

PACE SPRING 2012 COURSE DESCRIPTIONS

AC 301: Intermediate Accounting I – In-depth study underlying assumption and principles used in preparation of basic financial statements. Analysis of elements of the balance sheet. Problems of valuation and revenue recognition. Presentation of latest FASB pronouncements. Pre-requisite: Accounting 240.

AC 312: Intermediate Accounting II - In-depth study underlying assumption and principles used in preparation of basic financial statements. Analysis of elements of the balance sheet. Problems of valuation and revenue recognition. Presentation of latest FASB pronouncements. Pre-requisite: Accounting 240.

AC 332: Entity Taxation – Tax research methods and survey of federal income tax law and procedures primarily as they pertain to partnerships, corporations, and trust and estates. Topics include, but are not limited to, research methods, problems between partners and partnerships, corporate operating rules, complete and partial liquidations, earnings accumulations, trust and estate operations and taxation. Pre-requisite: AC 331 or consent of instructor.

AC 422: Auditing Principles – An introduction to auditing and assurance engagement standards of performance and reporting by external, internal, and governmental auditors. Topics covered include the assessment of risk; collection, evaluation, and documentation of evidence; and issues of independence. The course stresses the need for ethical conduct. Pre-requisite: Senior standing and Accounting 312.

BI 102: Biology of Infectious Disease – This course discusses the nature of diseases caused by microorganisms--bacteria, viruses, and parasites. It covers basic characteristics of microbial structure, metabolism, spread, virulence (how they make us sick), our defenses against them, and their role in human history. We will also become acquainted with laboratory procedures to grow, identify, and characterize microbes. It should provide students with a better perspective and insight on diseases past, present, and future and what we must do to keep them at bay. This course satisfies the Natural Science with Laboratory requirement for graduation.

CO 242: Business and Professional Communication – The focus is on developing a working knowledge of the theory and skills for interpersonal communication, groups and teams, informative and persuasive presentations, and the use of communication technologies in business and professional presentations. Fulfills the University Studies Oral Communication Studies Requirement.

CO 343: Communication and Conflict – 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.

CO 350/IN 350: Intercultural Communication and Global Citizenship – In this course we will explore theory and research regarding the understanding of culture

(definitions, perspectives, analysis), communicating with cultural others, and developing competency/skills in intercultural communication. We will examine and critique ethnocentric ideas in favor of a multicultural understanding and appreciation.

ED 170: Education Internship I – 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.

ED 200: Human Development, Pre-K-Grade 6 – Study of child and adolescent development. Major theories of intellectual, social, and emotional development will be surveyed, as well as stages of physical development. Issues and concerns specific to elementary school students, such as emergent literacy, developing social competence, and latchkey children are addressed. Implications for instruction will focus on the needs of children in pre-K through sixth grade. Pre-requisite: ED 120.

ED 203: General Elementary Methods of Assessment – Theories and techniques of teaching in elementary schools. Planning, organizing, and presenting learning experiences; assessing student progress toward learning outcomes. Concurrent enrollment in ED 200, ED 204 and ED 206 required for Sophomore Block. Pre-requisite: ED 120.

ED 204: Literacy I: Children's Literature – This is a content and methods course that reviews the broad body of children's literature that is available for teachers to use in their preK-8 classrooms. Emphasis is placed on looking at literature that teaches a positive worldview and helps elementary students understand a variety of contemporary social issues. Methods of integrating children's literature across the curriculum are explored. Pre-requisite: ED 120 or ED 130.

ED 205: Orientation to the Unit Assessment System – This course assists transfer students and students in PACE programs to develop the first two Candidate Assessments required of all students as part of admission to the School of Education. The course will explain the content of the Candidate Assessments, the alignment of standards to artifacts, and engage students in active exploration of required Candidate Assessment content from their prior college work. The primary assessment of the course will be the successful presentation of CA 1 and 2 School of Education applications. Take if ED 120 is transferred in and required for all PACE Education students.

ED 206: Literacy II: Teaching Language Arts – Current methods used in teaching and assessing language arts for elementary children. This course addresses national and state standards for teaching language arts. This course focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension in addition to literature, genres of writing, speaking, listening, viewing, and visually representing and the incorporation of handwriting, spelling, and grammar for children in kindergarten through grade 8.

Emphasis placed on reading and writing processes in the language arts program with special attention on nurturing English Language Learners. Concurrent enrollment in ED 200, ED 207 and ED 203 required for Sophomore Block. Pre-requisite: ED 120.

ED 207: Teaching Methods in Social Studies – 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 200, ED 203 and ED 206 required for Sophomore Block.

ED 218: Technology for Preschool and Elementary Classrooms – 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.

ED 220: The Exceptional Child – 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 education exceptional individuals, following state and national mandates. Special emphasis on the learning disabled child.

ED 237: Health, Nutrition, and Welfare of Young Children – This course addressed the early childhood educator's role in assuring children's health and welfare. Emphasis is placed on best health practices including nutrition, hygiene, and well child care. In addition, environmental risks to children and their caregivers will be illuminated. Early identification and support for families of children with special needs will be addressed. Community resources will be identified and the appropriate application of such resources is discussed. Current issues regarding the health and safety of children will be topics that drive classroom discussion. Pre-requisite: ED 120.

ED 305: Literacy III: Teaching Methods in Reading – Current methods and materials used in teaching school children to read. Incorporates the state and national standards for teaching reading. Includes diagnostic and remedial techniques. Concurrent enrollment required in ED 312, ED 306 and ED 310 for Junior Block. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Director of the School of Education).

ED 310: Creating Communities of Learners – 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 description 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 305, ED 306, and ED 312 required for Junior Block for Elementary Education program and ED 332, ED 335, ED 336, and ED 339 for Early Childhood Education program. ED 310 required for Music Education. ED 310 and ED 321 required for Secondary Block for Secondary and K-12 programs. Pre-requisite: Sophomore Block courses (Early Childhood and Elementary Education only) and admission to the School of Education (or consent of Director of the School of Education).

ED 311: Art for Teachers – Emphasis on planning, presentation, organization, and techniques for elementary school teachers. Attention given to different art media used in the public school. Art majors working toward a special certificate are required to take this course. For Elementary Education and Art Therapy majors only. Will not count towards the MPSL fine arts requirement.

ED 332: Teaching Language Arts and Social Studies in Early Childhood – This course includes the study of social studies and language arts in an early childhood program (preschool-3rd grade). Building a solid foundation in social studies will promote the development of citizenship and cultural understanding in a democratic society. The development of a child's environment, community, and world will be emphasized in social studies curriculum development. Basic principles, techniques, and materials are emphasized for the emergent literacy classroom. The techniques and principles of the project approach will be used to illustrate multidisciplinary and interdisciplinary teaching of social studies and language arts. Pre-requisite: Admission to the School of Education. Concurrent enrollment required in ED 335, ED 336, and ED 339/

ED 336: Teaching Math and Science in Early Childhood – Introduces the principles, place and practice of science and mathematics education in early childhood education and in the lives of young children. Stresses the functional nature of science and mathematics and their inter-relatedness. Pre-requisite: Admission to the School of Education and concurrent enrollment in other Junior Block courses: ED 310, ED 332, ED 335, and ED 339.

ED 339: Methods in Early Childhood Special Education – 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, ED 332, ED 335, and ED 336 as part of Junior Block. Pre-requisite: Admission to the School of Education and successful completion of Sophomore Block courses.

ED 406: Multidisciplinary Instructional Design and Assessment for Elementary and Early Childhood Education Teachers – Assists students to apply, implement, and reflect on principles of instructional design and assessment in elementary and early childhood education through the creation of a multidisciplinary unit of instruction. The unit will be taught at the student teaching site, and the planning for the unit will occur during a 40 hour internship prior to the semester before student teaching begins. Samples of K-6 student work will be analyzed based on pre and post assessment processes.

ED 450: Middle School: Philosophy and Practices – 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 ED 201, Human Development and other psychological foundation courses. Focuses on the developmental characteristics and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing guidance as well as in assessing, coordinating, and referring students to health and social services. A 20-hour internship in a middle level (grades 5-8) classroom is required. (Current Millikin students should take this course for 2 credits; student 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 Director of the School of Education).

ED 488: Education Senior Seminar – Problems of beginning teachers, including the job seeking process, certification, legal aspects of teaching, and graduate school opportunities. Specific problems analysis by teaching major and for each teacher candidate. Taken concurrently with ED 474/476/477/478 (student teaching). Pre-requisite: Admission to and retention in the School of Education and Admission to Student Teaching.

EN 331/IN 350: Bollywood – This course will use the medium of visual representation—cinema—to explore how the Republic of India, the world’s largest democracy, comes to define its identity through debates conducted in popular culture. We shall chronologically trace

- the birth of a nation,
- its postcolonial pangs,
- the contestation over individual identity and
- the social responsibilities of citizens to their communities,
- the debates over tradition and modernity,
- the demands for equal justice under the law,
- the negotiations over gender roles sexual mores,
- and finally re-definitions of the self through global engagement and reciprocity.

Before attending the first day of classes students need to watch (please take notes while watching) the following Hollywood films on their own (all available in the MU Staley library; however, they can be also rented from netflix.com or bought from Amazon.com or Nehaflix.com): (1) Gandhi (1982, directed by Richard Attenborough); **(2) Mother India** (1957, directed by Mehboob Khan); **(3) Sholay** (1975, directed by Ramesh Sippy); **(4) Yuva** (2004, directed by Mani Ratnam); **(5) Kabul Express** (2006, directed by Kabir Khan); **(6) Namaste London** (2007, Vipul Amrutlal Shah); **and (7) Swades** (2004, directed by Ashutosh Gowariker). (Films 4 through 7 can also be watched, outside of class time, during the course of the 5 week class term).

Students will be introduced to and will inquire into the world’s largest film industry. Together we shall raise questions about the interplay and contradictions that exist

between reality, images, and representations of the Indian people and the country. It is highly recommended that students taking this course have a global interest and/or awareness of how democratic citizenship is realized in lives of the common person; however, no specialized knowledge of the subject will be necessary. Students would be encouraged to embrace, celebrate, and critique cultural differences through the sustained, but often shifting, theoretical vectors of issues related to social justice and democratic participation. The most rewarding aspect of this course is when students can also critically identify sparks of commonalities in the midst of difference. After all, it is often people's humanity that defines them even while and especially when they resist stereotypical definitions.

In this course we will cover key Hindi filmmakers, genres, and films. Not only will the representations of the Indian nations/people/cultures will be interrogated, but also its Diaspora will be recognized and critiqued. We will examine another culture (infact, multiple cultures) through its cinema, involving close textual and cultural analysis. Students will become more adept at reading film closely, sharpening their eye for visual and narrative details. Students will treat films as their primary texts and will develop their skills in analyzing film by making historical, cultural, political, and aesthetic arguments.

In class we will watch the following films:

- (1) Jodhaa Akbar
- (2) Lagaan
- (3) Lakshya
- (4) Chakde India
- (5) 3 Idiots

(Fulfills Global Studies or International Culture and Structures requirement).

EN 366/IN 350: Exiles and Others - In this course we will explore the experience of fictional "others," figures demonized and cast out from society because they challenge the prevailing norms and values of the community. The "others" are "monsters" because they are so different, so strange and frighteningly alien. And yet their otherness allows them to see their society more clearly than it sees itself, and their insights paradoxically give these outsiders a power that the mainstream cannot control.

We will read *Beowulf*; *Frankenstein*; *The Metamorphosis*; *Woman at Point Zero*; and *The Life and Times of Michael K*. From eighth-century and nineteenth-century England, to twentieth-century Czechoslovakia, Egypt, and South Africa, we will explore the ways societies across time and geography exile members from their communities for political, philosophical, and ideological reasons. Each character, though fictional, bears witness to the loneliness of exile and to the ambivalence between wishing to go home and insisting on their autonomy and independence. And though fictional, each character reminds us all too clearly that exile and demonization continue today all around the globe—indeed, one of this course's tasks will be to identify some of today's exiles and apply the knowledge we gain from our reading to analyzing the experience of people cut off from home,

whether for political, spiritual, economic, and other reasons. (*Fulfills Global Studies or International Culture and Structures requirement*).

ES 305: Physical Education and Health for Elementary Teachers – 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 ongoing, balanced curriculum for the growing child will be included. Strategies and adaptations for the special needs student will be explored. Required for elementary education teacher certification. Pre-requisite: Elementary Education major, junior or senior standing.

HI 204/IN 250: U.S. History Since 1865 – The reconstruction era, frontier west, industrialization and 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.

HI 210/IN 250: Christianity and Media in America - This course is an introduction to the portrayal and representation of Christianity in American media. In order to understand this image, it is necessary to explore the history of Christianity in America and its impact on culture. We will also discuss how films and media either highlight, distract, enhance or corrupt the message of Christians. All of this has political and social implications which are necessary for understanding the current culture wars in America.

HI 340/IN 350: Modern Middle East – This course is not a history of the entire Middle East. It will, however, investigate and analyze various aspects of the vast existence of said cultures from the 18th to the 20th centuries in a topical rather than chronological manner. Readings will address issues such as: how did all three religious cultures become settled within the region; what drove them to intolerant behavior; how each affects the other; and, why many outside the Middle East do not understand seemingly similar cultures that worship God. (*Fulfills Global Studies or International Culture and Structures requirement*).

IN 150: Critical Writing/Reading/Research I – Course is designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Students are asked to read critically to comprehend, analyze and evaluate texts; to write polished, informed essays for personal, public, and/or specialized audiences; and reflect formally on engagements with critical reading, writing and research experience to acquire, examine and present self-awareness about those engagements. Library research component is introduced and integrated into the course. Section offering very in approach.

IN 151: Critical Writing/Reading/Research II – Course is designed to position students as successful writers, readers, and researchers as they move into advanced coursework. In addition to continuing to develop reading and writing skills introduced in the first semester course, students will be asked to conduct research to participate in academic inquiry. Each student will write a research paper that demonstrates the ability to incorporate resources and contribute to academic discourses and communities. An

extended and intensive library research component is integrated into the course. Section offerings vary in approach.

IN 350: Global Nutrition - This course will provide a thorough introduction of how food and nutrition has been influenced and shaped by cultural beliefs, practices, and customs (concentrating specifically outside the Western culture). This course will also examine the role of biological, environmental, spiritual and religious influences on food choices in different Eastern cultures. We will examine human evolution and adaptation and how it has impacted the diets of different cultures. The course will also include food tasting/sampling of foods and spices from a variety of different cultures. *(Fulfills Global Studies or International Culture and Structures requirement)*

IS 240: Organizational Information Systems – An overview of the functions and development of computer-based Information Systems. Focus on the role of information systems in supporting operations, decision-making, and organizational strategy. Extensive hands-on experience developing microcomputer-based application systems. Pre-requisite: Information Systems 120 or consent of instructor.

MA 100: Basic Algebra – Concepts and techniques of basic algebra with applications. Includes review of arithmetic of real numbers, linear equations and inequalities, polynomials and arithmetic operations on polynomials, factoring, rational expressions and equations, graphs and an introduction to functions. Will not satisfy quantitative reasoning requirement of 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 MA 100 or MA 106.** Pre-requisite: placement score of 1.

MA 106: Intermediate Algebra – 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 logarithmic functions, and conic sections. Will not satisfy quantitative reasoning requirement of the MPSL. **A student who has scored a 3 or higher on the mathematics placement exam or who has earned credit in a quantitative reasoning course may not earn credit for either MA 100 or MA 106.** Pre-requisite: placement score of 2 or MA 100.

MA 113: Mathematics Content for Elementary School Teachers II – This second course is designed to help further prepare a prospective elementary school teacher in mathematics. It includes a study, from a problem-solving standpoint, of many topics covered in elementary school mathematics such as geometry, measurement, probability and statistics. Pre-requisites: Elementary or early childhood major or consent of instructor; and placement score of at least 3 or MA 106.

MA 125: Mathematics in the World – 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 polyhedral, fractals, codes, game theory, environmental mathematics, and ethnomathematics. Prerequisite: ACT Mathematics subscore 22 or higher or placement score of at least 3. **This course does satisfy the QR requirement but does not count as a prerequisite for any other mathematics or QR course.** **Therefore, only students who do not intend to take additional mathematics courses should choose this option.**

MA 220: Statistical Methods – Introduction to major methods of applied statistics. Topics may include simple and multiple regression, analysis of variance and covariance, model specification and residual analysis, nonparametric inference, experimental design, and, multivariate analysis. Pre-requisite: C- or better in MA 120.

MG 300: Principles of Management – 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. Prerequisite: Junior standing.

MG 321: Acquiring and Building Talent – This experiential course focuses on 1) how to attract, hire, and place organizational members who have the most potential to move the company forward and 2) how to build the organization's talent and knowledge capital through training and development. Topics include Equal Employment Opportunity legislation, coaching and continuous feedback, design and delivery of legal performance appraisals, rewarding for performance, discipline, and termination. Pre-requisite: MG 300.

MH 100: Understanding Classical Music – An introduction to the elements of music and their developments as illustrated in western art music, emphasizing the development of critical listening skills. No credit for music majors. *This is an online course.*

MH 110: Understanding World Musics – An introduction to the types and functions of musics in non-western cultures, emphasizing the development of critical listening skills and an awareness of the cultural function of music. No credit for music majors. *This is an online course.*

MK 300: Marketing Principles and Practices – Provides essential background for marketing majors as well as a broad perspective to non-business majors. Deals extensively with theory and strategies relating to marketing's four major functions: product, pricing, promotion, and distribution. Pre-requisites: Economics 100, Junior standing.

NU 311: Health Assessment – 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: BI 206 or BI 207, concurrent enrollment in NU 202, or consent of instructor.

NU 315: Pathophysiologic Concepts for Nursing – This course is designed to provide nursing students with a sound basis in common pathophysiologic conditions of the human body. The first several units build understanding of central concepts of cells and tissue. Subsequent units focus on organs and body systems. Emphasis will be placed on the processes within the body that result in signs and symptoms of disease and the effects on physical well-being rather than on treatment modalities. A firm foundation will be built for the clinical nursing courses that design nursing care for patients with health care needs. An understanding of the normal anatomy and physiology of body systems and processes is critical to understanding pathophysiology. Pre-requisites: BI 206, BI 207, NU 202, NU 311, concurrent enrollment in NU 400 or NU 410 (or completion of these courses), or consent of the instructor.

NU 425: Advanced Concepts in Nursing – Transition course for registered nurses in the PACE RN-BSN program. Concepts include an exploration of the basis of nursing professional career development, including advanced practice, interdisciplinary care, application of evidenced-based practice models, and care planning for complex patient/family units. Concepts of leadership, professional practice, and current trends will also be explored. Students select clinical experiences to expand knowledge of current professional roles and evidence-based practice with a disciplinary focus. Includes a clinical experience in sites selected by students with faculty guidance. Pre-requisites: RN licensure in Illinois, NU 314, NU 400, NU 420 or successful proficiency of these courses.

OL 211: The Effective Job Search – Available only for students who have not taken OL 210, this course is intended for the student who may be seeking a variety of employment opportunities and is not well-established with a particular employer, or who is interested in opportunities within organizations other than where he/she is currently employed. In this one credit hour course, students will learn all aspects of how to conduct an effective and targeted job search. This includes refining career goals, knowing where to look for a job, developing and refining a resume, writing professional and polished cover letters, as well as fine-tuning interview skills and salary negotiation techniques. Students will also learn the importance of networking, how to monitor labor market considerations that may impact future employment, and how to survive and thrive in a new workplace.

OL 240: Technology and Data Analysis in Organizational Decision Making – e live and work in a digital era. Nothing we do avoids the influence of technology. This is especially true for organizational leaders in a global marketplace. This course will provide an overview of the functions and development of computer-based management

information systems and emphasize the use of information technologies in supporting organizational decision-making.

OL 300: Self-Leadership (formerly Principles of Adult Learning) – (*Pre-requisites: students must have completed CWRR I & II or the equivalent within the last 7 years*) This course is designed to assist students in their re-entry into higher education and to provide them with the tools, skills, strategies, and sense of familiarity with campus systems (including technologies and library systems) they need to be successful. The course serves, therefore, as a gateway to the major course sequence in Organizational Leadership, and will increase students' self-confidence and motivate them to go forward. Students will be introduced to adult learning theory to help facilitate their learning. The course stresses essay writing, APA citation style, and basic research methodologies within the context of adult learning theory. (*Students must pass this course with a C or better to register for any other courses in the major*)

OL 310: Group and Team Dynamics – A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

OL 340: Introduction to Finance and Budget in Organizations – (*Pre-requisite: Quantitative Reasoning*) This course is an introduction to the financial systems, financial documents, and financial reporting that any mid-level organizational leader will need to understand. Students learn to create, use, and interpret financial statements and to use accounting information to make informed business decisions.

OL 344: Organizational Leadership – Leadership is perhaps the most enigmatic term in the organizational theory literature. No other facet of organizational behavior has received as much attention. Leadership has been studied and analyzed from many perspectives – sociology, psychology, business, history, and education – and there now exists a myriad of leadership theories. This course examines leadership from theoretical, historical, and practical perspectives and will provide an overview of leadership theory. Topics will include the influence of leaders, leadership traits and characteristics, democratic v. authoritarian leadership, issues of power, and organizational culture. Emphasis is on emotionally intelligent leadership, transformational leadership, social responsibility, ethics, and leadership in a global environment.

OL 350: Leadership Ethics – (*Pre-requisite: OL 344*) This course takes organizational leadership a step further and focuses on the ethical considerations inherent in leading and following others. It is designed to encourage socially responsible leadership and foster understanding of how to lead competently and professionally, and to prepare students to recognize and address responsibly the ethical dilemmas which they will face in any leadership position. The course also emphasizes consideration of global issues in terms of social responsibility for leaders.

OL 400: Project Management – (*Pre-requisite: OL 375*) Taking the lead on a project and seeing it through from start to finish is a highly desirable skill in today's organizations. Project management might be re-designing a corporate training program or be as extensive as leading an organization through major technological renovations. This course enables students to apply their knowledge of organizational systems, leadership, communication, negotiation and team-building as they demonstrate their abilities to successfully lead (or create a comprehensive plan to lead) a work project. This course is designed to showcase the students' practical application of their course work in a real-world setting.

OL 450: Organizational Leadership Capstone – (*Pre-requisites: All courses in the major must be successfully completed prior to the capstone*) A capstone course that combines and integrates elements of business management, communication, and organizational leadership as a means of making decisions, developing strategy, and organizing operational initiatives associated with strategic planning, ethical decision making, and organizational development. Through a capstone paper, students will incorporate what they have learned in the OL program. The course will include case studies, experiential learning, and/or simulations.

PH 211/IN 251: Ethical Theory and Moral Issues – 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 the ways in which social and political structures are arranged, organized, and maintained because of moral reasons. Finally, we will turn our attention to the practical application of theory. Readings may include selections from the Western philosophical tradition (e.g., Plato, Aristotle, Hobbes, Hume, Kant, Mill). We will also watch selected films.

PH 213: Critical Thinking: Logic – We will translate standard English into symbolic notation, then use both Aristotelian and truth functional techniques to test for validity of arguments. The aim is to understand the rules and relationships that define rational thinking. From logical puzzles to Venn diagrams to symbolic proofs, this course is an excellent preparation for the GRE or LSAT or MCAT. It requires both quantitative thinking and facility with language. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics subscore 22 or higher or placement score of at least 3 on the QR placement or complete MA 106.

PS 201: Statistical Methods in the Behavioral Sciences – Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with SO 201. Pre-requisite: PS 130 or SO 100. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics subscore 22 or higher or placement score of at least 3 on the QR placement or complete MA 106.

PS 310: Principles of Psychopathology – An introduction to pathological personality development and the behavior disorders. Emphasis on causal perspectives and major theories of psychopathology. Assessment and diagnostic systems are broadly reviewed. Pre-requisite: PS 130.

PY 160: Science in Museums – Each year, millions of people visit science museums and children’s museums and are treated to a display of exhibits demonstrating scientific principles from physics, chemistry, biology, geology, astronomy, and so on. In this course, we will travel to a variety of museums, including the Museum of Science and Industry in Chicago, the Magic House in St. Louis, and The Children’s Museum of Indianapolis (among others) to learn about how people of all ages can learn about science in fun and informal settings. In addition to the field trips, you will design an exhibit of your own, some of which may become part of Millikin’s science outreach programs. This course will include some Saturday travel and the fee for the semester will be \$250. This course satisfies the Natural Science with Laboratory requirement for graduation.

SO 311/IN 251: Juvenile Delinquency – This course is designed to provide an overview of the study of juvenile delinquency, and will examine the contemporary theories, laws, policies, and practices of the juvenile justice system in the United States. The sociological perspective will be emphasized. However, the interdisciplinary nature of this course will require the use of alternative perspectives from time to time.

SO 365/IN 350: Sociology of Globalization – This course studies the changes in the social and economic structures of the world, especially since World War II. It focuses on the historical, economic, and social causes of globalization and the effects of these processes on global lifestyles, the environment, and social inequality. Since this course is cross-listed with IN 350, Global Issues, it is writing intensive, and includes significant components of reflection and attention to ethical reasoning. (*Fulfills Global Studies or International Culture and Structures requirement*).

TH 107: Introduction to Theatre Arts – 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. *This is a hybrid course.*