered nurses. Concepts include family theory/dynamics, teaching, aging, chronicity, cultural-spiritual issues, sexuality, leadership and collaboration. Nursing process, nursing theory and contemporary issues of concern to professional practice are explored. Students select self-directed clinical experiences to expand knowledge of current professional roles. Includes clinical laboratory experience in student-selected sites with faculty guidance. Pre-requisites: RN licensure in Illinois, CH314, NU400, NU410, NU420.

430. Community Health Nursing (8)

Application of nursing process and nursing research for individuals, families and groups in the community. Concepts include prevention approaches, ecology, epidemiology, multicultural society, infectious diseases, collaboration, and interagency coordination. Students identify current or potential needs of individuals, aggregates and/or communities, and then design complex nursing systems for promotion, maintenance or restoration of health. Ethical, social, political, and legal influences on the American health-care system are included. Management and leadership skills are developed through case management. Includes 9 hours of clinical laboratory per week in community, ambulatory primary care, home health and/or county health agencies as well as public school, industrial, and governmental sites. Pre-requisites: NU 311, NU315, 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 Dean.

481. Issues in Nursing Research and Management (4)

Provides a framework for using the research process and management concepts in nursing and serves as the disciplinary capstone course that integrates experiences in the major. Emphasis is on the role of research in nursing theory development, formulation of research questions and judgment in practice. Reflection of professional issues including legal, ethical, social, and political factors influencing current and future roles in nursing. Leadership and management theory are integrated throughout to prepare students for transition into the complex practice roles in today's healthcare system with emphasis on the practice of the

baccalaureate nurse. A focus of the course is exploration of strategies for continuing personal and professional growth including contributions to the community and interdisciplinary collaboration. Pre-requisite: PS201 or MA120, senior standing nursing major and concurrent enrollment in NU420 or NU430.

Tabor School of Business

“Learning Business By Doing 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, business management, finance, international business, marketing, and management information systems.

The School also offers an MBA program for professionals and minors in business management and economics for non-business students.

Mission

The Tabor School of Business will deliver an entrepreneurially-focussed integrated educational foundation for graduates' professional and personal achievement, and will be 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 will be a learning partner respected by the business community as a knowledge-based resource and as an incubator of business professionals and for entrepreneurial endeavors.

Integrated Education

The hallmark of the Tabor School of Business curriculum is integration. In an integrated curriculum students learn that business is more than a series of distinct and separate disciplines and courses. Instead, the courses and disciplines are used together to generate successful business practices. Students will be better prepared for their career path when they understand and apply these 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 the focus on merging theory and practice.

Within the Tabor School of Business, classroom projects based on current issues, computerized competitive simulations, business consulting teams and internship opportunities are some of examples of active 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 Introduction to Accounting I 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 of the other core courses through innovative pedagogies such as case studies and simulations. These linkages accelerate learning as well as provide a broader understanding of business functions and the interrelationships and interdependencies.

The Tabor Experience

In support of its mission, the Tabor Experience will provide 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 Objectives

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 having as many as 35% of its graduates involved in a significant international experience by 2007. 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
- have earned a cumulative grade point average of at least 2.25 and
- have completed at least seven courses (21 credits) of business foundation courses at the 100 and 200 level and

- have earned a grade point average of at least 2.25 in any and all courses required for a Tabor School major.

Students who do not meet these requirements will be denied admission. 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.

A student will be given only one probationary semester to attain the cumulative or Tabor 2.25 GPA requirements.

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.

Once admitted to the upper division, business majors must maintain the same standards required for admission:

- a minimum cumulative grade point average of 2.25 and
- a minimum 2.25 grade point average in courses taken to fulfill the specific requirements of their majors.
- 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, thus eliminating the ability of the student to earn a degree in the Tabor School of Business.

Minor. To complete a minor in business management or a minor in economics, a student must maintain a grade point average of at least 2.25 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 either minor must complete a formal minor declaration in the Tabor School.

Transfer Credit. Only business courses equivalent to those offered by Millikin University as lower-division courses may be transferred without restriction. Credit for an upper-division business course will be given to a student who 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.

Collaborative Partnerships - Tabor School's Center for Entrepreneurship, Small Business Institute and SCORE

The Center for Entrepreneurship is the umbrella structure to support small businesses and to integrate small business knowledge/learning into the classroom.

The Small Business Institute (SBI) 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 SBI 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 Service Corps of Retired Executives (SCORE) 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 SBI teams 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, business management, finance, marketing, or management information systems, 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 121-credit program of study.

University Studies (34-43)
Tabor School of Business Core (44)
Tabor School of Business Major* (15-21)
Non-Business Electives** (13-25)
Free Electives*** (0-3)

Total (121)

* The majors in Accounting and Finance require 21 credits. All other business majors require 15 credits.

**Non-business electives are required because the curriculum intentionally requires credits outside the Tabor School of Business. The variance from 13-25 depends on the number of credits used to complete the University Studies language/cultures option.

*** Free elective credits total 3 for all majors except accounting and finance.

University Studies Requirements (34-43)

Interdisciplinary 140, University Seminar (3)
Interdisciplinary 150, Critical Writing, Reading and Research I* (3)
Interdisciplinary 151, Critical Writing, Reading and Research II* (3)
Language/Culture Options (0-9)
Quantitative Reasoning (Mathematics 120, Elem. Prob. & Stat., specifically required by Tabor) (3)
U.S. Studies (3)
Global Studies (3)
Fine Arts (3)
Natural Science (4)
Off-Campus Learning (includes internships, consulting, service learning, and study abroad, as well as other options) (3)
Tabor School Division Distribution Introduction to Computers, MS120 (3)
Business Communications, CO242 (3)

Tabor School of Business Core Requirements (44)

Management 100, Introduction to Business (3)
Management 111, Team Dynamics (1)
Management and Information Systems 120, Introduction to Computers and Information Systems (3)
Economics 100, Principles of Macroeconomics (3)
Economics 110, Principles of Microeconomics (3)
Management 211 Career Lab (1)
Management 250, Legal Environment for Business
OR
Management 260, Business Law for Accountants (3)
Accounting 230, Introduction to Accounting I (3)
Accounting 240, Introduction to Accounting II (3) or Accounting 250, Intermediate Accounting I (3)
Management and Information Systems 240, Organizational Information Systems (3)
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)

* Tabor students must also meet the Tabor Writing Proficiency Requirement, demonstrated by either earning a 2.3 grade point average (a C+ average)

or by completing additional work specifically tailored to each student's needs. Students who do not demonstrate proficiency in *Interdisciplinary 150* and *151* must develop an individualized plan to meet this requirement with the assistance of their advisor, who will certify whether writing proficiency has been achieved.

ACCOUNTING

Michael Brown (Coordinator)

Full-Time: Michael Brown, Richard E. Chamblin, Charles R. Smith

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 (independent auditing, income taxes), corporate accounting (managerial accounting/accounting for industrial or financial sector organizations, internal auditing), and governmental 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 the Fifth Year Program resulting in a bachelors degree and an MBA (with an Accounting Concentration) in five years; completing a second major; taking two minors, one in Communications and the other in MIS, during the course of study at Millikin; or, pursuing a graduate degree following graduation from Millikin.

Requirements for the Major

The accounting major will substitute AC 250 for AC 240 in the business core requirements. In addition to these core requirements, accounting majors must complete a minimum of 21 hours of accounting courses including 301, 312, 402, 413, 422 and 431 and one or more of the following electives: Accounting 410 Governmental and Not for Profit Accounting, Accounting 420 International Accounting or Accounting 432 Entity Taxation.

Transfer students who have taken intermediate accounting at another institution, and who wish to take courses for which Accounting 250 is a pre-requisite, will satisfy requirements either through examination or faculty decision.

Accounting Courses (AC) (Credits)

230. Introduction to Accounting I (3)

Integration of financial and managerial accounting, focusing on the needs of stakeholders external to and internal to the organization. Introduction to the language of business and to the importance of accounting information in business decision-making. The course is linked with EC110, Principles of Microeconomics, in that accounting principles and approaches shared between the two disciplines are highlighted. Designed as an introduction to accounting for both business and non-business majors.

240. Introduction to Accounting II (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.

250. Intermediate Accounting I (3)

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 230.

301. Intermediate Accounting II (3)

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. Pre-requisite: Accounting 250.

312. Intermediate Accounting III (3)

This course will consider material pertaining to long-term investments, deferred income taxes, pensions, leases and accounting changes and errors. Study of Statement of Cash Flows. Presentation of latest FASB pronouncements. Pre-requisite: Accounting 301

331. Federal Income Taxation (3)

A basic understanding of the Internal Revenue Code Provisions that affect individuals, partnerships, corporations, estates, and trusts; 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 Accounting 250 or consent of instructor.

402. Management Accounting (3)

Comprehensive expansion of product cost accounting theory and practice beyond that developed in Accounting 240. Product costing for internal reporting vs. external reporting. Job, process and standard cost systems. Responsibility accounting, performance evaluation and variance analysis. Pre-requisite: Accounting 250.

410. Introduction to Governmental and Nonprofit Accounting (3)

This course introduces students to accounting used by governmental and nonprofit entities. It focuses

on financial planning and budgeting, cash management and control, fund accounting, cash and accrual accounting, and presentation of financial data. Pre-requisite: Accounting 250.

413. Advanced Accounting (3)

Theory, principles and practices relating to more intricate phases of accounting. Study includes partnerships, branch accounting, business combinations and consolidations, and foreign exchange. Accounting for governmental units and nonprofit organizations. Pre-requisite: Accounting 301.

420. International Accounting (3)

This is a course on international financial reporting and the analysis of foreign company financial statements. The emphasis is on understanding differences in financial reporting environments and practices in different countries and the implications these have for analyzing the financial statements of foreign companies. The course is divided into three parts: overview of comparative accounting, financial statement analysis, and financial reporting practices in different countries. 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: Accounting 301.

433. 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 computerized and manual tax services, research methods, problems between partners and partnerships, corporate operating rules, complete and partial liquidations, earnings accumulations, trust and estate operations and taxation. Pre-requisite: Accounting 331 or consent of instructor.

444. Accounting Seminar (3)

A capstone course. Impact on financial reporting of the Securities and Exchange Commission and other regulatory agencies. Current pronouncements of FASB and AICPA committees. Overview of accounting process and ethics through case studies. Research paper. Pre-requisites: senior major and consent of instructor.

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.

BUSINESS MANAGEMENT

Gerald Smith (Coordinator)

Full-Time: Sharon T. Alpi, James G. Dahl, J. Mark Munoz, Gerald Smith, Larry Stapleton

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 business 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 business 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.

Requirements for the 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 320, Employment and Labor Law
MG 321 Human Resource Management I
MG 322 Human Resource Management II
MG 340 Foundations of Entrepreneurship

One of the following quantitative component courses:

MK 320 Marketing Research
EC 310 Managerial Economics
AC 402 Management Accounting

One of the following experiential courses:

MG 400 Small Business Consulting
MG 471/472 Management Internship

And one of the following elective courses:

MG 306, Organizational Behavior
MG 350, Entrepreneurship: New Venture Creation
MG 430, International Management
Or other elective, as determined by student area of interest.

MINOR IN BUSINESS MANAGEMENT

A minor in business management is available to students majoring in the College of Arts and Sciences 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, Introduction to Accounting I Accounting 240, Introduction to Accounting II 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 business management are encouraged but not required to elect Economics 110, Principles of Microeconomics; Management Information Systems 120, Introduction to Computers and Information Systems; Mathematics 101 and 120, Finite Mathematics and Elementary Probability and Statistics; and CO242 Business Communications.

Management Courses (MG) (Credits)

100. Introduction to Business (3)

Designed to provide students with a basic understanding of business, this course stresses the 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. Pre-requisite: sophomore standing.

211. Career Lab (1)

Career Lab is a one-credit course designed to teach students the basics of the career development process. Students become actively involved in setting goals, as well as assessing individual values, interests, personality, and skills. Additionally, students explore various methods of gathering career-related information. They also learn the fundamentals of writing a resume and job search letters, as well as successful interview techniques.

250. Legal Environment for Business (3)

The study of the nature, formation and application of public law and the legal system, with emphasis on the role of government and society in business relations and decision making. Pre-requisite: sophomore standing.

260. Business Law for Accountants (3)

Designed for business students who will declare majors in accounting, this course is the study of the legal environment for business, but 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 (3)

Application of behavioral science research findings to understanding and influencing behavior of people in organizations. Emphasis is on solving problems of motivation, communication, leadership, and group relations. A skill building and experiential approach is utilized. Pre-requisite: Management 300 or consent of instructor.

320. Employment and Labor Law (3)

This course focuses on the employment and labor laws confronted by business leaders today. Topics will include the Civil Rights Act (as amended), National Labor Relations Act (Wagner Act), Fair Labor Standards Act, Labor-Management Relations Act (Taft-Hartley Act), Equal Pay Act, Age Discrimination in Employment Act (as amended), Occupational Safety and Health Act (OSHA), Equal Employment Opportunity Act, Rehabilitation Act, Vietnam Era Veterans Readjustment Act, Pregnancy Discrimination Act, Guidelines on Sexual Harassment, Immigration Reform and Control Act, Worker Adjustment and Retraining Notification Act (WARN), Americans with Disabilities Act, Employee Retirement Income Security Act (ERISA), Health Insurance Portability and Accountability Act (HIPAA), various applicable Executive Orders, and numerous case law. Pre-requisites: MG 250/260, MG 300.

321. Human Resource Management I (3)

This course provides students with an overview of the basic functions of personnel/human resource management. Topics of particular emphasis include functions frequently determined to be predominantly internal to the organization, including but not limited to: HR planning, recruitment & selection, training & development, performance appraisal, employee discipline programs, and policy & procedure development. Pre-requisite: MG 300.

322. Human Resource Management II (3)

This course is a continuation of HRM I, providing an overview of HRM functions in which the organization deals with outside agencies, including but not limited to: labor relations, contract administration, collective bargaining & negotiations, compensation & benefits administration, health & safety, and international HRM. Pre-requisite: 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; multina-

tional 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.

340. Foundations of Entrepreneurship (3)

Exploration of the creative process and help students identify their own creative problem-solving styles. Students will have to develop innovative solutions to a wide range of business problems that center around new product, service, and process development. Emphasis will be placed both on individual creativity and creativity in teams in a work context. Pre-requisite: junior standing.

350. Entrepreneurial Finance: New Venture Creation (3)

The course introduces the theory, knowledge and financial tools needed by the entrepreneur in starting, building and finally 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.

360. The Art of Entrepreneurship (3)

A course team-taught each fall by members of the Arts and Business faculties. The course 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. This course is the foundation of the A & E program and is generally considered a pre-requisite for the three 1-credit courses listed below.

361. The Art of Entrepreneurship: Where Are You Going? (1)

A course where students in A & E develop and implement business strategy for The Blue Connection. This course develops skills in analyzing the business numbers and market information. The class then makes decisions about future products and markets based on this analysis. During the semester the students are actually applying their decisions to the business in conjunction with the other two management groups. Pre-requisite: MG 360 or consent of instructor.

362. The Art of Entrepreneurship: What Do The Numbers Mean? (1)

A course in which students learn how to measure the various business functions. During the semester they will collect and organize the numerical business data into reports that can effectively be used by The Blue Connection management to determine their best course of action. Pre-requisite: MG 360 or consent of instructor.

363. The Art of Entrepreneurship: How Do We Get There? (1)

A course designed to develop the skills necessary to run a business on a daily basis. It focuses on control, personnel management, customer relation skills, sales and promotion, and display and design functions. Pre-requisite: MG 360 or consent of instructor.

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 220.

400. Entrepreneurship - Small Business Consulting (3)

Designed to help students integrate previously studied business disciplines by consulting with firms seeking management assistance. Students work with assigned members of SCORE (Service Corps of Retired Executives), applying theoretical knowledge to the solution of real business problems. May be taken independently of Management 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.

430. International Management (3)

This course takes the student beyond the introductory aspect of international business (MG 330) and focuses on the concepts and problems typically confronting managers operating in an international theater. Topics will include expatriate management, international strategy and policy development, international problem-solving, market exploration, impacts of a global economy and international financial systems, and the impact of world political situations on corporate management. Pre-requisites: MG 300, MG 330.

440. Entrepreneurial Management and Strategy (3)

First in a three-course sequence designed for students having a strong interest in owning and operating their own or a family business. Focuses on special problems associated with managing a business and critical factors in a business enterprise. Examination of the entrepreneur's societal role and a critical assessment of common and distinctive factors, including individual traits, which contribute to entrepreneurial activity and success, is included. Successful business people will be speakers in the class. Pre-requisites: Senior

standing, Marketing 300, Management 300, Finance 340.

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 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.

FINANCE AND ECONOMICS

James O. Watson (Coordinator)

Full-Time: Cheryl L. Chamblin, Tatiana Isakovski, Anthony F. Liberatore, James O. Watson

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.

Required courses:

Tabor School of Business core requirements
Finance 301, Financial Markets and Institutions
Finance 352, Investments
Finance 354, International Trade and Finance
Finance 364, Corporate Finance
Finance 452 Security Analysis and Portfolio Management

and a choice of two of following:

Accounting 301 Intermediate Accounting
Accounting 331 Income Tax
Economics 312 Intermediate Macroeconomics
Economics 322 Intermediate Microeconomics
Finance 471/472 Finance Internship
Finance 481 Special Topics in Finance
Finance 491/492 Independent Study in Finance
Management 350 New Venture Creation
Management 400, Entrepreneurship-Small Business Consulting.

Or courses outside of the Tabor School as determined by the student's areas of interest. 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.

Finance Courses (FI) (Credits)

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, Accounting 240 or Accounting 250, Economics 100.

301. Financial Markets and Institutions (3)

The study of the functions and nature of various financial markets, the financial institutions involved and the instruments traded therein. Topics include the workings of organized financial exchanges, the central bank, commercial banks, thrift institutions and insurance companies. Emphasis is placed on the structure and types of interest rates and their determinants. The course also examines the regulatory environment of the

financial system. Pre-requisites: Junior standing, Economics 100 and Economics 110; FI 340 or concurrent enrollment.

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, and Finance 340 or consent of instructor.

354. 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, Management 330, Economics 100 and 110, FI 340.

364. 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.

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.

CONCENTRATION IN ECONOMICS

The study of economics is excellent preparation for a wide range of business and professional careers. Students with a background in economics are widely respected for their analytical skills and understanding of financial markets. In addition to business management positions, students with an economics concentration often seek positions within government, or pursue graduate studies in economics, business, and law.

A concentration in economics is available as a part of the business management major. In addition to the business management requirements of three credits from Management Research Skills and three credits from Management Process (as described under that major), the concentration requires completion of Economics 312*, Intermediate Macroeconomics; Economics 322*, Intermediate Microeconomics; and Economics 450, Economics Research Project.

MINOR IN ECONOMICS

The minor in economics is available to students in the College of Arts and Sciences 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 Economics and Finance.

**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.

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. This course is linked with AC230, Introduction to Accounting I in that economic principles and approaches shared between the two disciplines are highlighted.

Simultaneous enrollment in both courses is encouraged but not required. Pre-requisite: Economics 100.

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.

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.

MANAGEMENT INFORMATION SYSTEMS

Luann Stemler (Coordinator)

Full-Time: Scott McCoy, Luann Stemler

MAJOR IN MANAGEMENT INFORMATION SYSTEMS

The Management Information Systems (MIS) 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. MIS 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 MIS 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 MIS program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. The MIS 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 MIS student course of study includes theoretical and practical discussion of information technology, including the design and usage of databases, networking, information security, computer programming fundamentals, knowledge management, and other current topics. The MIS 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 MIS students will assume positions with titles such as business analyst, system analyst, information systems specialist, programmer analyst, or information systems consultant. As MIS graduates gain industry experience, they are likely to assume roles as managers or senior technical staff.

REQUIREMENTS FOR THE MAJOR

Students majoring in management information systems are required to take Computer Science 130, Computer Programming I. Computer Science 230, Computer Programming II, is highly recommended. Management Information Systems majors may also take other courses in the mathematics and computer sciences department as non-business and/or free electives.

In addition to the business core requirements, students majoring in management information systems must complete the following courses:

CS 130
MS 221
MS 321,
MS 322
MS 331
MS 370

and choose 2 from the following list

MS 302
MS 332
MS 350
MS 471
MS 491

Management Information Systems Courses (MS) (Credits)

120. Introduction to Computers and Information Systems (3)

Introduces students to the computer, computer-related information technologies and their various uses. Topics discussed include components of computer-based information systems, personal and organizational applications of computers and information technologies, and the impact of computers on society. Includes hands-on experience with word processing, spreadsheets, business graphics, and World Wide Web retrieval and page development tools. No credit given for taking both Management Information Systems 120 if the student has already taken Computer Science 110.

MS 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 management 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: Management 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: Management Information Systems 120. Recommended: Computer Science 130.

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: Management Information Systems 221 or consent of instructor. Recommended: Computer Science 130. Cross-listed with Computer Science 321.

322. Systems Design and Implementation (3)

Focus on information systems design and implementation within a database management system environment. Design, implementation, and testing of a physical system using database management systems software to implement the logical systems design. Pre-requisite: Management Information Systems 321 or consent of instructor. Cross-listed with Computer Science 322.

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: Management Information Systems 221 or consent of instructor.

Recommended: Computer Science 130. Cross-listed with Computer Science 345.

332. Information Systems Security and Control (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: Management Information Systems 331 or consent of instructor. Cross-listed with Computer Science 333.

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: Computer Science 230. Cross-listed with Computer Science 332.

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: Computer Science 130 and Computer Science 230, or consent of Instructor. Cross-listed with Computer Science 350.

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: Management Information Systems 221 or consent of instructor. Recommended: Computer Science 130.

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 management information systems professional tools such as CICS or robotics. May be repeated; no more than 4 credits allowed for any student. Pre-requisite: Management 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: Management Information Systems 240 and consent of instructor.

471, 472. Management Information Systems Internship (1-3)

A cooperative course between the University and selected businesses to develop further the professional training of Management Information Systems majors. Combination of work experience and written reports. Pre-requisite: consent of Management 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: Management Information Systems 240.

MARKETING

Jon F. Bibb (Coordinator)

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.

In addition to business functions core requirements, which include Marketing 300 and 320, the student who majors in marketing must complete Marketing 442 and at least 9 additional credits from advanced marketing courses. Students may count Management 400 Entrepreneurship—Small Business Consulting toward the marketing degree only with consent from the marketing coordinator. MK471 and MK472 [Internships] do not count toward the 15 credits in the major.

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. Focus is on understanding environment in which marketing decisions are made and on tools necessary to a marketing manager such as marketing research and buyer behavior. 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. 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 functions of the marketing practitioner. Pre-requisites: 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, Management 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.

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 the integrative aspects of the specific marketing disciplines from a conceptual and practical perspective to provide a concentrated body of knowledge and skills for the marketing student to effectively enter the marketing profession. Pre-requisites: 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. Pre-requisites: 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.

SPECIAL PROGRAMS IN THE TABOR SCHOOL

International Business Program for Tabor School Students

The International Business Major requires 142 credits, 4 1/2 years and consists of two major

components, a functional major and an international experience at ESGCI in Paris, France. This 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, Finance, Marketing, Management, or Management Information Systems). This satisfies industries' desire for functionally educated students. In addition the student develops a strong sense of cultural awareness and flexibility by living in Paris for a semester and taking 15 credits at ESGCI and then working in France at an international internship after completing their course work. This program will result in the student being granted a Millikin University degree in both International Business and their functional area.

Students completing this program will also receive a business degree from ESGCI. The Ecole Supérieure de Gestion et Commerce International which literally translates as International Business with a major in International Relations.

Requirements:

Graduates of the TSB/ESGCI International Business Program will receive a degree from Millikin University and a degree from ESGCI; students will have a double major from the Tabor School/ Millikin University. The program requires 4 1/2 years plus an internship in France.

Implementation:

The International Business Major requires 142 credits, 4 1/2 years and consists of two major components, a functional major and an international experience at Ecole Supérieure de Gestion et Commerce International (ESGCI) in Paris, France. This 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, Finance, Marketing, Management, or Management Information Systems). A functional major satisfies the business need for an in-depth education in a specific area. And by living in Paris for a semester the student develops a strong sense of cultural awareness and flexibility. During the second semester the student will enroll in the same curriculum all 4th year ESGCI students take. The ESGCI curriculum consists of from 10 to 13, 3-credit courses. The courses are taught in English. In addition the student will have an international internship and complete the research paper required of all French ESGCI students.

This program will result in the student being granted a Millikin University degree in both International Business and their functional area. Students completing this program will also receive a business degree from ESGCI. The Ecole Supérieure de Gestion et Commerce International literally translates as International Business with a major in International Relations.

Requirements:

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, Business

Management except the "International Business concentration", Management Information Systems, Finance, or Marketing. In addition to the courses required in each major, the student would be required to do the following:

1. Satisfy Track A of the Language/Culture option in the Millikin Program of Student Learning. Students placed in the 103, 114, or 223 levels must take two courses. Those placed at the 300 level or above must take one course. Students may also demonstrate proficiency by passing a proficiency exam administered by the Department of Modern Language, by study abroad with non-English instruction, or by being a native speaker of a non-English language.
2. Take two of the four international-based courses offered in the Tabor School: FI 354 International Trade and Finance, MG 430 International Management, MG 340 International Marketing, or MG 410 International Business Consulting.
3. Complete the fourth year second semester curriculum at ESGCI in Paris.
4. Complete the research paper required of all ESGCI 4th year majors.
5. Complete an international internship with an institution in France, in addition to the semester's course work. ESG has great working relationships with a large number of international companies and would both find and supervise the students' internship experience.
6. The program requires 4 1/2 years including the internship in France

Graduates of the TSB/ESGCI International Business Program will receive a degree from Millikin University and a degree from ESGCI; students will have a double major from the Tabor School/ Millikin University.

Dual Degree Program for Students of ESGCI

Students from Ecole Supérieure de Gestion et Commerce International (ESGCI) in Paris, France who have completed their third year of coursework may transfer to the Tabor School of Business and take an additional 34 hours of academic credit. This additional course work fulfills the requirement for the Bachelor of Science degree in Business Management from Millikin University. The curriculum was developed by ESGCI in conjunction with the Tabor faculty to fill "gaps" in the ESGCI program with Tabor's strong emphasis on the connections between theory and practice.

This dual degree program will strengthen the value of these students' education in several ways:

1. An educational experience in the United States business environment is highly valued.
1. ESGCI students need the opportunity to improve their decision-making and application based business skills. The French system doesn't place the emphasis on these skills that the U.S. educational system does. The Tabor School is particularly well equipped to help them develop these skills, as well as, team and presentation skills.
1. It provides the students an opportunity to practice their English both in the classroom and in a business environment.
1. 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 promotes the students to better understand 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 2.75 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 on the date entering Millikin.
- Submit a TOEFL score of 550 written or 213 on the computer-based exam, or submit a letter from the ESGCI 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.

The Millikin University registrar will evaluate the student for acceptance and specify which courses, IF ANY, may be needed above and beyond the 34-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 programs requires students to complete 121 credits counting both transfer credits and those earned at Millikin University. The Millikin University portion must include a minimum of 34 credits. Additional credits may be required if the student has not successfully completed the expected freshman/sophomore courses. See admissions requirements above.

University Experience (total 15 credits)

Historical, Political and Social Context (6 to 9 credits)

U.S. Studies (course to feature specific or general U.S. topic) 3 credits
Electives from Sociology, Political Science and/or History 3 to 6 credits

Context of doing business in the U.S. (6 to 9 credits)

Examples include course relating to U.S. culture, Communications courses dealing with speaking or writing, or technology-related courses.

Tabor School of Business courses (total 19 credits)

Managerial Component (7 credits)

MG 300 Principles of Management (3 credits)\
MG 111 Team Dynamics (1 credit)
And one of the following courses:
MG 321 Human Resource Management I (3 credits)
MG 322 Human Resource Management II (3 credits)
AC 402 Management Accounting (3 credits)

Experiential Skills Component. (3 credits)

Choose ONE of the following:
MK 320 Marketing Research
MG 440 Entrepreneurial Management and Strategy
MG 400 Small Business Consulting

Other Tabor requirements (9 credits)

MG 450 Business Policy (3 credits)
Elective—any Tabor course 300 or above (3 credits)
Out of class experience including internships or MG 400 (3 credits)
(note MG 400 cannot be double-counted)

The Art of 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 – an 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.

This 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. This course is the foundation of the A & E program and is generally considered a pre-requisite for the three 1-credit courses listed below.

Courses in the Arts and Entrepreneurship Program

MG 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 MG 360 students will enroll in each course over the following three semesters. During each course the students will be responsible for implementing and managing the functions within The Blue Connection.

360. The Art of Entrepreneurship (3)

A course team-taught each fall by members of the Arts and Business faculties. The course 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. This course is the foundation of the A & E program and is generally considered a pre-requisite for the three 1-credit courses listed below.

361. The Art of Entrepreneurship: Where Are You Going? (1)

A course where students in A & E develop and implement business strategy for The Blue Connection. This course develops skills in analyzing the business numbers and market information. The class then makes decisions about future products and markets based on this analysis. During the semester the students are actually applying their decisions to the business in conjunction with the other two management groups. Pre-requisite: MG 360 or consent of instructor.

362. The Art of Entrepreneurship: What Do The Numbers Mean? (1)

A course in which students learn how to measure the various business functions. During the semester they will collect and organize the numerical business data into reports that can effectively be used by The Blue Connection management to determine their best course of action. Pre-requisite: MG 360 or consent of instructor.

363. The Art of Entrepreneurship: How Do We Get There? (1)

A course designed to develop the skills necessary to run a business on a daily basis. It focuses on control, personnel management, customer relation skills, sales and promotion, and display and design functions. Pre-requisite: MG 360 or consent of instructor.

MASTERS OF BUSINESS ADMINISTRATION (MBA)

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 Tabor School 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 managers practical, professional experience and training in areas like 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.

MBA PROGRAM PROCEDURES

Admission

Ideal candidates for this MBA program are highly motivated professionals who seek leadership positions in an organization or aspire to run their own organization. We seek to admit driven individuals who will contribute to the learning experiences of others, and integrate theory with practice.

Academic and professional successes are important criteria for selection into the program. Applicants are evaluated on academic record, work experience, and the interview process.

Qualified applicants for graduate study must provide evidence of good standing at the college or university from which they earned the undergraduate degree.

Application forms are available on line at <http://www.Millikin.edu/mba>.

For a hard copy, please contact The Tabor School of Business at 217-424-3503 or write to: Millikin University MBA Program, 1184 W. Main Street, Decatur, IL 62522.

Graduate applicants should:

- Complete the Application for Admission to Graduate Study.
- Submit official transcripts from all undergraduate and graduate institutions attended.
- Submit Graduate Management Admissions Test (GMAT) examination scores taken within the last five years
- Submit a current resume
- Submit a 1,000 word Statement of Purpose describing applicant's personal and professional goals.
- Submit three recommendations from individuals who can comment on the quality of the applicant's communication and leadership skills.

- 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 examination (Test of English as a Foreign Language). There are additional requirements for international students. Contact Millikin's Graduate Education Committee, 1184 West Main Street, Decatur, IL 62522, prior to submitting an application.

CRITICAL DATES

Application Date

- Beginning first week of February - Applications for admittance will be accepted.

Acceptance Date

- Beginning second week of March - Applicants will be admitted to the program.

Enrollment Date

- Beginning second week of March - Applicants accepted into the program may enroll.
- Beginning first week of December - Deadline for admittance into the program.

Payments

- An initial enrollment fee of \$1,000 is required with the enrollment acceptance. This fee will be applied towards program tuition.

MBA Curriculum Summary

501 Review & Development:

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

Candidates can follow one of two program tracks for Unit 1. The Accounting Concentration and an Organizational Leadership Concentration. Each track provides a foundation to good business practices

Accounting Concentration

505. Financial Analysis: Analyzing and Interpreting Financial Reports

Published financial reports are used by a variety of stakeholders. These reports provide information useful in decision-making processes. The General Accepted Accounting Principles (GAAP) provides a set of standards to financial reports. An analyst must understand these standards and their impact on financial reports.

515. Tax Research and Planning

A study of the advanced and emerging issues in taxation. Areas of emphasis will include individual taxation, corporate and partnership taxation, and international and multi-state taxation. A research component is included in this course.

Organizational Leadership Concentration

510. Personal Values and Business Ethics

A fundamental building block of leadership is a

strong code of ethics based on 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

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.

525. Personal Development Practicum

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 2: Information and Marketing

It is the information age. The need for speed in information exchange and the conservation of time in business processes are driving forces for information management. The organization, dissemination, and use of information both within the organization and among businesses, their suppliers, and their markets provides an essential competitive edge for organizations.

530. Corporate Finance

Financial decisions are at the heart of the long-term growth of a firm. This course looks to the outside of the firm to cover issues of capital financing, the significance of financial ratios, financial markets and the ethical responsibility of the firm to its financial stakeholders.

540. Marketing Analysis and Management

Marketing information and strategies are evolving rapidly. The explosion of information being exchanged on the Internet and the real-time connection with suppliers and customers is leading to new methods of marketing products and services. New competitive advantages are emerging in the use of marketing tools and techniques. This course covers essential marketing topics of distribution, place, profit, price, and promotion and expands the investigation into web resources and e-commerce.

545. Team Development Practicum

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 3: Understanding the Language of Business

Accounting and Finance provide the basic language of business. Operating in any business organization requires an understanding of what is happening in the operation, a knowledge that is predicated on understanding the language of business.

550. Managerial Accounting

Managerial accounting looks primarily to the internal operations of the firm, measuring performance and monitoring costs for decision making. Focus is on taking apart complex cost structures and the use of this information to make good managerial decisions.

560. Cases in Strategic Financial Management

The course will use cases each day to develop a deeper understanding of the complex issues involved in strategic issues confronting corporate management. This course would integrate strategy, marketing, economics, accounting and finance. An integrated credit analysis and valuation model in Excel will provide the foundation for the course.

565. Communication Practicum

Personal communications is at the center of all business decision-making whether it focuses on setting goals, designing action plans, solving problems, or selling a product, service, or idea. This practicum focuses on the keys to good listening, good verbal, good written, and good presentation skills.

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

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. Production and Process Management

The lessons of international competition have accelerated the need for finely honed business operating systems. Managing inventories, designing production processes and maintaining quality control, have led to sustained continuous improvement in many businesses. This course examines operation and production and the methods for process management and continuous improvement.

585. Project Management Practicum

Project management is an essential management skill. Many managers are adept at getting projects initiated but often falter in follow through and accountability. This practicum focuses on the tools needed for design and control of projects.

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. Strategic Management

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

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. International Immersion

The International Immersion is a one-week intensive experience at a leading foreign graduate school in Europe or Asia. Students will take one full week or about 40 hours of instruction in 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
- Exposes students to the thinking and beliefs of internationally known professors and international business executives

For additional information, contact the Tabor School of Business
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E-mail us at MBA@mail.millikin.edu

Honors Programs

Director Brian Posler • (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:

- 1 afford intellectually curious students a forum for an interdisciplinary and collaborative exchange of ideas through distinctive approaches to learning;
- 1 afford intellectually curious students a forum for an interdisciplinary and collaborative exchange of ideas through distinctive approaches to learning;
- 1 enable students to conduct substantial self-directed research, working closely with faculty mentors;
- 1 engage students in service to enrich the campus and larger community;
- 1 and prepare students to experience personal and professional success beyond Millikin.

Hallmarks of the Millikin Honors program:

- 1 Small, engaging seminars with our honors students and faculty
- 1 Innovative courses with experimental pedagogy
- 1 Interaction with campus leaders among students, faculty, and administrators
- 1 Independent scholarship, under direction of faculty mentors
- 1 Diverse methods of inquiry, drawn from multiple disciplines
- 1 Creative pursuits that encourage risk taking
- 1 Service contributions during each year of the program
- 1 Flexibility in individualized plans of study

General Overview

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 as Freshman 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 February. Honors Scholars qualify for a significant scholarship each year they maintain a cumulative grade point average of 3.4 out of 4.0. 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 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

James Millikin Scholars follow the Honors curriculum presented here. 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.

First Year: Freshman Honors Scholars/Presidential Scholars

Theme: Discovering Scholarship (12 Credits)

First Semester: (6)

- 1 IN 183 Honors Seminar I (including First Week)-cohorting with
- 1 IN 150 Honors Critical Writing, Reading and Research I
- 1 Scholarship Assistantship (Optional program, for 60 hours per semester)

Second Semester: (6)

- 1 IN 200, 201, 202, 203, 204, 205 or 206 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/Mathematics (IN-204), Nursing (IN-205), or Social Sciences (IN-206).

- 1 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

Theme: Exploring Scholarship (6 credits)

First Semester: (3)

- 1 IN 200, 201, 202, 203, 204, 205 or 206 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/Mathematics (IN-204), Nursing (IN-205), or Social Sciences (IN-206). Courses may not be repeated.

On-campus service learning component through the second year.

Second Semester: 3 credits

- 1 IN 200, 201, 202, 203, 204, 205 or 206 Honors Seminar

Students will complete an Honors Inquiry Seminar in one of the following areas: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences/Mathematics (IN-204), Nursing (IN-205), Social Sciences (IN-206). Courses may not be repeated.

All Honors students will do on-campus service learning

Culminating Event: Celebration of selection into JMS

Third Year: James Millikin Scholars

Theme: Engaging Scholarship

(5-11 credits)

- 1 IN350 Global Studies course: non-Western emphasis outside of major (not an honors course)
- 1 IN 491 Honors Project (total six credits over two years)
- 1 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

Theme: Demonstrating Scholarship

(5-8 credits)

- 1 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: 34

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 each honors year. Any additional off-campus experience required by the major must be completed by the honors student.

Honors Courses (Credits)

183. Honors Seminar I (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. 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 or 206 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/Mathematics (IN-204), Nursing (IN-205), or Social Sciences (IN-206). 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 or 206 Honors Seminar (3)

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/Mathematics (IN-204), Nursing (IN-205), Social Sciences (IN-206). Courses may not be repeated.

Second Year - Second Semester IN 200, 201, 202, 203, 204, 205 or 206 Honors Seminar (3)

Students will complete 3 different seminars in each of the following areas by the end of the sophomore year: Business (IN-200), Education (IN-201), Fine Arts (IN-202), Humanities (IN-203), Natural Sciences/Mathematics (IN-204), Nursing (IN-205), Social Sciences (IN-206). Courses may not be repeated.

184. Honors Seminar II (3)

Taken simultaneously with Interdisciplinary 151, Honors Critical Writing, Reading, and Research II. The topics of these courses will vary from year to year. The distinguishing difference between the first and second semesters is the level of writing and research expected of the students. The main writing emphasis for this semester's courses will be the completion of the honors mini-project. There will be numerous opportunities for the students to share their research and critique the research of others.

491. Honors Independent Project (6)

This course is used by students completing an honors 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 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 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 also be used to satisfy one or more of the following University, Division or College requirements, including:
 - (1) Any Fall Honors Seminar fulfills 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 or quantitative reasoning requirement, depending upon course content.
 - (5) IN206 fulfills the Social Science requirement for A&S students, if not being counted as US Studies.
 - (6) 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.

Special Academic Programs

Interdisciplinary Courses (IN) (Credits)

110. Strategies for Academic Success (1)

Students are automatically enrolled in this program during the semester immediately following their placement on academic probation for the first time. The program is an individualized exploration of strategies for improving academic outcomes for each student enrolled.

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.
Introduction to academic inquiry: exploration of ways of knowing through critical and moral reasoning. Seminar topics vary across sections. Common components to all sections include an introduction to service learning, exploration of orientation issues, and demonstration of oral communication proficiency.

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

Fall semester freshman year.
Course designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Section offerings vary in topics. Library research component is integrated into the course.

151. Critical Writing, Reading, and Research II: The Western Tradition (3)

Spring semester freshman year.
Course is designed to position students as successful writers, readers, and researchers as they move into advanced coursework. While sections vary in topics, all sections work toward this goal by exploring a historically significant aspect of the Western tradition. Library research proficiency is expected. Pre-requisites: Interdisciplinary 150.

250. U.S. Studies (3)

Sophomore year.
Course sections study the diversity of cultures, institutions, and groups in the United States. Interdisciplinary and historical perspectives inform contemporary understanding of diversity issues. Pre-requisites: sophomore standing.

310. The International Cinema (3)

A survey of the international cinema from the early Expressionist period through Neo-Realism to the New Wave and beyond. Objectives include analysis of film as an art form, as an interpretation of social and historical events and as a reflection of European, Latin-American and Asian cultures. Although films will vary, examples include *The Bicycle Thief*, *The 400 Blows*, *Rashomon*, *Ran*, *Herzog's Nosferatu*, *Umberto D*, *The Seventh Seal*, *Black Orpheus*, *The Nasty Girl*, *Wings of Desire*, *The Green Wall*, *The Official Story*, and *Raise the Red Lantern*.

350. Global Studies (3)

Junior year.
Course offerings that examine the fundamental diversity questions to living in our global world. Particular emphasis is placed on cultures and societies outside of the West. Each offering provides interdisciplinary, comparative, and theoretical perspectives to the topic explored. Pre-requisites: junior standing.

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 tutor in the Media Arts Center and helps develop related workshops in the Media Arts (computer-aided publishing, web publishing, computer graphics and video editing) at Millikin. Pre-requisites: at least one course in Computer Aided Publishing, Web Publishing, Computer Graphics Design or Introduction to Video Production. May be repeated for a maximum of three credits.

AMERICAN STUDIES MAJOR

Brian L. Mihm (Coordinator)

The American Studies major, an area study of the cultures and heritage of the United States, is designed to help students prepare for careers in such areas as law, journalism, social service, business, library science, and public affairs. The major provides a strong foundation in several traditional scholarly disciplines and offers students unique interdisciplinary perspectives on the American experience. A major in this area leads to a Bachelor of Arts degree and consists of a minimum of 45 credits.

The major requires the following 21 credit hours, in addition to 24 credits of American Studies electives:
History 203, 204, History of the United States (6)
English 231, 232, American Literature (6)
Economics 100, Principles of Macroeconomics (3)
IN480: American Studies Seminar (3)
American Studies electives (24)

In consultation with the American Studies advisor, students choose 24 credits of electives that reflect their academic, professional, and career goals. The electives are usually selected from appropriate courses offered in one or more of the following departments: economics, English, history, philosophy, political science, religion, and sociology. Students are also urged to consider the Washington Semester program, the Urban Life Center, and internship opportunities.

American Studies Courses

471, 472. American Studies Internship (3) Per Semester

The internship provides opportunity for students to receive academic credit on an independent-study basis for supervised non-classroom experiences. Pre-requisite: Consent of American Studies Committee Chair.

480. American Studies Seminar (3)

An interdisciplinary seminar that through examination of a single topic seeks to provide a synthesis of methods and subjects drawn from various disciplines cooperating in the American Studies program. Pre-requisite: Consent of American Studies Committee Chair.

ART MANAGEMENT MAJOR

Edwin Walker (Coordinator)

Growth in state and local arts councils has generated a need to educate art specialists to help organize and manage art organizations. Related work in museums, art galleries, community art centers, recreational programs, advertising agencies and decorating firms has developed. Career opportunities are available for students with an educational background in art and business. Course requirements will not only allow students to seek employment but will also provide the educational background to prepare them for graduate schools where the master's degree is offered in arts management.

Students may choose the B.A. degree, which requires 33 Credits in art and 21 credits in business courses, or the B.F.A. degree, which requires 60 credits in art and 21 credits in business courses. Specific requirements are listed in the art department section of this catalog.

ART THERAPY MAJOR

Ed Walker (Coordinator)

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 and follow a program leading to a master's degree and certification as an art therapist.

Students may earn the B.A. or the B.F.A. degree. The B.A. requires 33 - 36 credits in art and 15 - 21 credits in psychology plus the B.A. requirements listed in the College of Arts and Sciences section of this Bulletin. The B.F.A. requires 60 - 70 credits in art and 18 credits in psychology. Specific requirements are listed in the art department section of this Bulletin.

GENDER STUDIES MINOR

Karla Luxner, Kim Poitevin (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
 History 250/350, Women in Power
 Political Science 335, Gender and Law
 Sociology 351, The Family
 Theatre 334, Seminar: Feminist Dramatic Literature

In addition, several courses offered through the JMS honors program have been accepted for the minor and allow selected non-JMS students to take these courses:

Interdisciplinary 186, Social Science Honors Seminars: Communication About Sexuality, Partnership, or Women in the Workplace

Finally, specific departments may offer special courses examining these issues, either under topic courses, such as Political Science 360, Topics in Political Science: Women and Politics, or by increasing gender-related material in existing courses. A committee has been constituted to evaluate courses proposed for inclusion in the minor.

GLOBAL STUDIES MINOR

Program Elements:

Language

Substantive mastery of a foreign language is required. The first introductory 4 credits of a modern language cannot count toward the minor, and 8 credits beyond the introductory level are required for the minor. If a student elects to begin a second foreign language, up to 4 credits at any level may count toward the minor.

The maximum number of credits possible in one language is 12. The maximum number of credits in more than one language is 12.

Students who can demonstrate competency at the intermediate level (defined as completion of course 223) of a foreign language will satisfy the language requirement. Such students may fulfill the 8 credits by electing to begin study of a second foreign language, or take more non-language electives.

Study Abroad

Significant study abroad experience will be allowed to count for up to 12 credits toward the minor. Formal, credit-based language study while abroad may count toward the language requirements stated above.

Significant study abroad constitutes a semester or year of formal study in a foreign country, an immersion course for credit, course work taken while abroad, or other legitimate experience.

Areas of Study

Students will choose elective courses from among the courses in dealing primarily in the following areas, irrespective of discipline: North America (but not U.S.), Africa, Asia, Latin America, Europe, or Global Studies. Students must complete at least two courses in the area of Global Studies (IN 350) in addition to the core curriculum IN 350 requirement.

Global Studies Course (IN) (Credits)

475. Capstone Project (2)

Each declared Global Studies minor will present a capstone project in his or her last year before graduation. This will take the form of a formal project (often this will be a research paper) that creatively explores one or more ideas, issues or themes encountered in the particular set of courses the student has taken. Normally the Director of the Global Studies minor will ask faculty who taught the students' chosen elective courses to participate in the oral defenses of the capstone project.

This research project will count for 2 credits, and will be written under the supervision of the Director of the Global Studies Minor. When the paper is revised satisfactorily, the student will have a formal defense/discussion of his/her work with three faculty in Global Studies, who will recommend that the student be granted the two credits, or recommend revisions.

Credits for Minor Requirements

Language: (8-12)

Global Studies Course: (6)

Capstone Project: (2)

Electives: (6-12)

Total: (22-25)

THE INTERDEPARTMENTAL MAJOR (IDM)

Linda Slagell (Coordinator)

For reasons including broad interests, career aspirations that do not fall categorically into a single major or late decision making regarding a major, students often seek out alternative options for earning a bachelor's degree. The Interdepartmental major is an individualized program of study that may meet the needs of these students. Through the integration of knowledge from disparate disciplines, students create a

curriculum that focuses on their interest and aptitude.

Students interested in this program should seek out a faculty advisor who, in conjunction with the student, constructs an individualized program that meets the educational objectives of the student, fulfills the requirements of the MPSL, and demonstrates academic credibility to the University. Students may elect either a BA or BS degree in this major.

The specific requirements for the major are:

1. A minimum of 18 credits from one department in the College of Arts and Sciences, and a minimum of 12 credits from two other departments in the College or from other Schools within the University. A major's capstone either through the primary department or IN495 is required. The 18 credits earned in the primary department must be in courses numbered 300 or above. Courses accepted for the major could include either the primary department internship or IN478 (Interdepartmental Internship).
2. The student may be required to complete the introductory to the major course in the primary major.
3. The student is responsible for writing a tentative program including courses selected for each of the three majors and a rationale for pursuing the interdepartmental major. The program will be submitted to the faculty advisor, Dean of the College of Arts and Sciences and the Registrar. Consultation with the Chairs in the majors is required at the time the program is being constructed.

Interdepartmental Course (IN) (Credits)

478. Interdepartmental Internships (1-3)

Opportunities for the student outside the classroom designed to help develop professional skills and experiences for the student 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.

495. Interdepartmental Capstone (3)

Senior Interdepartmental majors complete this independent study course in their first semester of the senior year. The student will prepare a project/thesis/study that provides opportunity to reflect upon and synthesize the intention of the major.

INTERNATIONAL STUDIES MAJOR WITH A BUSINESS MANAGEMENT MINOR

This interdisciplinary program combines liberal arts study with courses in business management. A minimum of 36 credits is required in liberal arts; 24 credits are required in business. Also, students must complete at least one 300-level course in a modern language.

It is a program of special appeal to students who have linguistic abilities and an interest in a career or further study abroad. The International Studies major allows a student to choose courses in history, political science, philosophy, religion, mathematics and the arts which will help increase the student's knowledge of American, European and Latin American history, political structure, foreign

policy, literature, art and philosophy. At the same time, the student takes courses in accounting, management, finance and marketing to complete a minor.

Students choosing this major will be advised by the Coordinator as well as by the appropriate faculty in other departments.

In addition to the language requirement explained above, International Studies majors are encouraged to refine their language proficiency through the study of an additional modern language, preferably through the intermediate level.

Study Abroad for one semester or a full academic year is highly recommended for majors in this program.

INTERNATIONAL STUDIES MAJOR CORE

An international studies major consists of a minimum of 36 credits, including the following six courses:

English 242, Major World Authors II
History 210, 310 Topics in United States History
Political Science 210, International Relation
Political Science 220, Current American
Foreign Policy

To complete the major core requirements, students should choose electives from the following list.

These electives must total at least 15 credits and should be taken from at least three disciplines.

Art 302, European Art: 14th through 18th Century
Art 303, Modern Art: 19th and 20th Century
English 210, Business and Professional Writing
English 241, World Classical Traditions: Literature, Rhetoric and Culture

Modern Languages: Additional upper-division courses in first language, and/or courses in a second language

History 202, Rise of Modern Europe (1700 to the Present)

History 340, Topics in Non-Western History

History 360, Topics in Global History

Philosophy 200,300, Ancient World Wisdom
OR

Philosophy 204,304, The Contemporary World of Philosophy

Philosophy 305, Business Ethics

Political Science 325, Problems in the International Political System

Sociology 382, Complex Organizations

In addition, students must complete a literature course for the B.A. degree in the College of Arts and Sciences.

SERVICE LEARNING

Pam Folger (Coordinator)

The Career and Experiential Education 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. The following courses fulfill the off-campus learning requirement of the Millikin Program of Student Learning:

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. Additionally, students are required to meet with the Director of the Career and Experiential Education Center throughout the semester to monitor progress.

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. 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.

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.

PRE-PROFESSIONAL PROGRAMS

Cynthia Handler (Coordinator)

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.

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 at Washington University are chemical, civil, computer science, electrical, engineering and public policy, mechanical, and systems science and mathematics. On completion of one of these programs, the student earns a second B.S. degree from Washington University in a particular engineering field.

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 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 through differential equations. After completing two years of studies, students transfer to the engineering school of their choice for completion of their engineering degree. Students need to maintain at least a 3.0 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. Consult the Director of Pre-Engineering Programs for course details.

Law. Though no specific major is required for admission to law school, Millikin students interested in law school are advised to choose electives from economics, history, political science, psychology, sociology, English, modern languages, philosophy, the natural sciences, communication and mathematics, and complete a baccalaureate degree. The American Bar Association recommends that students work on developing excellent writing, speaking, and analytical skills and take undergraduate courses that intellectually challenge them.

The Pre-Law advisor in the Department of Political Science works with students on LSAT preparation, law school applications, and personal statements. Consult the advisor for more information.

Medicine, Dentistry and Veterinary Medicine.

Millikin University is dedicated to facilitating entry into and success in a post-graduate program in an area of medical science. 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 major is not in a scientific discipline.

The Association of American Medical Colleges believes 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 medical school requirements and to perform well on the Medical College Admission Test (MCAT) and 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.

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 those students, 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.

Medical 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. Both commercial and in-house preparation courses are available. An interdisciplinary Pre-Professional Committee provides guidance to the pre-professional program and letters of recommendation to professional schools for students who request them as a part of the application process.

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.

OFF-CAMPUS STUDY: International Programs

Karin Borei/Director of International Programs

General: As part of its mission to "prepare students for democratic citizenship in a global environment", Millikin University offers several ways for its students to study and learn outside of the United States borders and get Millikin University academic credit for doing so.

Students who wish to participate in international study must be at least 18 years of age and have completed their last 12 credit hours of study on campus at Millikin University. Most programs also require achievement of a minimum cumulative grade point average (usually 3.0 or better). Only students who are in good financial standing with the Business Office will be accepted for international study.

Fees for Millikin and Affiliated semester programs

Students pay the greater of Millikin or program tuition for full Millikin University credit. Millikin will bill the student for the applicable charge.

For room and board, students pay whatever the program bills. Millikin bills the student for the applicable charges.

All Millikin students who travel outside of the United States on any and all Millikin-related programs of whatever length, including immersions and other short programs, must obtain an International Student Identity Card (ISIC) prior to travel. The ISIC card is available through the office of the Director of International Programs.

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.

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 programs including semesters with Millikin faculty, 75% for affiliated semester programs, and none for any other 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.

Millikin student participation in Millikin and affiliated programs may be competitive, depending on levels of Millikin student interest in these courses in any one semester as well as on available institutional financial support. If necessary, decisions about participation will be based on several factors, including but not limited to the significance of international study to the student's degree program. Students may be asked to submit a written rationale for their participation. The Council on Global Studies, one of whose roles is to be advisory to the Director of International Programs, will provide participation recommendations, as will the Registrar and the applying students' advisors.

Millikin University does not make or pay for travel arrangements for Study Abroad programs, unless this is explicitly included with a particular program.

Except as otherwise specified for a particular program, interested students should contact the Director of International Programs for additional

information and application materials. Also unless otherwise specified, *deadlines for submitting applications to the Director of International Programs 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 advisor and by the Registrar.

MILLIKIN PROGRAMS

Over the years, Millikin University has developed 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 have personally investigated and verified the value of these programs as Millikin University academic offerings and for Millikin University academic credit.

Note that particulars in the *General* section above apply to these Millikin programs.

Ecole Supérieure de Gestion et Commerce International (ESGCI)

Tabor School of Business maintains an exchange with ESGCI in Paris. This program allows students to spend a semester in Paris taking business courses, as well as language and culture courses. More detailed information, including on the TSB/ESGCI dual degree program, can be found under "Special Programs in the Tabor School" elsewhere in the Bulletin. *Interested students should contact their academic advisor in Tabor.*

International Teacher-Scholars Program in the Dominican Republic

The International Teacher-Scholars Program (ITSP) offers a spring semester of study in the Dominican Republic to qualified Millikin juniors studying education. Completing a total of 15 credits during the semester, students take courses at one of the Republic's foremost universities and teach English in urban and rural public schools. Further information can be found in the Teacher Education Program section of the Bulletin. *Interested students should contact the School of Education.*

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 up to two students

per year to study at the other institution. Tunghai University, founded in 1955, encourages a well-rounded general education 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 expected to learn Mandarin as part of their course of study at Tunghai.

London semester led by Millikin faculty

This program, which includes intensive use of the city itself as part of the educational experience, will be offered occasionally for groups of 20 or more Millikin students. A different geographical location may be substituted in future years.

Millikin Immersion Programs

Millikin faculty members from time to time offer a variety of international immersion courses in diverse locations including, in the past, France, England, Ireland, Italy, Poland, the Dominican Republic, the Bahamas, the U.S. Virgin Islands, Costa Rica, Chile and South Africa. Such programs if offered take place during the January holiday, spring break, or summer sessions. Information about any such programs, including costs, can be obtained from the faculty involved as well as from the Director of International Programs. Application is typically through the respective course instructors.

All Millikin students who travel outside of the United States on any and all Millikin-related programs of whatever length, including immersions and other short programs, must obtain an International Student Identity Card (ISIC) prior to travel. The ISIC card is available through the office of the Director of International Programs.

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 customary.

Note that for affiliated programs, no more than 75% of Millikin aid may be applied to the semester abroad.

Note also that particulars in the *General* section above apply to these affiliated programs.

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 some of the resources of nearby London University schools.

Application to Huron University is made through the Director of International Programs.

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.

Application to Université Paul-Valéry in Montpellier, France is made through the Director of International Programs.

Institute for the International Education of Students (IES)

To provide further study abroad opportunities for Millikin students, Millikin University has affiliated with Chicago-based IES (Institute for the International Education of Students). 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 Millikin-approved IES centers in La Plata and Buenos Aires, Argentina; Adelaide and Melbourne, Australia; Vienna, Austria; Santiago, Chile; Beijing, China; Berlin and Freiburg, Germany; Kasugai, Nagoya, and Tokyo, Japan; Amsterdam, the Netherlands; Auckland and Christchurch, New Zealand; and Madrid, Barcelona, and Salamanca, Spain. In addition, a European Union Program is offered in Freiburg.

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 the country in which the IES center is located. 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.

Application for IES programs is made through the Director of International Programs.

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, the student should write a brief (one-page maximum) rationale and have it signed by his or her advisor and the appropriate dean. This signed request, accompanied by descriptive materials of the program, should be submitted to the Director of International Programs, who, in conjunction with the Council on Global Studies, the Registrar, and the Director of Financial Aid will consider one-

time approval of the proposed semester for the purposes of transferring academic credit and of applying federal and state aid.

Millikin aid will not apply to such non-Millikin or non-affiliated programs. "Millikin aid" includes all scholarships, awards, waivers, and other Millikin University financial contributions.

EDGE PROGRAM

Linda Slagell (Coordinator)

Edge Courses (Credits)

112. Edge Topics 1 (1-3)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Studies 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.

URBAN LIFE CENTER

Millikin University is affiliated with the Urban Life Center of Chicago. The Urban Life 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 ULC furnished apartments in Hyde Park, an integrated, lakefront neighborhood on the South Side."

Millikin students have taken advantage of this program for over 10 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 Urban Life Center is transferred directly back to Millikin.

Required courses include SO 350, Chicago Communities and Culture – 3 credits and SO 355, Chicago Internship or Practicum for 6 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 summer experience and receive college credit. Millikin sanctions the awarding of credit in cooperation with the Urban Life Center. Students must be accepted by Urban Life Center and by Millikin

University to obtain this credit. Students should contact the Registrar's Office at Millikin University for further information.

Financial Policy

1. Tuition (remitted by the college or university to Urban Life Center). Students attending Urban Life Center (ULC) pay their college tuition to their college of matriculation. ULC bills the college of matriculation 80% of the advertised tuition-for-credits earned at ULC. This arrangement covers all terms for which the student has paid the college or university for credits received while at ULC.

Exception: If a student is receiving less than 80% of their matriculated credits for a semester at ULC, the college is billed for the actual percentage of credit being taken at ULC (e.g. when a student teacher does 40% of credits on campus and 60% of credits at ULC, the college is billed 60% of standard tuition).

Audit Charge (paid directly by the student to Urban Life Center). Non-credit students pay an audit charge. **In addition, all students are required to meet the audit charge for each term regardless of credit status** or the college's policy of tuition remittance. Program Fee and City Activity Fee additional.

2. Program Fee (paid directly by the student to Urban Life Center). The Program Fee includes housing, food, class fees (including texts), public transportation, all cultural events.

3. City Activity Expense (estimated out-of-pocket expense). The City Activity Fee is an estimate of direct out-of-pocket costs related to ULC 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 Urban Life Center, but is a required out-of-pocket cost to the student.

4. Refundable Cleaning Deposit. The \$50.00 cleaning deposit is refunded to the student upon satisfactory inspection of the student's residence at the end of the program.

Millikin University Tuition

Semester

Tuition/Program Fee/City Expense/Audit Fee
\$10,348/\$3,470/\$300/\$3,650

Post Term

Tuition/Program Fee/City Expense/Audit Fee
\$ 980/\$860/\$75/\$830

Summer

Tuition/Program Fee/City Expense/Audit Fee
\$ 2205/\$1,750/\$175/ \$1,910

J-Term

Tuition/Program Fee/City Expense/Audit Fee
\$ 980/\$860/\$75/\$830

PACE, PROFESSIONAL ADULT COMPREHENSIVE EDUCATION

Debi O'Dea, Director

Mission

The PACE Program delivers on the Millikin promise of education by preparing adult students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value.

Purpose

PACE is an accelerated program designed for the adult learner. Classes in the major generally meet only one night per week from 6:00 - 10:00 p.m. over an accelerated time frame. Students in PACE may be considered full-time students if they enroll in and successfully complete a minimum 12-15 credit hours in each semester.

Program Structure/Format

Once admitted into the PACE program and major, a student will begin classes required for his/her major in a cohort group of approximately 18 to 25 students. PACE classes are offered sequentially for the cohort group. Students generally enroll in one course at a time while completing the required courses in their major. PACE courses are delivered in an accelerated format, typically lasting five to eight weeks for a three credit hour course (fewer weeks for 1 or 2 credit hour courses). 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 course work per course in the accelerated format. Since PACE students frequently bring career and work experience to the classroom, PACE classes offer opportunities for students to make connections between case studies, assignments, and projects and their particular place of employment.

PACE students, as is the case for all Millikin University students, will receive an integrated, yet flexible curriculum that teaches skills in

- 1 Communication
- 1 Critical Thinking
- 1 Quantitative Reasoning
- 1 Interpersonal
- 1 Moral and Ethical Reasoning

Cohorts start at various times throughout the year. Students are required to complete the requisite courses in the major, University Studies requirements, and a minimum number credit hours to earn a Bachelor of Science degree. Management and Organizational Leadership requires 120 total credit hours while Early Childhood Education, Elementary Education, and Nursing each require 121 semester credit hours. Courses and/or opportunities for students to earn credit toward the total required semester credit hours include:

- 1 Nationally recognized exams such as College Level Examination Program (CLEP*), Advance Placement, DANTES Subject

Standardized Tests (DSST), and National League of Nursing Exams*

- 1 Millikin University internal proficiency exams
- 1 Millikin University traditional courses
- 1 Additional transfer credits from other accredited institutions
- 1 Millikin University immersion courses
- 1 PACE major courses
- 1 PACE General Education/University Studies courses
- 1 PACE elective courses
- 1 Experiential credit for prior learning may be earned for applicable professional development and work experiences, military training and experiences, non-collegiate sponsored instruction, job training, and/or community projects.

**see CLEP Policy under Admission*

Experiential credit for prior learning may be awarded to students who document their experience in the form of a portfolio as it relates to a specific course taught at Millikin University. It is the student's responsibility to clearly demonstrate college-level knowledge and experience in a particular subject matter related to a college-level course. The evaluation process will be completed by a trained academic professional in the appropriate subject matter. The evaluation will be based on demonstrated and documented knowledge and professional experience in the subject area in relation to the course description, outcomes, and objectives. Portfolio credits will not be awarded until the student is enrolled in the PACE program and completes OL100 - Portfolio Development Seminar (1 semester credit hour) where the process, requirements and guidelines for developing a portfolio will be taught.

Students in the PACE program may continue to transfer credit to Millikin until graduation. A student may obtain a maximum of 30 semester credit hours for non-classroom experiences through a combination of nationally recognized exams, proficiency examinations, experiential prior learning credits, etc. A minimum of 33 credit hours must be completed at Millikin University. Thirty-nine credit hours from all work completed must be upper division (300 level or above).

Pre-Major Requirement (PMR) Track

The pre-major requirement track within PACE allows students with fewer than 45 credit hours, without the necessary course pre-requisites required by a major, or without the required minimum cumulative grade point average, to enter the PACE program. An academic advisor will work with the student to schedule courses that will meet the requirements of the major and/or give the student an opportunity to improve their cumulative grade point average.

Admissions Requirements

For admission into the Millikin University PACE program, students must meet the following admission criteria:

- 1 *Have a minimum of 45 transferable credit hours with a minimum GPA of 2.0 for each course transferred.
- 1 *Be 24 years of age or older.
- 1 *Have three years work experience.

- ¹ Submit a writing sample verifying competency in writing skills.
- ¹ Submit two Forms of Reference.
- ¹ Submit official transcripts from prior accredited institutions of higher learning.
- ¹ Pay an application fee of \$25.
- * PACE applicants may petition for admission to Millikin University's PACE program if they do not meet all the admission requirements. Consideration will be given on a case-by-case basis.

Once an applicant has been accepted into the PACE program, the applicant is required to pay a deposit of \$150. The deposit covers matriculation costs and reserves for the student a place in the cohort for the enrolled start. The full deposit will be credited to the first semester's tuition costs. The deposit is non-refundable and is NOT transferable to another start date.

Financial Aid

PACE students are eligible to apply for state and federal financial assistance including grants, student loans and external scholarships. Eligibility is based in part on the total number of semester credit hours the student is enrolled in each semester. To be eligible for full-time award payments from the Federal Pell Grant, a student must be enrolled in 12 semester hours. For full-time payment for the State of Illinois Map Grant, a student must be enrolled in 15 semester hours. The awards are prorated for enrollment less than the 12 or 15 hours.

Majors:

BACHELOR OF SCIENCE IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

The Management and Organizational Leadership degree is an interdisciplinary PACE major that includes courses in business, management, and communication. Because of its interdisciplinary nature, the major is beneficial within many industries, as well as the various functional areas within many organizations. The Bachelor of Science degree in Management and Organizational Leadership is awarded through the Professional Adult Comprehensive Education program and the College of Arts and Sciences. Program administration is housed in the Professional Adult Comprehensive Education (PACE) office.

The 120 semester credit hours required for the Bachelor of Science degree in Management and Organizational Leadership are made up of 3 parts;

- 1.) Major Courses
- 2.) General Education/University Studies Courses, and
- 3.) Elective Courses.

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

- OL 300 Setting the Pace (3)
- OL 310 Group and Team Dynamics (3)
- CO 242 Business and Professional Communication (3)
- MG 300 Principles of Management (3)
- OL 240 Organizational Information Systems (3)
- MK 300 Marketing Principles and Practices(3)
- MG 306 Organizational Behavior (3)
- OL 344 Organizational Leadership (3)
- OL 340 Introduction to Financial Systems (3)

- OL 342 Introduction to Financial Systems for Business Decision Making (3)
- OL 301 Organizational Development Through Human Resources Mgt. (3)
- CO 343 Communication and Conflict (3)
- OL 360 Organizational Entrepreneurship (3)
- OL 450 Management and Organizational Leadership Capstone (3)

A minimum of twenty-four credit hours of the major course requirements must be completed at Millikin University.

2.) General Education/University Studies Course Requirements (30-31 Total Semester Credit Hours)

- IN 150 Critical Writing, Reading and Research I (3)
- IN 151 Critical Writing, Reading and Research II (3)
- IN 250 U.S. Studies (3)
- IN 350 Global Studies (3)
- Language/Semiotic/Culture Track Option (8-9)
- Quantitative Reasoning (3)
- Fine Arts (3)
- Natural Science (4)

Pre-requisites may need to be satisfied before the student is eligible to take required courses.

3.) Elective Courses Requirement

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

Graduation Requirements for Management and Organizational Leadership

To graduate with a Bachelor of Science Degree in Management and Organizational Leadership from the Millikin University College of Arts and Sciences and PACE program, students must meet the following graduation requirements.

- ¹ Minimum of 120 credit hours. The 120 credits must complete all General Education/ University Studies requirements and all degree and major requirements as previously outlined.
- ¹ Minimum grade point average. A minimum cumulative grade point average of 2.25 in courses in the Management and Organizational Leadership major and a minimum overall grade point average of 2.25 are required.

Management and Organizational Leadership Courses (OL) (credits)

100. Portfolio Development Seminar (1)

An introduction to the PACE program's portfolio process for those students who wish to earn college credit for experiential work experience. This course will introduce students to the process, techniques, methods and requirements for completing a portfolio for experiential credit. Students, who plan to complete a portfolio for previous work experience where college-level learning resulted from the experience, must complete this seminar before portfolios will be accepted for credit review. Students will understand the standards of academic writing and research while investigating an introduction to the portfolio process. Related issues will be introduced, researched and incorporated into written projects within course assignments.

Students will be introduced to academic expectations of research and documentation required to complete a portfolio for college credit. Students will use their personal Plan of Study to assist them in mapping out the academic plan of courses and requirements desired for the portfolio process.

210. Career Development (2)

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. Students will develop and refine individual career goals and utilize various methods to gather career-related information. They will become actively involved in the fundamentals of writing resumes and job search letters and exploring various job search methods. Finally, the course will emphasize networking skill development and technology and will allow students to learn and practice successful interview techniques.

240. Organizational Information Systems (3)

This course provides an overview of functions and development of computer-based management information systems. Focus on the role of information systems in supporting operations, decision-making, and organizational strategy.

300. Setting the Pace (3)

OL300 is designed as an introduction to the PACE program and accelerated learning. Students will explore the standards of academic writing and research while investigating an introduction to leadership, management and the relationship between the two. Current trends faced by today's organizations and their effects on management and leadership issues will be introduced. Models of Leadership and Management will be researched and incorporated into written projects within the course assignments. Students will be introduced to academic expectations and study skills. Students will be responsible for completing a personal Plan of Study. The Student's Plan of Study will map out the academic plan of courses and requirements needed to graduate from the PACE program, including an introduction for using the portfolio process. The course will include an introduction to technologies used at Millikin and in the PACE program.

301. Organizational Development through Human Resources Management (3)

Employees, or more commonly termed human resources, are typically an organization's most valuable resource. A major misconception is that human resource management is the sole responsibility of the HR Department or the Personnel Office. Managers at all levels have responsibility for the management of their human resources. This course is designed to provide a general overview of the importance and functions of human resource management for a typical manager. Topics include Recruiting & Selection, Training & Development, Compensation & Benefits, Performance Evaluation, Safety & Health, and Employee & Labor Relations. The course will also examine pertinent employment and labor laws, discuss the significance of employee handbooks, and tools available for typical managers to assist with

managing their human resources. Pre-requisite: MG300 and MG306 or consent

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.

340. Introduction to Financial Systems (3)

This course is an introduction to financial systems and financial reporting for non-financial managers. In this course, students learn how to create, use, and interpret financial statements, operating reports, and budgets. Students learn how accounting numbers are generated and how companies keep score of their revenues, expenses, assets and liabilities. Additionally, students learn how to use accounting information for long-term and short-term planning and budgeting. Pre-requisite: Quantitative Reasoning

342. Introduction to Financial Systems for Business Decision Making (3)

This course is aimed at developing conceptual and analytical tools for financial management decision-making based on a thorough understanding of financial statements and their uses. In this course, students learn how to interpret financial information in order to evaluate a firm's historical and prospective financial performance. Students learn how to apply financial statement analysis to investment and credit decisions, to evaluate a firm for current and prospective employment, and to make informed business decisions. In this course, students analyze actual companies' financial statements and reports. Pre-requisite: OL340

344. Organizational Leadership (3)

This course will focus on the key concepts, theories, and applications of managerial leadership within organizations. Students will become familiar with the complexities of effective leadership and the application of theoretical concepts related to power, communication, and motivation. Pre-requisite: MG300/MG306 or consent

360. Organizational Entrepreneurship (3)

It is the objective of this course to provide the student with a stronger perspective on the entrepreneurial mindset that is currently pervasive in many organizations and how organizational leaders are using the entrepreneurial mindset to transform their companies. This course will be organized around the nature of entrepreneurship in established organizations. The student will develop an understanding of the pertinent elements needed to implement an entrepreneurial strategy inside existing organizations. The course will examine the nature of the corporate entrepreneur and the role that creativity, product innovation and technology plays in the development of corporate entrepreneurial strategy. Students will develop a feasibility plan for a new venture that will provide information, guidance, and decision alternatives enabling students to reconcile the needs of the new venture within the organization. Students will focus on their role and the ability to recognize opportunities that are consistent with organizational

strategy and culture. Pre-requisite: MG300 & MG306 or consent

450. Management & Organizational Leadership Capstone (3)

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. A personal and professional plan of development will be included as students reflect on the program's learning objectives, their integration, and what that may mean for the student/graduate's future success. The course will include case studies, experiential learning, and/or simulations. Pre-requisite: All courses in the major or consent

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

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 early childhood education candidates. The list includes courses required by MPSL University Studies, by the School of Education, and by the College of Arts and Sciences. Candidates completing this program will receive certification in Early Childhood Education with a Special Education Approval Area in Early Childhood.

1.) Sequential General Education/University Studies Requirements (15 Total Semester Credit Hours)

IN140, University Seminar (3)
IN150, CWRR1 or English Composition I (3)
IN151, CWRR2 or English Composition II (3)
U.S. Studies (HI203 or HI204) (3)
IN350, Global Studies (3)

2.) Non-Sequential General Education/University Studies Requirements (36-39 Total Semester Credit Hours)

Quantitative Reasoning (must have MA prefix) (3)
Additional Math course above MA106 (3)
Fine Arts (3)
Literature (3)
Historical Studies (HS course) (3)
Social Sciences (SS course) (3)
Language/Semiotic/Culture Track Option (8-9)
Natural Science (one biological & one physical science course, including one lab) (7-8)
Math/Science (3-4)

Note: Regarding the above course requirements, please note: (1) students must earn C or higher in IN150 and C+ or higher in IN151; (2) seven hours of Math/Science and additional Math course must be from no more than two departments; and (3) the Natural Science and Math/Science requirement should include both a biological science and physical science course.

Early Childhood and Professional Education Courses

Course descriptions for the early childhood education and for professional education courses may be found in the section entitled School of Education under the College of Arts and Sciences.

3.) Early Childhood Education Courses (39 Total Semester Credit Hours)

Education 204, Children's Literature (3)
Education 232, Early Childhood Development (3)
Education 236, Development and Acquisition of Language (3)
Education 237, Health, Nutrition and Welfare of Young Children (3)
Education 239, Characteristics of Young Children with Special Needs (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 337, Creative Arts and Movement in Early Childhood (3)
Education 339, Methods in Early Childhood Special Education (3)
Education 430, Leadership and Professionalism in Early Childhood Programs (3)
Education 435, Reading Methods in Early Childhood (3)
Education 439, Assessment and Diagnosis of Children with Special Needs (3)

4.) Professional Education Courses (30 Total Semester Credit Hours)

Education 130, Introduction to Early Childhood Education (3)
Education 170/172, Education Internship (1)
Education 200, Human Development, Pre-K-Grade 6 (3)
Education 205, Portfolio I (1)
Education 208, Portfolio II (1)
Education 218, Technology for Pre-School and Elementary Classrooms (1)
Education 310, Creating Communities of Learners (3)
Education 320, The Exceptional Child (3)
Education 476, Supervised Teaching (12)
Education 488, Education Senior Seminar (2)
Total (69)

6.) Elective Courses Requirement

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

A minimum of 24 semester credit hours within either the Early Childhood Education and/or Professional Education Courses MUST be completed at Millikin University. Not all courses are offered in the PACE format.

Students completing the Bachelor of Science degree in Early Childhood Education through the PACE program qualify to earn an Illinois early childhood teaching certificate, (Illinois type 04, birth-age 8). Students who have not completed a bachelors or associates degree must complete the AA or AS degree as part of the 121 semester credit hours or meet university and degree requirements typically completed during the freshman and sophomore years. University and degree requirements typically completed during the

freshman and sophomore years are not part of the scheduled cohort program. All students also meet the upper division requirements, including: 1) major and professional course requirements, 2) general education course requirements, and 3) elective course requirements. Upper division requirements are part of the scheduled cohort program. All major and professional course requirements are listed in detail in the School of Education portion of this Bulletin, along with criteria for program admission, student teaching and entitlement for state certification.

In addition to program coursework, the PACE-ECED program includes several required internships that align with specific courses and provide opportunities to apply course concepts and strategies in actual classroom settings. These internships include approximately 30 hours per semester. While the courses themselves are offered in the accelerated evening format, the internship hours will need to be completed during the day, when area schools are in session. PACE-ECED candidates should be aware of this in advance and be prepared to make arrangements that will allow them to successfully complete these required program requirements.

During the final semester of the PACE-ECED program, each student is expected to complete a student teaching experience. This culminating program experience requires 14 weeks of student teaching in an assigned classroom with an assigned cooperating teacher. Please be aware that each student MUST be able to make arrangements that allows them to successfully complete student teaching, which may entail a leave of absence from his/her current job, alternative arrangements for childcare, or other conflicts that may impact one's ability to be at the assigned student teaching placement during the required 14 weeks of student teaching. Beyond tuition, an additional student teaching fee of \$150 is charged.

Be aware that there are additional requirements beyond degree program completion for entitlement for certification - please refer to the School of Education portion of the University Bulletin for additional requirements for admission to the program, admission to student teaching, and entitlement for certification. The Bachelor of Science degree in Early Childhood Education and teacher certification is awarded by the School of Education and the College of Arts and Sciences. Course offerings are coordinated and administration of registration is housed in the Professional Adult Comprehensive Education (PACE) office.

In order to ensure that candidates who enroll in the PACE - ECED program can continue through the program without delay, candidates must pass the Basic Skills Test by the beginning of the second semester of the program. Candidates who have attempted, but not passed, the Basic Skills Test by the beginning of the second semester may petition to continue in the program, with the understanding that they will not be able to take Education courses numbered 300 and above until they receive a passing score on the test. In addition, the Early Childhood Content test must be passed before the candidate can begin student teaching. A deadline within the third semester of the PACE program will be identified, and candidates must pass the content

test prior to this date, or student teaching will be deferred one semester.

Graduation Requirements for Bachelor of Science in Early Childhood Education

To graduate with a Bachelor of Science degree in Early Childhood Education, students must meet the following graduation requirements.

- 1) Minimum of 121 college semester credits. The 121 credits must complete all University Studies requirements and all degree and major requirements as previously outlined.
- 1A) A minimum cumulative grade point average of 2.70 is required within the major courses and average of 2.70 within the professional education courses. The minimum required overall grade point average is 2.70.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

Candidates wishing teacher certification as an elementary teacher 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, and include those required by MPSTL University Studies, The Committee on Teacher Education Programs and the College of Arts and Sciences.

To ensure that Elementary Education candidates have the necessary math skills needed for teaching math K-6, the Math Skills Assessment (MSA) will be required as a pre-requisite for ED212 – Math Methods. The MSA will be administered within the School of Education, and elementary education candidates must complete the MSA before they can enroll in ED212 – Mathematics Methods. Once a candidate has successfully completed the MSA, the student will be eligible for the course.

1.) Sequential General Education/University Studies Requirements (15 Total Semester Credit Hours)

IN140, University Seminar (3)
 IN150, CWRR1 or English Composition I (3)
 IN151, CWRR2 or English Composition II (3)
 U.S. Studies (HI203 or HI204) (3)
 IN350, Global Studies (3)

2.) Non-Sequential General Education/University Studies Requirements (36-39 Total Semester Credit Hours)

Quantitative Reasoning (must have MA prefix) (3)
 Additional Math course above MA106 (3)
 Fine Arts (3)
 Literature (3)
 Historical Studies (HS course) (3)
 Social Sciences (SS course) (3)
 Language/Semiotic/Culture Track Option (8-9)
 Natural Science (one biological & one physical science course, including one lab) (7-8)
 Math/Science (3-4)

3.) Area of Concentration (15 Total Semester Credit Hours)

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 requirement.

Note: Regarding the above course requirements, please note: (1) students must earn C or higher in IN150 and C+ or higher in IN151; (2) seven hours of Math/Science and additional Math course must be from no more than two departments; and (3) the Natural Science and Math/Science requirement should include both a biological science and physical science course.

Elementary Major and Professional Education Courses

Course descriptions for the elementary education majors and for professional education courses may be found in the section entitled School of Education under the College of Arts and Sciences.

4.) Elementary Education Courses (27 Total Semester Credit Hours)

Education 203, General Elementary Methods and Assessment (2)
 Education 204, Children's Literature (3)
 Education 206, Teaching Language Arts (3)
 Education 212, Mathematics Methods (2)
 Education 218, Technology for Pre-School and Elementary Classrooms (1)
 Exercise Science 305, Physical Education and Health for Elementary Teachers (3)
 Art 311, Art for Teachers (2)
 Education 306, Teaching Science (3)
 Education 307, Teaching Methods in Social Studies (3)
 Education 405, Teaching Methods in Reading (3)
 Music Education 414, Elementary Music Skills (2)

5.) Professional Education Courses (33 Total Semester Credit Hours)

Education 120, Introduction to American Education (3)
 Education 170/172, Education Internship I or II (1)
 Education 200, Human Development, Pre-K-Grade 6 (3)
 Education 205, Portfolio I (1)
 Education 208, Portfolio II (1)
 Education 310, Creating Communities of Learners (3)
 Education 320, The Exceptional Child (3)
 Education 440, Early Adolescents and the School (2)
 Education 450, Middle Level Philosophy and Practices (2)
 Education 476 or 477, Supervised Teaching (12)
 Education 488, Education Senior Seminar (2)

6.) Elective Courses Requirement

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

A minimum of 24 semester credit hours within either the Elementary Education or Professional Education Courses MUST be completed at Millikin University. Not all courses are offered in the PACE format.

Students completing the Bachelor of Science degree in Elementary Education through the PACE program qualify to earn an Illinois elementary teaching certificate, (Illinois type 03, grades K-9), including middle grade endorsement. Students who have not completed a bachelors or associates degree must complete the AA or AS degree as part of the 121 semester credit hours or meet university and degree requirements typically completed during the freshman and sophomore years. University and degree requirements typically completed during the freshman and sophomore years are not part of the scheduled cohort program. All students also meet the upper division requirements, including: 1) major and professional course requirements, 2) general education course requirements, and 3) elective course requirements. Upper division requirements are part of the scheduled cohort program. All major and professional course requirements are listed in detail in the School of Education portion of this Bulletin, along with criteria for program admission, student teaching and entitlement for state certification.

In addition to program coursework, the PACE-ELED program includes several required internships that align with specific courses and provide opportunities to apply course concepts and strategies in actual classroom settings. These internships include approximately 30 hours per semester. While the courses themselves are offered in the accelerated evening format, the internship hours will need to be completed during the day, when area schools are in session. PACE-ELED candidates should be aware of this in advance and be prepared to make arrangements that will allow them to successfully complete these required program requirements.

During the final semester of the PACE-ELED program, each student is expected to complete a student teaching experience. This culminating program experience requires 14 weeks of student teaching in an assigned classroom with an assigned cooperating teacher. Please be aware that each student MUST be able to make arrangements that allows them to successfully complete student teaching, which may entail a leave of absence from his/her current job, alternative arrangements for childcare, or other conflicts that may impact one's ability to be at the assigned student teaching placement during the required 14 weeks of student teaching. Beyond tuition, an additional student teaching fee of \$150 is charged.

Be aware that there are additional requirements beyond degree program completion for entitlement for certification - please refer to the School of Education portion of the University Bulletin for additional requirements for admission to the program, admission to student teaching, and entitlement for certification. The Bachelor of Science degree in Elementary Education and teacher certification is awarded by the School of Education. Course offerings are coordinated and administration of registration is housed in the Professional Adult Comprehensive Education (PACE) office.

In order to ensure that candidates who enroll in the PACE - ELED program can continue through the program without delay, candidates must pass the Basic Skills Test by the beginning of the second

semester of the program. Candidates who have attempted, but not passed, the Basic Skills Test by the beginning of the second semester may petition to continue in the program, with the understanding that they will not be able to take Education courses numbered 300 and above until they receive a passing score on the test. In addition, the Elementary Content test must be passed before the candidate can begin student teaching. A deadline within the third semester of the PACE program will be identified, and candidates must pass the content test prior to this date, or student teaching will be deferred one semester.

Graduation Requirements for Bachelor of Science in Elementary Education

To graduate with a Bachelor of Science degree in Elementary Education, students must meet the following graduation requirements.

- 1) Minimum of 121 college semester credits. The 121 credits must complete all University Studies requirements and all degree and major requirements as previously outlined.
- 2) A minimum cumulative grade point average of 2.70 is required within the major courses and average of 2.70 within the professional education courses. The minimum required overall grade point average is 2.70.

RN TO BACHELORS OF SCIENCE IN NURSING (BSN)

Applicants who have graduated from an accredited NLN associate degree or diploma school of nursing are eligible for advanced placement in the baccalaureate curriculum. Students must meet the same admission and graduation requirements as traditional undergraduate students as outlined in the School of Nursing portion of the University Bulletin. The PACE program completion is however, accelerated through a process of transcript evaluation, proficiency examinations completed prior to enrollment in NU425-Advanced Concepts in Nursing, and validation of clinical skills. Most students complete the program in less than two years. Students must maintain licensure as a Registered Nurse in Illinois during completion of the baccalaureate program. Registered Nurse students may take proficiency examinations to establish course credit for Chemistry 314, and Nursing 400, 410, and 420. With documented clinical experience and permission of course faculty, students may qualify for proficiency examination for credit in Nursing 311-Health Assessment, and Nursing 315-Pathophysiology. Registered Nurse students will complete the following MU nursing courses: Nursing 425-Advanced Concepts in Nursing; 430-Community Health Nursing; and 481- Issues in Nursing Research and Management. The RN-BSN degree is awarded by the School of Nursing. Course offerings are coordinated and administration of registration is housed in the Professional Adult Comprehensive Education (PACE) office.

The 121 semester credit hours required for the Bachelor of Science degree in Nursing are made up of 1) Major Course Requirements, 2) Pre-Major Requirements, 3) General Education/University Studies Requirements, and 4) Elective Requirements.

Nursing Major and Pre-Major course descriptions may be found in the section entitled School of Nursing in the University Bulletin.

1. Major Course Requirements (23 Total Semester Credit Hours)

- NU315 Pathophysiologic Concepts in Nursing (3)
- NU425 Advanced Concepts in Nursing (5)
- NU311 Health Assessment (3)
- NU481 Issues in Research and Management (4)
- NU430 Community Health Nursing (8)

RN students must hold a Registered Professional Nurse license in the State of Illinois to enroll in NU425-Advanced Concepts in Nursing, and advance in the curriculum.

The Major Courses also consist of advanced placement upper divisional nursing credit through the National League for Nursing Mobility Profile Exams. These are offered for the following:

(24 Total Semester Credit Hours)

- NU400 Parent Child Nursing (8)
- NU410 Mental Health Illness Nursing (8)
- NU420 Medical Surgical Nursing (8)

Exams are scheduled through the School of Nursing Office Manager. Two of the three must be completed prior to the student enrolling in NU425 - Advanced Concepts in Nursing.

2.) Pre-Major Course Requirements (36 Total Semester Credit Hours)

- PS130 Intro to Psychology (3)
- PS340 Life Span Development (3)
- BI230 Microbiology (4)
- BI206 Anatomy & Physiology I (5)
- BI207 Anatomy & Physiology II (4)
- CH314 Pharmacology (3)
- CH121/151 General Chemistry (4)
- PS201 Statistical Methods (3)
- CH203/205 Organic Biochemistry (4)
- PS310 Principles of Psychopathology (3)

3.) General Education/University Studies Requirements (26-27 Total Semester Credit Hours)

- IN150 Critical Writing, Reading and Research I (3)
- IN151 Critical Writing, Reading and Research II (3)
- Language/Semiotic/Culture Track Option (8-9)
- Quantitative Reasoning (3)
- US Studies (3)
- Global Studies (3)
- Fine Arts (3)

4.) Elective Course Requirement

Any remaining credit hour requirements may be fulfilled with elective courses.

A minimum of 24 semester credit hours within either the Major Course Requirements and/or Pre-Major Course Requirements MUST be completed at Millikin University. Not all courses are offered in the PACE format.

The PACE BSN program includes two clinical courses that may require day hours. These will be coordinated with student work schedules, but students should plan for potential daytime clinical work in NU425-Advanced Concepts in Nursing and NU430-Community Health Nursing. Didactic

content in these courses will be offered in the accelerated evening format, but due to clinical experiences in community settings and more restrictive hours of operation in some clinical facilities, students may need to complete clinical course requirements during the day. PACE BSN students should be aware of this in advance and be prepared to make arrangements that will allow them to successfully complete these program requirements.

Graduation Requirements for Bachelor of Science in Nursing

To graduate with a Bachelor of Science degree in Nursing, students must meet the following graduation requirements:

- 1 Minimum of 121 college semester credits. The 121 credits must complete all University Studies requirements and all degree and major requirements as previously outlined.
- 1 Minimum cumulative grade point average of 2.3 overall grade point average is required.

While the courses identified above for each of the PACE majors are required for completion of each selected degree program, all of the courses may not be offered within the specific cohort schedule of coursework. Students should meet with their academic advisor to identify which program courses are not included in the PACE schedule of coursework and how to best complete them outside of the usual cohort. Additional course descriptions can be found within the specific departmental sections of the University Bulletin.

Costs

The tuition cost for PACE courses is \$338 per semester credit hour. Each student will be charged \$125 per semester for materials/technology fees and any necessary university fees may apply to each student and/or course. The costs for books and supplies for each course are an additional expense encountered by the student.

Incompletes

Incompletes will not be granted in the PACE program, except for serious illness, death of an immediate family member, or other serious factors beyond the student's control, as determined by the instructor. Incompletes will not be granted simply to give students additional time to complete course work. Upon approval of the faculty member, requests for incompletes must be approved by the PACE Director prior to the last day of class.

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 instructed to withdraw from the course or they may be assigned a failing grade for the course. It is the student's responsibility to contact the PACE office and complete the official withdrawal procedures. A student who officially withdraws from a course prior to the last day of class will receive the grade of 'W' on their transcript. If a student fails to officially withdraw after being so instructed, the student will receive a grade of an 'F' on their transcript.

Example:

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.

Missing any portion of a class meeting (coming in late, leaving early, or taking excessive breaks) may contribute to absences. Students should be aware that withdrawing from a course will affect the student's credit hours for the semester and may affect financial aid eligibility and/or financial aid awards.

The instructor has the ability to set **additional** requirements for a course. The instructor shall not modify the minimum PACE program policies. The acceptance of makeup work, missing, or late assignments is at the discretion of the instructor and the requirements established for each course. The instructor's willingness to accept makeup, late, or missing work will have an effect only on 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 scheduled course dates.**

Withdrawing from a Course

Students may withdraw from a course prior to the last day of the course (NOT the day of the final class) and receive a grade of 'W' on their transcript for the course. Students desiring to withdraw from a course must contact the PACE office prior to the last day of the course to complete the necessary official procedures for withdrawing.

Example: If the last day of the course is on Thursday from 6:00-10:00 p.m., students MUST contact the PACE office during regular business hours on Wednesday or before.

Students should be aware that withdrawing from a course will affect the student's credit hours for the semester and may affect financial aid eligibility and/or financial aid awards.

Withdrawing from the PACE Program

Leaving the PACE program requires the student to complete an **OFFICIAL** withdrawal process.

- 1 Contact the PACE department so proper paperwork can be completed.
- 1 Financial aid eligibility and/or financial aid awards will likely be affected.
- 1 Tuition costs apply according to the refund policy.
- 1 Fees are not refunded.
- 1 Transcripts will NOT be released if a balance is owed.
- 1 An administrative fee of \$100 will be assessed on all students who withdraw from the program

Students who wish to re-enter the PACE program at a later date must reapply for admission. Contact the PACE office for instructions regarding the readmissions process.

Drop/Add

Each student is enrolled for courses on a semester basis. The student arranges enrollment for each course with a PACE advisor. The student is financially responsible for all courses that he/she is enrolled in for each semester. It is the student's

responsibility to know which courses he/she is enrolled in each semester. Students may access their accounts and schedule through MU Online. Students who wish to drop or add a course after the semester's registration process is complete must notify the PACE office in writing or by completing an official Drop/Add Form. The official notification will be considered the date of notification in writing to the PACE office. Billing will be adjusted according to drop/adds.

Any course that the student drops or withdraws from will be reflected on the student's transcript and account as described in the Refund Policy section.

Refund Policy

Students who drop or withdraw from a course are entitled to the following refunds if the drop/withdrawal was conducted through the official process and in the timeline established below. Refunds are as follows:

- 1 Prior to first day of class - 100% refund and the course will not show up on the student's transcript.
- 1 After the first day of class and prior to the second day of class - 50% refund and a grade of 'W' will appear on the student's transcript.
- 1 On or after the second day of class and prior to the last day of class - NO refund and a grade of 'W' will appear on the student's transcript.
- 1 On the last day of class - The student is NOT permitted to withdraw from a course on or after the last day of class. No refund will be given and the grade that will appear on the student's transcript will be the grade the student earned in the course.

Example. If the first day of the course is on Thursday from 6:00-10:00 p.m., the student MUST contact the PACE office, in writing, by Wednesday during normal business hours to drop the course without being charged. A student who drops the course on the first day of class and prior to the second day of class will receive a 50% refund.

It is highly recommended that students consult with Student Service Center prior to dropping a course. Financial aid eligibility and/or financial aid awards will likely be affected.

Academic Status for PACE

Millikin promotes excellence in every aspect of the University experience. To ensure academic excellence, the University has set minimum standards regarding grade point average; however, PACE students are encouraged to achieve at a higher level in order to successfully compete in their chosen field. A degree-seeking student at Millikin is considered to be in good academic standing and making satisfactory progress towards a degree if the student maintains a 2.0 minimum overall grade point average and maintains a 2.0 grade point average for all work attempted at Millikin. Some programs and majors require higher overall grade point averages.

Academic Probation

The first time any PACE student fails to achieve a semester grade point average of 2.0, the student will be placed on probation for the following semester.

After one semester on probation, if the Millikin overall grade point average is not a 2.0, or the term grade point average is not a 2.3, the student may be dismissed unless given permission by the Council on Student and Academic Standards to remain on probation for an additional semester. Suspended students will not be allowed to register for classes until after one full term has passed.

Academic Suspension

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 their 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.

Readmission to PACE does not imply automatic readmission into a specific PACE major or to the student's original cohort. Students may be required to improve their MU or Overall GPA prior to being allowed to enroll in major courses. Students may also be placed in a different cohort depending upon the remaining courses needed to complete the degree and the availability of those courses. The Director of PACE and the program's Chair will determine readmission to the major.

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G. William Harner	Decatur, IL
Julius W. Hegeler	Danville, IL
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J.L. Hunter	Palm City, FL
Edward H. Hutton	Cincinnati, OH
George B. Irish	New York, NY
Clarence E. Johnson	Carefree, AZ
Wendell J. Kelley	Decatur, IL
Burnell D. Kraft	Decatur, IL
Gordon R. Lloyd	Decatur, IL
G. Richard Locke	Decatur, IL
Richard A. Lumpkin	Mattoon, IL
Robert H. Menke, Sr.	Huntingburg, IN
Walter T. Morey	Decatur, IL
Bruce Nims	Decatur, IL
Donald E. Nordlund	Barrington Hills, IL
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Frank E. Pilling	Branford, CT
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Luther S. Roehm, Ph.D.	Summit, NJ
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Steven Craven, M.M., University of Illinois at Urbana-Champaign

Frances Daniels, M.A., University of Iowa

Amy Flores, M.M., The University of Akron

Bruce Gibbons, D.M.A., Louisiana State University

Helen Gibbons, D.M.A., Louisiana State University

Laurie Glencross, D.M.A., Florida State University

Joy E. Granade, M.M., University of Illinois

Georgia Hornbacker, M.M., Indiana University

Brian Justison, M.M., University of Mississippi

Seung-Hye Lee, D.M.A., University of Wisconsin-Madison

Amanda Legner, M.M., The Boston Conservatory

Thomas LeVeck, M.M., University of Michigan

Mary Little, B.S., University of Kentucky

Manley Mallard, M.M., Webster University; M.M., Kent State University

Judith Mancinelli, M.M., University of Tulsa

Emily Mason, M.M., The Ohio State University

Ann Morrow, M.M., University of Illinois

Tina Nicholson, M.M., University of Wisconsin-Madison

Erica Mueller O'Donoghue, M.M., University of Illinois

Cynthia Oeck-Solomon, M.M., University of Washington

Deonne Orvis, M.S., University of Illinois

Diana Rai, M.M., University of Illinois

Perry Rask, M.M., University of North Texas

Tim Schmidt, M.M., University of Northern Colorado

Christine Smith, M.M.E., The Hartt School

Neal Smith, M.M.E., The Hartt School, University of Hartford

Terry Stone, M.M., University of Illinois

Marion G. van der Loo, M.M., Temple University

Lois YaDeau, M.M., University of Illinois

W. Ronald YaDeau, D.M.A., University of Illinois

Michael York, M.M., University of Illinois

EMERITI

Emeritus status is conferred by the Board of Trustees. Listed are emeriti members of the faculty and their tenure at Millikin:

ADELL, Arvid W., (1970-2001), 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

BARNETT, Wallace, (1972-1991), B.S., University of Evansville; M.M.Ed., Millikin University, Associate Professor Emeritus of Music

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

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

CRANNELL, Harriett, (1967-1994), B.S., M.S., Illinois State University, Associate Professor Emeritus of Physical Education

DECKER, C. Richard, (1974-1998), B.B.A., University of Mississippi; M.B.A., Ed.D., Indiana University, Professor Emeritus of Business Administration

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

HALE, Charles E., (1976-1999), A.A.S., Jamestown Community College in New York; B.A., Hope College in Michigan; M.S.L.S., University of Kentucky; Ph.D., Indiana University, Director Emeritus of the Library and Instructional Resources

HUNT, Jerald F., (1969-2001), B.S. Ed., Ohio University; M.A., Ohio State University; Ph.D., University of Michigan, Professor Emeritus of Education

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

KREUGER, William E., (1956-1986), B.A., Washington and Jefferson College; M.A., The Ohio State University, Associate Professor Emeritus of English

LAROWE, KENNETH D., (1960-1983), B.M., M.M., Syracuse University, Professor Emeritus of Music

LEWIS, William, (1967-1991), B.A., M.Ed., University of Illinois; Ph.D., Northwestern University, Professor Emeritus of Education

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

MCQUISITION, Virginia Frank, (1977-2001), B.A., Westmar College (Iowa); M.A., Specialist's Certificate in Library Science, University of Minnesota, Reference Librarian Emeritus

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

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 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

WILLIAMS, William L., (1957-1998), B.S., M.S.Ed., Millikin University; Ed.D., Illinois State University, Professor Emeritus of Management

YONAN, Edward A., (1980-2002), A.B., Knox College; B.D., M.A., Ph.D., University of Chicago, Professor Emeritus of Religion

ADMINISTRATIVE OFFICERS

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James Dahl, Ph.D., Dean of the Tabor School of Business

Stephen Fiol, M.M., Dean, College of Fine Arts
Michael O'Conner, Ph.D. Academic Webmaster

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Walt Wessel, B.A., University Registrar and Dean of Enrollment Management

David Womack, M.S., Dean of Student Life

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Lori Kerans, M.S., Director of Athletics, Head Women's Basketball Coach
Byran Marshall, B.A., Director of Media Relations
Linda Slagell, M.S., Director of Academic Development
David Womack, M.S., Dean of Student Life
Walter Wessel, B.A., University Registrar
Laura Birch, B.S., Coordinator of Institutional Research

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Michael Kuloch, Director of Student Programs
Raphaella Palmer, M.S., Director of Residence Life
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Marcia Sullivan, R.N., Coordinator of Health Services

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Ruby Brase, M.B.A., Contoller
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Diane Lane, Director of Human Resources
John Mickler, B.A., Eastern Illinois University, Director of Physical Plant, Safety & Security
Steven Thomas, B.S., Financial Analyst

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Peggy Smith Luy, B.A., Vice President of University Development
Anne-Marie Berk, B.A., Director of Major Gifts
Dave Brandon, B.S., Director of Development
Amanda Landacre Podeschi, B.A., Associate Director of Millikin Fund
Jan Devore, Ph.D., Director of Alumni Relations
Louise Kidd, B.M.Ed., Director of Alumni and Development Services
Deb Hale Kirchner, B.S., Director of Alumni and Development Communication
Jackie McFadden, Associate Director of Donor Relations
Carol Sampson, M.S., Associate Director of Research

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Debra O'Dea, M.A., University of Phoenix, Director
Stephanie Rueff, Education Advisor/Coordinator

PACE ADJUNCT FACULTY

Ashley Albright, J.D., DePaul University
Candace Baker, M.A., University of Illinois-Springfield
Connie Beck, Ed.M., University of Illinois-Urbana-Champaign
Brad Beesley, M.B.A., Eastern Illinois University

Ruby Brase, M.B.A., Washington University
Art Canning, M.B.A., Indiana University
Stuart Coon, M.S., Drake University
Marsha Cuttill, M.S., Eastern Illinois University
Ken Davis, M.B.A., Millikin University
Jim Flaughner, M.A., Webster University
Pam Folger, M.A., University of Illinois-Springfield
Paul Folger, M.A., University of Illinois-Urbana-Champaign
Dawn Followell, M.B.A., University of Illinois-Springfield
Jodi Ferriell, M.S., Eastern Illinois University
Terry Haru, Ph.D, University of Missouri-Columbia
Dorrell Hawley, M.S., Eastern Illinois University
Betty Hill, LL.M., University of San Diego of Law
Elizabeth Lahey, M.B.A., University of Illinois-Chicago
Budd Hudgins, M.B.A., Illinois State University
D. Ann Jones, M.S.E, University of Central Arkansas
Yvonne Lewis, M.S., University of Illinois-Springfield
Doug Marshall, M.B.A., Bradley University
Gloria Marshall, M.S., College of St. Francis
Rodney Marshall, Ph.D., University of Tennessee
Duane McCoskey, M.S., University of Illinois-Springfield
Joan Moreau, M.M.Ed., Capital University
Ali Moshgi, M.S., Southern Illinois University-Edwardsville
Rosalyn O'Conner, M.A., University of Missouri-Columbia
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Cindy Reynolds, M.A., University of Illinois-Urbana-Champaign
Sue Ridgley, M.S., Illinois State University
Karen Rivera, M.S., University of Illinois-Urbana-Champaign
Melinda Rueter, M.A., University of Illinois-Springfield
Tyra Stall, M.S., Purdue University
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Judithe Thistlewaite, M.S., Eastern Illinois University
Vern Thistlewaite, M.S., University of Illinois-Urbana-Champaign
Carolyn Treadwell-Butler, Ph.D., Capella University
Ron Ulmer, Doctor of Arts, Illinois State University
Sally Van Natta, M.A., University of Illinois-Springfield
Andrew Wadsworth, Ph.D., University of Illinois-Urbana-Champaign
Felicity Williams, M.A., Illinois State University
David Womack, M.S., Western Maryland College
Marilyn Yokel, M.A., Eastern Illinois University

Honors and Awards

A number of prizes and awards are given to recognize student achievements and contributions to campus life. Listed are some of the more substantial awards.

Archer Daniels Midland Award – The ADM awards are given annually to three outstanding juniors majoring in business who demonstrate the potential to thrive as leaders in a multi-national corporate environment.

Albert T. Mills Prize - established by the late Professor Emeritus Mills to recognize excellence in history.

Alice Ambrose Lazerowitz Philosophy Prize - to be given to the junior or senior philosophy major with the highest G.P.A.

Alice Herren Ayars Award - an endowment given by her husband, Haldon B. Ayars, with earnings to provide an annual award for an outstanding piano student.

Alpha Epsilon Delta Award - given annually for outstanding contributions to the pre-professional organization.

Alpha Kappa Psi Award - awarded annually to the Tabor School of Business senior fraternity member with the highest scholastic average.

Alpha Lambda Delta Senior Book Award - given annually to a graduating senior with the highest grade point average who is a member of the freshman-sophomore scholastic honorary.

Alpha Tau Delta Honorarium Award - For the outstanding Alpha Tau Delta member as selected by the faculty.

American Chemical Society Award in Analytical Chemistry - awarded annually to an outstanding junior chemistry major who has demonstrated talent and ability in analytical chemistry.

American Institute of Chemists Award - awarded annually to an outstanding senior majoring in chemistry.

American Marketing Association Outstanding Marketing Student Awards - awarded annually for achievement in the field of marketing.

Behavioral Science Award - For the graduating senior, or seniors, with a 3.60 grade point average and at least a 3.75 grade point average in the major.

Biology Honors Award - given by Mrs. Shirley Miller Billings, class of 1948, to an outstanding biology major.

Carl and Lucile Weatherbee Chemistry Award - income from an endowment established by a professor of chemistry emeritus and his wife awarded to a chemistry major who has done noteworthy research under the direction of a Millikin faculty member and who has made outstanding contributions to the University in other areas during the past year.

Carl and Lucile Weatherbee Graduate Studies Award - an annual award provided by a professor of chemistry emeritus and his wife to a graduating senior chemistry major who has done outstanding work at Millikin and plans to attend graduate, medical or dental school.

Chemical Rubber Co. Prize - awarded annually for the highest grade point average in general chemistry.

Clyde Dennis Award - given annually by friends in honor of Dr. Clyde Dennis' contribution to the University and to the department of biology.

Conant English Department Award - established by Dr. Grace Patten Conant, former chair of the English department; given annually to an English student (s) planning graduate study with the highest cumulative grade point average(s).

Conant Society Achievement Award - established by Dr. Grace Patten Conant, former chair of the English department; given annually to an outstanding English education major who has maintained the highest scholastic average through seven semesters.

C.W. Barnes Memorial Award - for an outstanding track student who has a solid grade point average.

Daniel J. and Elinor Gage Student Activities Award - an annual cash award to a senior who has made a meaningful contribution to co-curricular activities on campus, while maintaining high standards of scholarship. Made available by friends of Dr. and Mrs. Gage, two long-time members of the Millikin faculty.

David S. Monroe Award - established by Virginia May in memory of the former Millikin art student and member of the class of 1978. Income from the endowment is to be awarded annually to deserving art students for outstanding achievement in art.

Decatur Memorial Hospital - R. H. Cleland R. N. Award - a cash award to the academically

outstanding senior nursing major as selected by the dean of the School of Nursing.

Dorothea F. Dean Nursing Award - an endowed award honoring an outstanding nursing student with professed interest in the field of public health nursing and school nursing. Established by family, friends and colleagues of the late Dorothea F. Dean, a Millikin alumna and retired Decatur school nurse.

Dorothy Sellers Art Awards - presented annually to outstanding art students selected by the chair of the art department. Endowment provided by Miss Sellers as a memorial to her parents, Mr. and Mrs. Harvey A. Sellers, Sr.

Dr. and Mrs. W. J. Darby Prize - an endowment providing awards for outstanding senior communication majors.

Dr. Everett J. Brown Prize - an endowment fund which provides an annual prize for excellence in creative contributions to communication.

Dr. Grace Patten Conant Writing Award - a fund providing income for two annual prizes in the field of English literature for literary creation and literary interpretation.

Dr. Jere C. Mickel Human Relations Award - established by Dr. and Mrs. Jere Mickel and awarded to a senior with a cumulative grade point average of at least 2.75 who has made meaningful contributions to campus activities.

Dr. J. Roger Miller Leadership Award - awarded annually to a senior who exemplifies superior qualities of academic excellence and leadership.

Dr. Klott Memorial Achievement Award - For one or more persons who have shown advancement and/or achievement in both theatre and music.

Dr. L. C. McNabb Memorial Award - for outstanding contributions to the theatre arts - income from an endowment established in memory of Dr. McNabb, a member of the Millikin faculty from 1931 to 1952.

Dr. and Mrs. William F. Henderson Prize - two cash prizes for the best essay concerning applications in chemistry, or other evidence of excellence in that field.

Dr. Russell Tiede Honors Award - awarded annually to an outstanding senior instrumental music student.

Elizabeth A. Frownfelter Art Award - to be awarded to a student majoring in Art.

George and Rick Glasscock Memorial Biology Award - awarded annually to an outstanding biology student.

Glen R. and Christine L. Smith Award - for the outstanding junior from the Tabor School of Business.

Glen R. Smith Award - income from an endowment established in honor of Glen R. Smith, former dean of the former School of Business and Industrial Management and a member of the Millikin faculty from 1946 through 1974, for the outstanding graduating senior from the Tabor School of Business.

Gregg Hertzlieb Art Award - deserving Art student.

Harold Bird Swimming Award - awarded annually to an outstanding swimmer.

Helen Moffett Russell Community Service Awards - an endowed award to be given annually to two deserving seniors, preference one man and one woman, who have demonstrated outstanding service to the Decatur community during the time of their attendance at Millikin University.

Henry F. Gromoll Service Award - For a junior or senior majoring in the behavioral sciences and active in service to others.

J. Ben Wand Prizes - an endowment income providing prizes for excellence in acting.

J. Graham Provan History Award - an endowed award established by friends and alumni of Millikin University who have audited Dr. Provan's history classes. An annual award for an outstanding junior or senior history major, selected by the department.

James Millikin Theory and Practice of Nursing Award - for a junior or senior nursing major with a grade point average of 3.0 or above.

Joan and Melvin Grabowski Memorial Award - annual cash award for excellence in theatrical design and technical achievement.

JoAnne Trow Award - awarded annually to the outstanding sophomore member of Alpha Lambda Delta.

John and Ula Leighty Research Award — an award established by Dr. and Mrs. Leighty. Dr. and Mrs. Leighty are alumni of the University, and Dr. Leighty was a member of the Board of Trustees. For outstanding research in biology.

John E. Vrooman History Prize - an endowed prize established by the family and friends of Millikin alumnus John E. Vrooman, a member of the class of 1960. Income, in the form of a U.S. Savings Bond, is awarded annually to an outstanding junior or senior history major.

John H. Crocker Memorial Award - for the outstanding degree candidate in the Tabor School of Business.

Kathryn Paige Torp Theatre Award - for a junior or senior student in Technical Theatre who demonstrates both passion and dedication to their art.

LaVern J. Meyer, Ph.D., Math Education Award - an endowed award presented annually to an outstanding senior math education major selected by the faculty of the math department. The award was established in 1996 by family and friends in memory of Dr. Meyer, chairman of the math department.

Linda Weatherbee Mathematics Awards - income from an endowment established by family and friends in memory of Linda Weatherbee, class of 1977, that provides two annual awards. One is to the junior human resource management major with the highest overall grade point average, and one is to a junior mathematics major selected by the faculty of the department of mathematical and computer sciences.

Macon County Medical Auxiliary Award - an annual cash award provided by the auxiliary to the academically outstanding junior or senior nursing major.

Major Thomas G. Storey Citizenship Award - established by retired Lt. Col. Thomas G. Storey, U.S. Air Force, and a former Millikin faculty member. The award will be presented annually to a student who has shown outstanding campus and community citizenship.

Margaret Burkhardt Johnson Modern Language Excellence Award - an endowment established by family and friends of Mrs. Johnson. Income awarded annually to an outstanding senior majoring in the department of modern languages.

Margaret R. Sparks Memorial Award - income from an endowment established by friends and former students in honor of Margaret R. Sparks, former chair of the secretarial science department, and a member of the Millikin faculty from 1946 to 1964, for a deserving junior woman business student.

Mary B. Merris Award - endowment given by friends of Mrs. Merris with earnings to provide an annual award to the outstanding senior voice student.

Mathematics and Computer Science Award - awarded annually to an outstanding junior or senior majoring in either mathematics or computer science.

Michelle Chartier Memorial Award - an endowed award established by the students in the department of theatre and dance in memory of Michelle Chartier, class of 1991, to be awarded annually to a theatre student with a cumulative grade point average of at least 3.5 and who is active in departmental activities.

Millikin University Achievement/Service Awards - for scholarship, service and promise for the future.

Modern Languages Awards - made possible by the generosity of friends and alumni of the modern

languages department. One prize is for linguistic excellence; another for outstanding work in literary criticism.

Paul R. Winn Memorial Achievement Award - established by family and friends of Dr. Paul R. Winn, Millikin marketing professor 1976-1979, to be awarded to outstanding senior marketing majors nominated by the faculty of the Tabor School of Business and selected by the dean of the School in consultation with marketing faculty members.

Phi Delta Kappa Prospective Teacher Award - awarded annually to a student demonstrating scholarship, commitment and potential as a future teacher.

Society of Pi Kappa Lambda Memberships - for excellence in musicianship and scholarship.

Pi Kappa Lambda Outstanding Senior Award - for a senior with outstanding scholarship, musicianship and contributions.

Presser Foundation Scholarships - for an outstanding music major at the end of their junior year based on excellence and merit.

Reverend Robert S. and Doris Stewart Prize in Religion - for the best research paper in a religion class.

Ron Smith Award - awarded for excellence in musical theatre.

Scovill Prizes - established by the late Mr. and Mrs. Guy Scovill; provides \$2,000 per year for annual prizes to be given to students selected by the faculty. The amounts and classification of such awards are determined by the executive committee of the Board of Trustees.

Sigma Alpha Epsilon, Illinois Delta Chapter, Award of Excellence - for the purchase of required textbooks, from annual income generated by an endowment fund established in 2002 by alumni of the Illinois Delta Chapter of Sigma Alpha Epsilon fraternity. The award is to be granted to a deserving sophomore or junior active member of the fraternity, in good standing, who is a full time student and who possesses, at a minimum, a 2.5/4.00 grade point average

Sigma Alpha Iota College Honor Award - for a senior member of Sigma Alpha Iota who possess attributes of musicianship, scholarship, and leadership.

Sigma Alpha Iota Scholastic Award - for the senior chapter member with the highest scholastic average.

Sigrid A. Stottrup History Prize - endowed prize established by family and friends in memory of a 1977 cum laude graduate of Millikin's history department. Awarded to senior history majors who have demonstrated ability in historical research in a British or European topic.

Thomas A. Johnson Memorial Award - an endowed award honoring an outstanding trombone student. Mr. Johnson was a 1973 graduate of

Millikin and a trombonist in the Jazz Lab Band and Marching Band from 1969-1973.

Thomas W. and Mary R. Adney Memorial Award - income from an endowment to be awarded annually to the outstanding pre-law student.

T. W. Samuels Award - an award established by Mr. Samuels, a Decatur attorney, and made annually to an outstanding pre-law student.

Virgil B. Ross Memorial Religion Prize - For the religion major who writes the best paper in religion.

Wall Street Journal Award - awarded annually to an outstanding student in the Tabor School of Business.

Walter Witt Award - honoring a former superintendent of the Millikin University mail room, to be presented annually to an outstanding and deserving junior student selected by the chair of the physical education department, athletic director, and dean of admission.

Wilna Moffett Award - given annually to the most deserving keyboard student (sponsored by Pi Kappa Lambda).

Winifred St. Clair Minturn Award - to a senior selected for excellence in performance and the musical life of the University.

Other Awards

Millikin students frequently are named as recipients of monetary awards granted by off-campus agencies. Among those outside sources are:

Alpha Tau Omega Fraternity
 American Association of University Women
 American Business Women's Association
 American Legion
 Amvets of Illinois
 Benjamin Trust Fund
 George B. Boland Nurses Scholarship Trust
 Bunn and Sikking Trust Fund
 Charles Foundation
 William J. Cook Scholarship
 Crown Development Trust
 Davey Scholarship
 Decatur Education Association Scholarship
 Delta Delta Delta Sorority
 Delta Kappa Gamma
 Delta Rho's Latta Scholarship
 Dollars for Scholars Scholarship
 Paul Douglas Teacher's Scholarship
 Illinois Elks Association
 Firestone
 First National Bank of Mattoon
 Georgia-Pacific Scholarship
 Great Light Lodge, Decatur
 HANDS Scholarship
 Hardee's Corp. Scholarship
 Iva Henry Scholarship
 Susan Cook House Trust
 Jostens Scholarship
 Kappa Sigma National Scholarship
 Kemper Scholars Program
 Kemper Foundation Preston Lord Trust
 Lutheran Brotherhood Scholarship
 John and Daisy Mason Scholarship
 MCI Scholarship

MECO Scholarship
 Edward Arthur Mellinger Foundation
 Loyal Order of the Moose, Illinois
 National Merit
 The National Parent-Teacher Award Scholarship
 Harry Owen Scholarship
 J.C. Penney Co. Scholarship
 PEO Educational Fund of Decatur
 Long-Term Porter Loan
 Presser Music Scholarship
 George Pullman Foundation
 William Reiss Foundation
 Rittenhouse Scholarship
 St. Mary's Hospital Auxiliary Award, Decatur
 Schenley Foundation Scholarship
 Scottish Rite of Illinois Nursing Scholarship
 Sheriff's Association of Illinois Scholarship
 Sigma Alpha Epsilon Fraternity
 Smysor Memorial Scholarship
 Symphony Orchestra Guild of Decatur
 Tau Kappa Epsilon Fraternity
 Veterans of Illinois Nursing Scholarship
 Wal-Mart Scholarship
 Wells Trust Scholarship

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, 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. Currently the former Scovill Science Center is being renovated and will open 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, batting cages, 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 a four-lane running track in addition to 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.

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. Weekly Protestant and Catholic services are held in the chapel, as well as special presentations.

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 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, Oakland, 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. Located near the center of campus, RTUC houses meeting rooms, a snack bar, dining rooms, student lounges, and a game room with billiard tables, ping pong, video games and pinball machines. The building is

named as a tribute to alumna Nola Treat and her long-time business partner, Lenore Richards.

Scovill Hall - Constructed in 1955, Scovill Hall is currently closed for renovations. The building will open in August 2005 as the ADM/Scovill Business & Technology Center. It will house 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 newly created Student Service Center is located in the lower west end of this building. 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 provides 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 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, and Subway/TCBY 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 Lieutenant for parking privileges. The fee for those approved is \$100. The fee for faculty and staff is based on pay. Parking permits are valid for one year.

CAMPUS MAP



PARKING & TELEPHONES

- A** Requires an A hangtag for faculty and staff parking between 7 a.m. and 5 p.m. Mon. through Fri. No parking from 4-7 a.m. without special permission.
- B** Greek Parking
- C** Designated Commuter Parking
- CF** Commuter Parking in Fairview Lot only
- MA** Residential Parking for Millikin Apartments only
- RC** Residential Upperclass Parking
- RD** Residential Underclass Restricted Parking in DISC Lot South only
- RN** Underclass Residential Restricted Parking in North Street Lot only
- RW** Underclass Residential Restricted Parking in North Wood Street Lot only
- WN** Woods North Parking only
- WS** Woods South Parking only
- V** Visitor Parking
- Handicap Parking is available in all lots.
- Emergency Blue Light/Phone
1. Shilling Hall - *PACE Office*
 2. Perkinson Music Center - *Millitrax*
 3. Scovill Hall
 4. Staley Library
 5. Gorin Hall - *Admission Office*
 6. Pilling Chapel
 7. Mueller Hall
 8. Richards Treat University Center - *WJMU 89.5 FM*
 9. Kirkland Fine Arts Center
 10. Old Gym
 11. Griswold Physical Education Center
 12. Frank M. Lindsay Field
 13. Soccer Fields
 14. Hessler Hall
 15. Mills Hall
 16. Oakland Street Hall - *Campus Bookstore and Common Grounds Coffee Shop*
 17. Aston Hall
 18. Walker Hall
 19. Blackburn Hall
 20. Sigma Alpha Epsilon Fraternity
 21. New Hall #2
 22. Weck Hall
 23. New Hall #4
 24. New Hall #3
 25. Tau Kappa Epsilon Fraternity
 26. Percussion House
 27. Health Services & Counseling Center
 28. Alumni/Development Center
 29. Millikin East and West Apts.
 30. Delta Delta Delta Sorority
 31. Alpha Tau Omega Fraternity
 32. Millikin Guest House
 33. Decatur Indoor Sports Center
 34. Tennis Courts
 35. Practice Fields
 36. Pi Beta Phi Sorority
 37. Alpha Chi Omega Sorority
 38. The Woods at Millikin Apts.
 39. Office of Resident Life and Micro-Teaching Lab
 40. Power Plant
 41. Hall Maintenance Building/Central Receiving
 42. Leighty-Tabor Science Center
 43. 3-Dimensional Theatre/Arts Building
 44. The SPEC
 45. Pipe Dreams Studio

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