



THE ROBERT B. MILLER COLLEGE

2006 - 2007
COLLEGE CATALOG

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The Robert B. Miller College is in compliance with State and Federal laws prohibiting discrimination on the basis of race, religion, color, sex, age, height, weight, national origin, marital status, handicap conditions, or disability. Questions should be directed to the Dean of Student Services, The Robert B. Miller College, 450 North Avenue, Battle Creek, MI 49017, (269) 660-8021.

TABLE OF CONTENTS

PRESIDENT’S MESSAGE	1
HISTORY	1
AUTHORITY TO OPERATE AND CONFER DEGREES	2
TRUSTEES	2
COLLEGE MISSION	3
INSTITUTIONAL POLICIES.....	3
Affirmative Action and Non-Discrimination Policy	3
Catalog Adherence Policy	4
Drug-Free Work Place and College	4
Individuals with Disabilities	4
Family Education Rights and Privacy Act (FERPA) - Records	4
Harassment and Non-Discrimination Policy	5
Student Right-to-Know Act.....	5
ADMISSION TO MILLER COLLEGE	6
ADMISSION POLICIES	7
Admission of Degree Seeking Students.....	7
Admission of Non-Degree Seeking Students	7
Admission of Second-Degree Seeking Students.....	8
Guest Student Admission	8
International Student Admission.....	8
Personal Enrichment	8
Registration and Advising	8
Transcripts.....	9
TUITION, FEES, AND REFUNDS.....	9
FINANCIAL AID	9
SPECIAL SERVICES, PROGRAMS, AND FACILITIES	10
Bookstore.....	10
Cafeteria and Student Center.....	10
Computer Classrooms and Labs	10
Disability Services	10
Library Services	10
Miller Physical Education Facility.....	10

Parking	11
Testing Center	11
Veterans' Assistance.....	11
ACADEMIC POLICIES AND PROCEDURES	11
Academic Credit	11
Academic Grievance	11
Academic Honesty.....	12
Academic Honors	12
Academic Record.....	12
Academic Year	13
Adding and Dropping Courses	13
Attendance Policy.....	13
Auditing Courses	13
Commencement.....	14
Course Cancellation.....	14
Directed Study/Research Courses/Special Topics	14
Grade Appeals	14
Grading Policies.....	14
Quality Points for Letter Grades.....	15
Non-Traditional Credit – Philosophy and Purpose	16
Repeated Courses	16
Standards of Academic Progress	16
Student Enrollment Status.....	17
Transfer Credit	17
Transcript Request.....	18
Withdrawal from Class/Schedule Change.....	19
Withdrawal from Miller College	19
DEGREES AND GRADUATION	19
Degree Options.....	19
GENERAL EDUCATION PREREQUISITES	20
Graduation Requirements	22
Graduation Application	23
PROGRAMS OF STUDY	24

SCHOOL OF ARTS AND SCIENCES..... 26
 BACHELOR OF SCIENCE IN LIBERAL STUDIES 27
 BACHELOR OF SCIENCE IN NURSING 29
SCHOOL OF BUSINESS 31
 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION 33
 BACHELOR OF APPLIED SCIENCE IN CAREER TECHNOLOGY 36
THE ELIZABETH H. BINDA SCHOOL OF EDUCATION..... 39
 BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION 48
 BACHELOR OF SCIENCE IN SECONDARY EDUCATION 57
COURSE DESCRIPTIONS..... 60
MILLER COLLEGE FULL-TIME FACULTY AND STAFF 84

PRESIDENT'S MESSAGE

The Robert B. Miller College was founded in 2002 in response to the needs of the community it serves. Nearly three years of careful planning went into developing a meaningful curriculum which equips graduates to pursue their chosen endeavors.

Located in Battle Creek, Michigan, The Robert B. Miller College offers a special learning environment for both students and faculty. It is designed for any junior or senior-level student who must attend classes at times and locations more convenient and not in conflict with family or work responsibilities.

The Robert B. Miller College strives to graduate students who exhibit commitment, a sense of duty to their community, and a high level of competence in their area of study. To that end the College staff will make every effort to help students for “if not now, when?” The answer for those of us at Miller College is ... NOW!

HISTORY

The Robert B. Miller College is named for Robert B. Miller, Sr., who was a philanthropist and publisher of the Battle Creek Enquirer. Bob Miller dedicated his life to making the city he loved – Battle Creek – a better place in which to live. Establishing a foundation to honor his father, Bob Miller set out to provide funding for important initiatives to enhance the quality of life in the community. Bob Miller moved forward, not simply responding to requests from others, but determining community needs through continual observation, then providing leadership to see that those needs were met.

In that spirit, the Miller Foundation trustees, after careful study and in answer to a community need, determined to provide funding for planning a college in cooperation with the Binda Foundation. Many potential students are in need of junior and senior-level studies leading to a bachelor's degree. Because a large number of these students are unable to travel, due to family and work responsibilities, a senior college offering programs locally became the focus.

The result is The Robert B. Miller College located in the Russell G. Mawby Center in Battle Creek, Michigan. The College has an agreement with neighboring Kellogg Community College such that students may use the community college facilities while attending The Robert B. Miller College. This

is a unique arrangement for a public community college to be in collaboration with a private senior college, all to the benefit of students.

The Robert B. Miller College opened in summer and fall of 2005, following more than three years of planning. As we look to the future, The Robert B. Miller College will make an affordable educational opportunity available to students wishing to complete their education.

AUTHORITY TO OPERATE AND CONFER DEGREES

The Robert B. Miller College is authorized to confer the degrees of Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Applied Science (BAS), and Master of Fine Arts (MFA) by the State of Michigan. The authority is based on the College Articles of Incorporation in the State of Michigan. The College has achieved affiliated status with the Higher Learning Commission of the North Central Association of Colleges and Schools at the candidate level.

This status allows students to access federal financial aid and enhances the transfer of coursework to other affiliated institutions. The College will seek additional program accreditations as they are appropriate.

The College is controlled by The Robert B. Miller College Board of Trustees and operates within the laws of the State of Michigan and the USA. The President is the Chief Executive Officer of the College and is directly responsible to the College Board of Trustees.

TRUSTEES

- Dr. Jack K. Mawdsley, Chair
- Ms. Linda M. Wendt, Vice Chair
- Mr. H. Daniel Haas, Jr., Treasurer
- Mr. Joseph M. Orolin, Secretary
- Mr. Arthur W. Angood, Trustee
- Dr. Paul R. Ohm, Trustee
- Mrs. Vivian L. Reynolds, Trustee
- Mr. Brent E. Simmons, Trustee
- Mr. Donald W. Thomason, Trustee
- Mr. Richard M. Tsoumas, Trustee

COLLEGE MISSION

The Robert B. Miller College is a private, independent, nonprofit, degree-granting institution offering quality education at the undergraduate level. The College meets the educational needs of a diverse student population by allowing them to complete their educational programs in a variety of learning formats.

The mission is to graduate students who exhibit a high level of competence in their area of study and demonstrate service to the community. The College values student learning, critical thinking, oral and written communication skills, and an understanding of a globally-oriented world.

From this point in the catalog, the informal name Miller College will be used to refer to The Robert B. Miller College.

INSTITUTIONAL POLICIES

Affirmative Action and Non-Discrimination Policy

Miller College supports a program of affirmative action where good faith efforts are directed for the achievement of equal employment opportunity. This includes identification and prohibition of employment practices whose impact is adverse on minorities, women, and the handicapped, and whose relationship to job performance is not clearly established.

The program of affirmative action also supports good faith efforts to provide educational opportunity by encouraging applications from minorities, women, and handicapped students; eliminating practices which discriminate in the provision of services; and establishing an organizational structure with procedures which assure equal treatment and equal access to the facilities and educational benefits of the institution to all students.

Miller College admits students of any race, color, religion, gender, sexual orientation, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, gender, sexual preference, and national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

Catalog Adherence Policy

Students accepted for admission to Miller College will follow the requirements of The Robert B. Miller College Catalog in use at the time of their first registration. Exceptions to this policy may be granted by the Academic Dean. A new catalog is effective for the summer semester following its introduction.

Drug-Free Work Place and College

In accordance with the provisions of the Drug-Free Work Place Act of 1988 and the Drug-Free Schools and Communities Act of 1989, Miller College has approved a policy on the illegal use of drugs and alcohol in the work place. Students seeking help/advice should contact the Student Services Office. Miller College recognizes the importance of a safe, efficient, and healthy environment. Any employee or student found to be in violation of this policy is subject to disciplinary action up to and including dismissal.

Individuals with Disabilities

Efforts are made to assist students with disabilities. Requests for assistance should be made to the Dean of Student Services. Policies are available in the Student Handbook under Americans with Disabilities Act.

Family Education Rights and Privacy Act (FERPA) - Records

The Family Education Rights and Privacy Act (FERPA) of 1974 requires that institutions of higher education establish written policies and guidelines regarding the review, release, and inspection of student educational records. Miller College has established policies in compliance with the act. These policies are available in the Student Handbook under Confidentiality of Records. Each student has the right to inspect personal educational records. If desired, copies may be obtained with a signed request from the student. Miller College requires written consent of the student to release information or send copies of official records to any individual (including parents or guardian), agency, or organization. Exceptions to this policy include other Miller College faculty/staff who have a legitimate educational interest, government officials described in FERPA, and accrediting organizations carrying out their functions. Information can be released and discussed with others if the student files an information release form each semester with the Student Services Office.

Harassment and Non-Discrimination Policy

Miller College subscribes to the principle of equal opportunity in its employment, admissions, and educational practices and strives to provide an educational environment and work place free from unlawful harassment or discrimination. Discrimination, including harassment, because of age, race, color, national origin, religion, sex, sexual orientation, marital status, disability, or any other characteristic protected by law is strictly prohibited.

No member of the Miller College community – board, faculty, staff, or student – may harass another member of the Miller College community. Harassment includes, but is not limited to, verbal, physical, sexual, and visual harassment. Any Miller College member who believes that he/she has been harassed or has been discriminated against, or is aware of the occurrence of harassment or discrimination by another Miller College member, should immediately report the incident to the Dean of Student Services. Each report will be promptly investigated and appropriate action taken. In the event this policy is violated, Miller College employees will be subject to disciplinary action up to and including termination of employment, and students will be subject to disciplinary action up to and including dismissal.

Student Right-to-Know Act

Miller College leases space on the campus of Kellogg Community College in Battle Creek, Michigan. Security for Miller College is provided by Kellogg Community College. The Kellogg Community College Director of Institutional Facilities maintains a complete record of all incidents on the campus. Each year Kellogg Community College provides a report in compliance with the Student Right-to Know Act and Campus Security Act of 1990. Miller College uses the report of Kellogg Community College as the basis for its reporting. Students can view crime statistics at the U.S. Department of Education site, <http://ope.ed.gov/security>.



ADMISSION TO MILLER COLLEGE

Step 1 – Inquiry

Contact Miller College for an information packet. You may call, write, e-mail, or visit us to pick up the information packet. Please review the packet of material and contact us if you have any questions.

Step 2 – Application and Transcripts

Complete an Application for Admission and return the application to the Admissions Office. There is no application fee. Please request that official transcripts from all colleges previously attended be sent to:

Miller College
Student Services Office
450 North Ave.
Battle Creek, MI 49017

Step 3 – Admissions Advising and Official Program Plan

As part of the admission process you are encouraged to meet with a Miller College Admissions Advisor. The advisor will assist you in developing a program plan that fits your unique needs. All official transcripts must be submitted prior to the development of a program plan.

Step 4 – Acceptance

Miller College offers full acceptance and conditional acceptance.

Full acceptance occurs after Miller College staff reviews your application, evaluates your official transcripts, and develops an official program plan specific to your degree. After you are fully accepted, an admissions advisor meets with you, reviews your official program plan, and assists you in selecting courses for the first semester.

Conditional acceptance is given if you have not submitted all of your credentials before the start of a semester. Conditional acceptance requires that you complete an application and submit student or unofficial copies of all transcripts from previous institutions attended. You may attend for one semester providing you have either earned an associate's degree or 30 semester hours (SH). During this time you must complete the admission requirements. If the requirements are not completed, you will not be permitted

to register for the following semester. Conditional acceptance expires after one semester, regardless if you attended that semester or not.

Step 5 – Register for Classes

Register for classes and begin an academic career at Miller College.

ADMISSION POLICIES

Admission of Degree Seeking Students

The College reserves the right to accept or deny course work presented for transfer. Collegiate work will be considered for transfer credit from post-secondary institutions that are fully accredited by national or regional accrediting organizations and that offer a bachelor's degree or associate's degree.

Course work presented for transfer from institutions not accredited by national or regional accrediting organizations will be reviewed by the Admissions Committee at Miller College. For additional information, students may contact the Admissions Office.

A student may be admitted to Miller College provided the student has earned:

1. an associate's degree; or
2. 30 semester hours of college-level credit with a 2.0 Grade Point Average (GPA) on a 4.0 GPA scale.

Note: The Binda School of Education and the RN to BSN program require a 2.5 GPA on a 4.0 GPA scale for admission.

Admission of Non-Degree Seeking Students

A student wishing to pursue a limited educational objective may be admitted to Miller College as a non-degree seeking student. A non-degree seeking student should not circumvent attendance at the community/technical college. A non-degree seeking student should report directly to the Admissions Office for permission to enter. Records are kept of the completed work, and credits are transferable.

Admission of Second-Degree Seeking Students

A student seeking a second degree must meet all admission requirements, complete all catalog requirements for the major in that degree, and must complete a minimum of 30 semester hours in residency at Miller College beyond the conferral date of the first degree.

Guest Student Admission

A student wishing to be admitted to Miller College as a guest student must provide the Admissions Office with:

1. a guest student application each semester from the institution in which he/she is currently enrolled; and
2. approval from said official for specific courses to be taken at Miller College.

Upon completion of the course(s), the guest student must make a written request for an official transcript to be mailed to the institution in which he/she is enrolled.

International Student Admission

Currently, Miller College is unable to admit international students due to federal regulations. Students with questions should contact the Director of Admissions at (269) 660-8021 ext. 2933.

Personal Enrichment

A person who wishes to attend Miller College for personal enrichment or self-improvement will be admitted as a special non-degree seeking student and is required to furnish, by the end of the first semester, official transcripts from colleges or universities previously attended.

Registration and Advising

After a student is fully accepted, a Miller College Admissions Advisor meets with the student, reviews his/her official program plan, and assists the student in selecting courses for the first semester.

Transcripts

Students must provide official transcripts from each college or university previously attended. Applicants must request that these transcripts be sent directly to Miller College, Student Services Office, 450 North Avenue, Battle Creek, MI 49017.

TUITION, FEES, AND REFUNDS

Miller College tuition is similar to the junior year of nearby institutions. However, there is no application fee and there are no other general fees. The tuition for each semester is found in the Miller College Class Schedule.

The specific dates for payment for each semester will be announced in the class schedule for the particular semester. A third-party payment plan is also available. Contact the Student Services Office for more information.

Students will receive a full refund of all payments made provided they withdraw from a class or the College prior to the start date of the semester on or before the date noted in the class schedule. If the College cancels a class, a full refund will be remitted. Students who are called to active duty with the armed services of the USA will receive a full refund provided they submit a copy of their orders.

Students may receive a partial refund (50%) provided they withdraw on or before the date noted in the class schedule.

FINANCIAL AID

Miller College is currently working toward meeting the requirements to participate in the federal financial aid programs. In anticipation of receiving federal financial aid beginning in Fall 2006, Miller College is committed to assisting as many students as possible through the application, awarding, and delivery processes with the purpose of enabling students to gain access to a Miller College education. This may be accomplished through various federal, state, institutional, and outside resources, including scholarships and grants, student employment opportunities, student loans, and tuition payment plans. Please contact the Financial Aid Office at (269) 660-8021, ext. 2926 or visit the website at www.millercollege.org for more information.

SPECIAL SERVICES, PROGRAMS, AND FACILITIES

Bookstore

Miller College does not have a bookstore. Books and text materials are available in the Kellogg Community College bookstore. Students may also purchase texts online. The ISBN number for each text is provided on a special web page listing on the Miller College website at www.millercollege.org.

Cafeteria and Student Center

Miller College students have access to the Kellogg Community College student cafeteria, located in the Student Center, where full food service is available. Limited vending service is provided in the Mawby Center.

Computer Classrooms and Labs

Miller College students have access to the Kellogg Community College computer lab, located in the Kellogg Community College Learning Resource Center (LRC). Miller College has an instructional computer lab located in Room 107 of the Mawby Center; an additional student mini-computer lab is available in Room 106. One additional mini-computer lab will be installed in the summer of 2006.

Disability Services

Students requesting disability services should contact the Dean of Student Services.

Library Services

Miller College contracts library services from the Kellogg Community College LRC. A Miller College ID card is required for full use of library services. Faculty of Miller College have selected materials for use and placed them in the LRC.

Miller College has developed a virtual library and added bound texts to the LRC to support research and scholarly activity. Students may access the LRC and the Miller College Virtual Library from the College website.

Miller Physical Education Facility

The Kellogg Community College Miller Gym is available for use by Miller College students. A Miller College ID card is required to use the gym. The gym

contains a weight room, pool, racquetball courts, and basketball floor. Hours of operation are posted for student use each semester.

Parking

Miller College students may park at any undesignated space on the Kellogg Community College campus. Students should not park in reserved spaces or those marked for the handicapped. Students who do so will be ticketed and the vehicle may be towed. Parking tickets must be paid to KCC prior to enrollment for the following semester.

Testing Center

Miller College faculty and students may use the Kellogg Community College Testing Center located on the top floor of the Lane-Thomas building. Typical uses are for assessment purposes and makeup tests.

Veterans' Assistance

The Financial Aid Office in the Mawby Center is the source for veterans' information.

ACADEMIC POLICIES AND PROCEDURES

Academic Credit

Miller College operates on a semester schedule. Course descriptions indicate the number of semester hours (SH). Transfer credits earned in quarter hours (QH) will be evaluated on the basis that one QH equals two-thirds SH. (Example: a five QH course would equal 3.3 SH. The formula is $QH \times .67 = SH$.)

Academic Grievance

Miller College provides the opportunity for students to respond if they believe a mistake has been made in a question of academic honesty or fair practice. The proper forum for student responses is the Academic Grievance process. The Student Services Office will assist Miller College students in the resolution of academic controversies. While difficult to define, an academic grievance is generally understood to be a student-initiated complaint against a faculty member as regards conduct alleged to be in violation of fair practice in an academic matter.

It is noted that a grade appeal is not considered a proper subject for an academic grievance, but is handled in a different manner. Additional information regarding the Academic Grievance process is found in the Miller College Student Handbook.

Academic Honesty

Miller College, like all communities, can function effectively only when its members treat one another with honesty, fairness, respect, and trust. Academic honesty pertains to all methods of fulfilling academic requirements at Miller College. The policy on Academic Honesty identifies the appropriate ways to use the ideas and works of others in fulfilling academic requirements. The policy is contained in the student handbook and referred to in the syllabus of each Miller College course.

Academic Honors

Dean's List

The Dean's List is published each semester and includes the names of students who have attained a 3.75 - 4.00 semester GPA. The Dean's List is computed each semester.

Degrees with Honors

The following degrees with honors are based on all course work at Miller College:

Summa Cum Laude

Awarded to students who earn a GPA of 3.90 or above during their academic career at Miller College.

Magna Cum Laude

Awarded to students who earn a GPA of 3.75 - 3.89 during their academic career at Miller College.

Cum Laude

Awarded to students who earn a GPA of 3.50 - 3.74 during their academic career at Miller College.

Academic Record

Students' permanent academic records will consist of a Miller College transcript and may also include any of the following: admission application, official transcripts from colleges and universities previously attended, graduation application, degree audit forms, transcript release forms, documentation

which may affect the release of students' records, and disciplinary action that would directly affect the students' enrollment in the institution. Financial records are not considered part of students' permanent academic records.

Academic Year

The academic year for Miller College begins with the start of the fall semester and continues through the following summer semester. Courses are offered in various formats and lengths of time during the complete academic year. Students are advised to consult the class schedule for more complete information.

Adding and Dropping Courses

Students may add or drop courses from their schedule during the drop and add period found in the class schedule. There is no charge for changing a schedule. For information on dropping a course(s) with a refund, please see the class schedule for those time periods.

Attendance Policy

It is accepted academic philosophy that class attendance is essential to the overall educational value of a course of study in higher education. In order to achieve maximum benefit from educational activities, Miller College expects regular class attendance from all students.

The standards of performance to be met by students, including specific attendance regulations for each course, will be set by each faculty member for his or her own course. Class attendance policies and other course requirements will be published in the course syllabus and will be discussed in detail by the faculty member on the first day of class. It is important that students secure a copy of each course syllabus from Blackboard prior to the beginning of classes; if students are unable to do so, they may request a copy from the instructor on the first day of class. Any student who must miss an examination has the responsibility of notifying the faculty member as soon as is practical. It is the decision of the faculty member whether exams may be made up.

Auditing Courses

Upon recommendation of the advisor, students may audit a non-laboratory course. Students should attend class under the same obligation as the credit

student, although they are not required to complete scheduled examinations. Standard registration procedures apply. No change from audit to credit is allowed. Audited classes are on a space-available basis.

Commencement

Commencement ceremonies will be held in the spring of each year.

Course Cancellation

Miller College reserves the right to cancel any course. If the College cancels a course, students will be offered the opportunity to register for another course or receive a full refund for that course.

Directed Study/Research Courses/Special Topics

With approval of the appropriate advisor and chair of the appropriate school, Miller College students enrolled in the School of Business or the School of Arts and Sciences may complete up to six semester hours of directed study/research credit during their academic study with the College. Students enrolled in the Elizabeth H. Binda School of Education* may complete up to six semester hours in the Special Topics area. Such directed study/research (LBAR 490/BUSN 490/EDUC 490) must be conducted in students' major areas of study, and students must complete a Directed Study Form.

** From this point in the catalog, the informal name of the Binda School of Education will be used to refer to the Elizabeth H. Binda School of Education.*

Grade Appeals

Once a grade has been recorded by the Student Services Office, corrections may be made only as provided below:

1. A formal grievance proceeding completed within the time limits set forth in the College grievance procedures.
2. A grade correction petition approved by the faculty member, chair, and Academic Dean filed with the Registrar within the semester following the semester in which the erroneous grade was given.

Grading Policies

Letter grades of "A", "B", or "C" represent levels of accomplishment sufficient to allow students to make satisfactory progress toward graduation. "D" level

work is considered inferior and the minimum level accomplishment that will allow students to continue their studies at Miller College. A grade of "F" is assigned to the student who fails to meet minimum course requirements. A grade of "XF" will be assigned to students who do not officially withdraw from a course, but who fail to participate in course activities due to non-attendance in the course. For the purpose of computation, "XF" is always evaluated as "F" and does affect the GPA.

A grade of "W" (Withdraw) will be assigned to students who officially withdraw before 75% of the class is complete. After 75% of the class is complete, withdrawal from class is not allowed and a "W" cannot be assigned. Absence from class does not constitute an official withdrawal. A "W" cannot be changed to a grade, nor can a grade be changed to a "W." A student not following these procedures will receive the grade of "F" or "XF." Students can withdraw from class by using the WebAdvisor system.

Special regulations pertain to students receiving financial aid, and those individuals should confer with the Financial Aid Office prior to initiating a withdrawal action. Specific dates for withdrawal will be included in the class schedule each semester. Grades of "W" and "AU" (Audit) do not affect the GPA.

A grade of "I" (Incomplete) will be given only under extenuating circumstances. If an "Incomplete" is given, the time allotted a student to complete the course is at the discretion of the instructor. The instructor and student must complete a contract to agree on requirements to complete the course and the time allotted. A student receiving an "I" in any semester should be aware that the "I" must be completed before the end of the next semester or the "I" automatically becomes an "F."

Quality Points for Letter Grades

For each hour of credit in a subject, the letter grade is equated to quality points as follows:

- "A" = 4.0 Quality Points
- "B" = 3.0 Quality Points
- "C" = 2.0 Quality Points
- "D" = 1.0 Quality Point
- "F" = 0.0 Quality Points
- "XF" = 0.0 Quality Points

Non-Traditional Credit – Philosophy and Purpose

The non-traditional academic credit program at Miller College is an acknowledgment of the philosophy that it is valid educational practice to recognize and award academic credit for various types of learning attained outside an institution. Such learning may have been acquired through certain educational programs conducted by the government, business and industry, the military, and other non-collegiate organizations. In addition, non-traditional academic credit may be awarded for acceptable work experience and/or technical training. The eligible Miller College student may apply non-traditional experiences and training to several programs of study leading to a bachelor's degree. For more information on non-traditional credit as well as individual costs, please contact the Student Services Office.

Repeated Courses

A student who has made an unsatisfactory grade in a course completed at Miller College and who wishes to repeat the course to earn a higher grade must repeat the course at Miller College. The highest grade earned at Miller College is the grade that is used in computing the GPA and is the grade applied toward the degree. All grades will appear on the transcript.

Standards of Academic Progress

The Miller College policy for satisfactory academic progress is designed to assist the student in meeting and maintaining a level of achievement that will assure reasonable progress toward graduation. Miller College expects each student to accept the responsibility of maintaining the required minimum 2.0 GPA on a 4.0 scale.

A student who falls below a cumulative 2.0 GPA on a 4.0 scale will be placed on Academic Probation. Credit earned at another institution may not be used to clear probationary status at Miller College. If a student on Academic Probation fails to earn a semester GPA of 2.0 or better at Miller College, he/she will be suspended from the College for one semester.

After one semester, a student suspended from Miller College may seek reinstatement to the College by completing the Re-Instatement to Miller College form available in the Student Services Office. The student is also required to meet with his/her advisor. If readmitted, the student will remain on Academic Probation until he/she achieves a cumulative GPA of 2.0. A re-instated student

who fails to earn a semester GPA of 2.0 or better will be dismissed from the College.

Note: Students enrolled in the Binda School of Education should review the separate Standards of Academic Progress for the Binda School of Education found in the School of Education section of the catalog.

Note: Students enrolled in the RN to BSN program should review the separate Standards of Academic Progress for the program.

Students receiving financial aid should contact the Financial Aid Office for information on how Satisfactory Academic Progress affects financial aid eligibility.

Student Enrollment Status

The class hour load for a full-time student is 12 or more hours per semester.

- Juniors: Students who have earned a minimum of 60 semester hours of credit or who have received an associate's degree from an accredited two-year college
- Seniors: Students who have completed a minimum of 90 semester hours of credit
- Non-Degree Seeking: Students not seeking a degree

Transfer Credit

All documentation, except as otherwise specified by College policy, submitted to Miller College for the purpose of determining the acceptance of credit is evaluated as follows:

1. Accepted credit is determined by the Registrar. Such credit is transcribed without grades and will be applicable toward the credits required for the degree.
2. Accepted credit is determined only from official transcripts and other appropriate documents which have been received directly from the originating school or organization where the student attempted the work.

3. Completion of any course, either at Miller College or at another institution, which duplicates a course or courses previously accepted in transfer, results in the loss of the transfer credit accepted.
4. Transfer credit for allied health and technical training from programs not accredited by a regional accrediting body is approved for a Bachelor of Applied Science major if:
 - a. the credit awarded is at least 30 semester hours;
 - b. a program was completed as defined by the sponsoring school;
 - c. an official transcript or a detailed letter from the school administration can document the program;
 - d. competence can be demonstrated by professional licensure or registry, or the successful completion of a standardized entry-level examination;
 - e. documentation for two years of relevant work experience, within the past four years, can be secured;
 - f. students may not use any credits from this award for prior life experience credit;
 - g. credit, which has been appropriately documented as set forth by items “a,” “b,” and “c” above, will be accepted as elective credit only, providing either item “d” or “e” above, but not both, can be verified.

Transcript Request

The Student Services Office must have a written request from the student to have a transcript sent to another college, agency, place of employment, etc., or to the student. Official copies of transcripts must be mailed by the Registrar. The following information is needed to process a transcript request:

1. Date of birth
2. Social Security Number or Student ID number
3. Approximate dates of attendance at Miller College
4. Signature (required)
5. Complete mailing address of recipient of transcript

Withdrawal from Class/Schedule Change

The class schedule for each semester contains the specific dates for withdrawal and schedule changes. Withdrawal and/or Schedule Change forms are available in the Student Services Office. Students must complete and submit the appropriate forms to the Student Services Office no later than the date provided in the class schedule. Please note that the official date for withdrawal/schedule changes is the date the form is actually received by the Student Services Office.

Withdrawal from Miller College

Withdrawal from the College is defined as formal termination of attendance in all registered classes. If a student finds it necessary to withdraw, they are encouraged to initiate the process by contacting the Student Services Office in person or by mail. The official date of withdrawal will be designated as the date on which completed forms are received by the College. Students are advised to retain a copy of their withdrawal form. Students are advised to consider this action very carefully as there may be serious financial implications, particularly for those receiving financial aid.

DEGREES AND GRADUATION

Degree Options

Miller College offers three bachelor's degree options: the Bachelor of Applied Science (BAS), the Bachelor of Science (BS), and the Bachelor of Science in Nursing (BSN). The College has the authority to offer the Master's of Fine Arts, but that degree is not offered at this time. Students should refer to the Programs of Study section of the catalog for degrees conferred and specific course/major requirements.



BACHELOR OF SCIENCE/BACHELOR OF APPLIED SCIENCE/BACHELOR OF SCIENCE IN NURSING GENERAL EDUCATION PREREQUISITES

General Education

34 SH

The general education prerequisites may be met by: (1) satisfactorily completing course(s) within the core requirements; and/or (2) through credit for experiential learning.

A. Communication

9 SH

1. Freshman Composition – Essay Writing

3 SH

A course that emphasizes writing from effective paragraphs to essays, including topic and thesis sentences, patterns of organization including idea development, unity, continuity, coherence, patterns of exposition, and the standard rhetorical modes.

2. Freshman Composition – Research Writing

3 SH

A course that emphasizes the use of various research sources, use of research materials to support diverse writing forms, and experience writing formal research papers.

3. Foundations of Interpersonal Communication

3 SH

A course that focuses on providing the student with an experience in human communication with emphasis placed on becoming an effective communicator in a variety of face-to-face communication situations. **OR**

4. Business and Technical Communication

3 SH

A course that focuses on providing experience in both formal and informal communication situations encountered in the business and technical world. Interpersonal relations, interviews, formal speeches, and group problem solving are stressed.

B. Global Awareness

9 SH

Courses from the following fulfill this requirement: anthropology, psychology, macroeconomics, microeconomics, foundations of mass communication, foreign language, history, philosophy, political science, social science, and sociology. Each course must be from a different discipline.

C. Critical Thinking

8 SH

Courses from the following disciplines fulfill this requirement: astronomy, biology, chemistry, geography, mathematics, and physics. One course must include a laboratory component.

D. Creativity

8 SH

Courses from the following disciplines fulfill this requirement: art, dance, music, literature, theater and humanities.

Miller College Core Requirements

21 SH

The core requirements are the vehicle through which the College offers a curriculum that integrates career-oriented programs and the liberal arts and sciences. The career-oriented programs are described in detail under the particular major. The core requirements are designed to provide students with the opportunity to develop breadth of view and judgment. The core requirements may be assessed by: (1) satisfactorily completing course(s) within the core requirements; and/or (2) through credit for experiential learning.

The Miller College Core Requirements include the completion of the Student Electronic Portfolio, which begins in ENGL 310 and is completed in the Senior Seminar Capstone courses.

In keeping with the College mission, students are expected to complete one hour of service learning for every semester hour they are enrolled at Miller College. Service learning may be performed at any time prior to the completion of the Senior Seminar. Evidence of service learning must be documented in the Student Electronic Portfolio. Opportunities for service learning will be available throughout each academic year.

The following core requirements can be met at Miller College or at other colleges/universities.

A. Communication **6 SH**

COMM 310	Presentation Design and Delivery	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH

B. Global Awareness **9 SH**

PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organizational and Group Dynamics	3 SH
SOCI 310	Human Diversity	3 SH

C. Critical Thinking **6 SH**

COSC 310	Problem Solving with Computers	3 SH
SCIE 330	Research Methods	3 SH

Graduation Requirements

Students expecting to receive degrees from Miller College must apply for graduation no later than the date specified in the Academic Calendar for the semester in which they expect to graduate. Students must satisfactorily meet all College requirements and financial obligations before the degree is awarded. To graduate students must do the following:

1. Complete a minimum of 30 semester hours in residency at Miller College.
2. Complete all program course requirements.
3. Complete the general education prerequisites and Miller College Core Requirements for the degree.
4. Complete at least 45 semester hours of 300 or 400 level course work (more may be required in specific programs).
5. Attain an overall GPA of 2.0 on all course work attempted at Miller College and at least a 2.0 in the major field. An overall GPA of 2.5 is required for the Binda School of Education and an overall GPA of 3.0 is required for the RN to BSN program.
6. Complete the total degree requirements at a minimum of 120 semester hours.
7. Complete the teacher certification requirements (if applicable).

8. Apply no more than 60 semester hours of non-graded college credit applicable toward the degree. This may include military credit, CLEP credit, DANTES credit, and experiential learning credit.

EACH STUDENT MUST ASSUME RESPONSIBILITY FOR KNOWING THE ACADEMIC REQUIREMENTS FOR THE DEGREE THAT IS BEING PURSUED.

Graduation Application

Students planning to receive a degree from Miller College should complete the Intent to Graduate form and submit it to the Student Services Office no later than the date specified in the Academic Calendar for the semester in which they expect to graduate. Deadline dates are published in the class schedule. It is advisable for students to consult with their advisor one semester prior to graduation and to request a degree audit from the Student Services Office. It is the student's responsibility to ensure that all graduation requirements are met.



SCHOOL OF ARTS AND SCIENCES



Bachelor of Science

- **Liberal Studies**
 - General Option
 - Contract Major
- **RN to BS in Nursing (BSN)**

SCHOOL OF BUSINESS



Bachelor of Science

- **Business Administration**
 - General Business
 - Human Resources
 - Management
 - Marketing

Bachelor of Applied Science

- **Career Technology**
 - Allied Health Management
 - Contract Major
 - Emergency Services Management
 - Industrial Management

ELIZABETH H. BINDA SCHOOL OF EDUCATION



Bachelor of Science

- **Elementary Education**

Majors:

- Integrated Science
- Language Arts
- Learning Disabilities (K-12)
- Social Studies

Elementary Education Planned Minor

(Required for all Elementary Education students)

Minors:

- Early Childhood
- English
- History

Integrated Science

Language Arts

Mathematics

Reading

Social Studies

■ **Secondary Education**

Major:

Learning Disabilities (K-12)

Minor:

Reading

This section lists each of the College's undergraduate academic programs. The programs are divided into three schools: the **School of Arts and Sciences**; the **School of Business**; and the **Binda School of Education**.

The Bachelor of Science in Business Administration allows students to select one of four areas of specialization. Similarly, the Bachelor of Applied Science in Career Technology allows students to select one of four areas of specialization. Schools are arranged alphabetically and include background information, as well as a list of program requirements. While the descriptions and information are as accurate and up-to-date as possible, it is the student's responsibility to check with an admissions advisor at the beginning of the program and remain in contact with a faculty advisor throughout his/her studies to ensure that he/she is meeting all program requirements.

A unique option within both the Bachelor of Science and Bachelor of Applied Science is known as the **Contract Major**. In keeping with Miller College's commitment to student needs, the Contract Major allows students to work within the academic framework and design individual programs of study. This individualized major retains the degree requirements, but allows the opportunity to create a major that integrates the students' interests and abilities.

Because the Contract Major is a significant departure from traditional curricula, students are expected to accept a high level of personal responsibility for the design and implementation of the program. The Contract Major must be approved by all of the appropriate chairs and the Academic Dean. A formal contract for the program is developed and signed by both a representative of the College and the student, becoming part of the student's permanent academic record.

SCHOOL OF ARTS AND SCIENCES

Mission Statement

The mission of the School of Arts and Sciences, in support of the mission of Miller College, is to graduate students who exhibit a high level of competence in liberal arts and sciences and demonstrate service to their community. The Miller College School of Arts and Sciences values student learning, critical thinking, oral and written communication skills, and an understanding of a globally-oriented world.

Philosophy Statement

The faculty in the School of Arts and Sciences are committed to providing quality educational opportunities for students who are preparing for challenging careers or continuing to further their professional education. This commitment is structured to provide broadly-educated, globally-oriented, ethical professionals whose high standards of professional competence enable them to actively contribute to their profession, community, and society. The school seeks to provide a learning environment of small classes, faculty members who are readily accessible to a diverse student body, and a personalized student advisement program.

The academic program is designed to meet the educational needs of students by promoting breadth, depth, and the integration of knowledge. The curriculum draws upon and is enhanced by the liberal arts focus of the College with emphasis on composition, presentation delivery, and the importance of service to the community. The School of Arts and Sciences is committed to being responsive by assisting students in developing intellectual concepts, good citizenship, and leadership skills. Faculty work individually with students so the plan of study is both comprehensive and coherent.

Learning Outcomes

The curriculum is designed to build upon the four basic values established in the core requirements of Miller College. The outcomes are as follows:

- 1. Critical Thinking:** In coping with contemporary challenges, students need a variety of methods to discover meaning and to solve problems. Courses that emphasize this value provide

opportunities to develop cognitive, organizational, analytical, and evaluative skills.

- 2. Communication:** The ever-increasing complexity of today's civilization calls for people who can effectively communicate thoughts and ideas orally and in writing. A focus on communication helps students recognize this important demand and seeks to enhance students' ability to express thoughts with logic, sequence, precision, and grace.
- 3. Creativity:** Liberally-educated people aspire to a greater appreciation of the arts and a greater sensitivity in discriminating taste, demonstrating the ability to converse intelligently on matters related to an artistic experience. In short, they find room in their lives for creative growth. These courses are designed to promote such growth through participation in artistic experiences.
- 4. Social and Cultural Relations:** This value invites students to examine the personal, social, cultural, and environmental dynamics the impact of past, present, and future events on their lives, the delicate balances in the human/environmental relationships, and ethical values.

BACHELOR OF SCIENCE IN LIBERAL STUDIES

The Bachelor of Science in Liberal Studies requires at least 120 semester hours of course work, and its purpose is to allow students the opportunity to create a curriculum composed of courses and experiences which meet their individual career needs. The program emphasizes ever-important skills of writing, speaking, and critical thinking. Additionally, the program is enhanced with a focus on living in a global society, thus becoming a better citizen. While the program is open to all students with at least 30 hours of course work, it is principally designed for two specific groups of students: non-traditional students who are already in the work place, but need a bachelor's degree to advance in their current career; and traditional students with clear academic or career goals, who are open and interested in novel ways of organizing an undergraduate experience which draws upon multiple resources and numerous disciplines.

A Contract Major is an option in the Liberal Studies Program. Students who wish to pursue this option must first meet with an admissions advisor to develop

a proposed program plan. The proposed Contract Major must be approved by all appropriate chairs and the Academic Dean. A formal contract for the program is developed and signed by both a representative of the College and the student, becoming part of the student's permanent academic record.

In order to earn a Bachelor of Science in Liberal Studies, students must complete the Miller College Core Requirements and the Liberal Studies Program Requirements, totaling at least 45 semester hours of 300 and 400 level courses. The Miller College Core Requirements include the completion of the Student Electronic Portfolio, which begins in ENGL 310 and is completed in the Senior Seminar Capstone course.

In keeping with the College mission, students are expected to complete one hour of service learning for every hour they are enrolled at Miller College. Service learning may be performed at any time prior to the completion of the Senior Seminar. Evidence of service learning must be documented in the Student Electronic Portfolio. Opportunities for service learning will be available throughout each academic year.

Program requirements may be altered with advisor approval to meet specific student needs.

A. General Education Prerequisites (See page 20.)

B. Miller College Core Requirements 21 SH

COMM 310	Presentation Design and Delivery I	3 SH
COSC 310	Problem Solving with Computers	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organizational and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH
SOCI 310	Human Diversity	3 SH

C. Liberal Studies Program Requirements 24 - 39 SH

COMM 311	Presentation Design and Delivery II	3 SH
ENGL 320	Advanced Comp. and Textual Analysis II	3 SH
LBAR 499	Senior Seminar	3 SH

PHIL 330	Skeptical, Critical, Logical Thinking	3 SH
POLS 310	Elections and Public Opinion	3 SH
POLS 320	Politics of Developing Countries	3 SH
PSYC 320	Educational Psychology	3 SH
PSYC 330	Conflict Management	3 SH
SCIE 310	Industrial Ecology	3 SH
SCIE 320	Global Environmental Problems	3 SH
SOCI 320	Contemporary American Family	3 SH
	Electives 300/400 Level	6 SH

Total Required Course Work

45 - 60 SH

RN TO BACHELOR OF SCIENCE IN NURSING (BSN)

The RN to BSN program has been developed to meet the needs of registered nurses who want to complete their bachelor's degree. The program contains 45 semester hours of instruction, including general education and nursing courses.

In order to earn a Bachelor of Science in Nursing, students must complete the Miller College Core Requirements and the BSN Program Requirements, totaling at least 45 semester hours of 300 and 400 level courses. The Miller College Core Requirements include the completion of the Student Electronic Portfolio, which begins in ENGL 310 and is completed in the Senior Seminar Capstone courses.

In keeping with the College mission, students are expected to complete one hour of service learning for every hour they are enrolled at Miller College. Service learning may be performed at any time prior to the completion of the Senior Seminar. Evidence of service learning must be documented in the Student Electronic Portfolio. Opportunities for service learning will be available throughout each academic year.

Admission Requirements

Every student seeking admission to the Miller College Bachelor of Science in Nursing program must meet the requirements listed below.

1. The applicant must apply and receive full admission to Miller College.
2. The applicant must meet with an admissions advisor.
3. The applicant must possess current, unrestricted, and unencumbered Registered Nurse Licensure to practice in Michigan. The applicant must submit an official transcript showing the completion of the RN program and a copy of his/her current Michigan license to practice as a registered nurse.
4. The applicant must have an overall 2.5 grade point average on a 4.0 scale in the school where the RN program was completed. A 3.0 grade point average on a 4.0 scale must be maintained for all Miller College course work.

Materials may be submitted at any time, but formal acceptance will only be determined after all of the materials have been submitted. Students who meet the requirements for admission and are interested in attending should submit their credentials as soon as possible. Current nursing students may submit transcripts in advance of graduation, but a final transcript must be submitted after the final term concludes.

Standards of Academic Progress for the BSN Program

A student who falls below a cumulative 3.0 GPA on a 4.0 scale in the BSN program will be placed on Program Probation. If a student on Program Probation fails to earn a semester GPA of 2.0 or better at Miller College, he/she will be suspended from the program for the next semester the student is enrolled.

After one semester, a student suspended from the BSN program may seek re-instatement to the program by completing the Re-Instatement to Program Form available in the Student Services Office. The student is also required to meet with his/her advisor. If readmitted, the student will remain on Program Probation until he/she achieves a cumulative GPA of 3.0. A student who is re-instated and fails to earn a semester GPA of 2.0 will be dismissed from the BSN program.

A. General Education Prerequisites

Current, unrestricted, and unencumbered Registered Nurse Licensure fulfills the Miller College General Education Prerequisites.

B. Miller College Core Requirements 18 SH

COMM 310	Presentation Design and Delivery I	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organizational and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH
SOCI 310	Human Diversity	3 SH

C. Bachelor of Science in Nursing Program Requirements 27 SH

AHCM 430	Ethics and Legal Issues in Health Care	3 SH
AHCM 450	Health Care Economics	3 SH
BSRN 310	Community Health	3 SH
BSRN 330	Nurse Leadership/Management I	3 SH
BSRN 340	Pharmacology	3 SH
BSRN 410	Nurse Leadership/Management II	3 SH
BSRN 420	Pathophysiology	3 SH
BSRN 430	Nursing Research Project	3 SH
BSRN 499	Senior Seminar	3 SH

Total Required Course Work 45 SH

SCHOOL OF BUSINESS

Mission Statement

The mission of the School of Business, in support of the mission of Miller College, is to graduate students who exhibit a high level of competence in the area of business or career technology, and who demonstrate service to their community. The College values student learning, critical thinking, oral and written communication skills, and an understanding of a globally-oriented world.

Philosophy Statement

The faculty in the School of Business are committed to providing quality educational opportunities for students who are preparing for challenging careers in a dynamic business environment. This commitment is structured to provide broadly-educated, globally-oriented, ethical professionals whose high standards of professional competence enable them to actively contribute to their profession, community, and society. The School of Business seeks to provide a learning environment of small classes, faculty members who are readily accessible to a diverse student body, and a personalized student advisement program.

Programs encompass both theoretical and applied components. The curriculum draws upon, and is enhanced by, the liberal arts courses of the College with emphasis on composition, presentation delivery, and the importance of service to the community. The School is committed to being responsive to the changing needs of current and future employers of its graduates.

Learning Outcomes

Curriculum is designed to enable all graduates to meet the following six learning outcomes:

- 1. Continuous Management Improvement:** In a competitive business environment, graduates will be able to analyze the task, specify strategic goals and objectives, provide essential organizational structure, establish appropriate management controls, and affect continuous management improvement.
- 2. Solving Business Problems:** Graduates will have the ability to evaluate unstructured business problems, critically evaluate the management alternatives available, and implement effective plans of action.
- 3. Interpersonal Communication Skills:** Graduates will possess oral and written communication skills required for successful performance in business negotiating, bargaining, dealing with customers, selling ideas, and listening.
- 4. Understanding the Business Environment:** Graduates will understand today's world-wide market economy, know how the law impacts business administration, possess an excellent working knowledge of relevant legal issues in human resource

management, and the impact/value of human and cultural diversity in the work place.

- 5. Utilizing Quantitative Information:** Graduates will prepare and use financial and other quantitative information for business decision-making purposes using modern computer-based management information systems to improve their management performance.
- 6. Preparation for Continued Professional Development:** When employed, graduates will be able to influence other workers' behavior in an effective, efficient, and ethical manner that elicits full performance potential, respects human dignity, accommodates individual differences, and promotes team participation.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration requires at least 120 semester hours of course work and is designed to equip students with professional managerial knowledge and skills applicable to both profit and not-for-profit organizations. Four areas of concentration are offered in this degree program:

- General Business
- Human Resources
- Management
- Marketing

In order to earn a Bachelor of Science in Business Administration, students must complete the Miller College Core Requirements, the Professional Business Core, and one Business Concentration, totaling at least 45 semester hours of 300 and 400 level courses. The Miller College Core Requirements include the completion of the Student Electronic Portfolio, which begins in ENGL 310 and is completed in the Senior Seminar Capstone courses.

Once all prerequisites, all core, and all concentration requirements have been met, students may select the balance of their course work using electives from general education or other program areas. Students should seek the assistance of an advisor for course selection and registration.

In keeping with the College mission, students are expected to complete one hour of service learning for every hour they are enrolled at Miller College. Service learning may be performed at any time prior to the completion of the Senior Seminar. Evidence of service learning must be documented in the Student Electronic Portfolio. Opportunities for service learning will be available throughout each academic year.

A. General Education Prerequisites (See page 20.)

B. School of Business Prerequisites 29 SH

General Accounting I	4 SH
General Accounting II	4 SH
Business Law	3 SH
International Business	3 SH
Business Statistics	3 SH
Macroeconomics	3 SH
Microeconomics	3 SH
Principles of Marketing	3 SH
Principles of Management	3 SH

C. Miller College Core Requirements 21 SH

COMM 310	Presentation Design and Delivery I	3 SH
COSC 310	Problem Solving with Computers	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organization and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH
SOCI 310	Human Diversity	3 SH

D. Professional Business Core 15 SH

ACCT 310	Managerial Accounting	3 SH
BUSN 301	Finance I	3 SH
BUSN 420	Global Business Seminar	3 SH
BUSN 499	Senior Seminar	3 SH
MGMT 410	Business and Strategic Planning	3 SH

E. Business Concentrations

1. General Business Requirements		9 - 24 SH
BUSN 302	Finance II	3 SH
MGMT 310	Advanced Human Resources Management	3 SH
MGMT 312	Negotiating/Consensus Building	3 SH
MRKT 310	Purchasing I	3 SH
	Electives 300/400 Level	12 SH
2. Human Resources Management Requirements		9 - 24 SH
BUSN 320	Labor Law	3 SH
MGMT 310	Advanced Human Resources Management	3 SH
MGMT 311	Staffing and Training	3 SH
MGMT 312	Negotiating/Consensus Building	3 SH
MGMT 420	Labor Relations	3 SH
MGMT 430	Compensation and Benefits	3 SH
	Electives 300/400 Level	6 SH
3. Management Concentration Requirements		9 - 24 SH
ACCT 320	Cost Accounting	3 SH
BUSN 302	Finance II	3 SH
BUSN 310	Communication Skills for Managers	3 SH
MGMT 310	Advanced Human Resources Management	3 SH
MGMT 411	Management Cases	3 SH
MRKT 410	Advanced Marketing	3 SH
	Electives 300/400 Level	6 SH
4. Marketing Concentration Requirements		24 SH
MRKT 310	Purchasing I	3 SH
MRKT 320	Purchasing II	3 SH
MRKT 330	Marketing Research	3 SH
MRKT 410	Advanced Marketing	3 SH
MRKT 421	Advertising and Promotion	3 SH
MRKT 440	International Marketing	3 SH
	Electives 300/400 Level	6 SH

Total Required Course Work

45 - 60 SH

BACHELOR OF APPLIED SCIENCE IN CAREER TECHNOLOGY

The Bachelor of Applied Science (BAS) in Career Technology requires at least 120 semester hours of course work, and is designed to prepare students for leadership positions within their field. Three Career Technology Cores are offered in this degree program:

- Allied Health Management
- Emergency Services Management
- Industrial Management

A fourth option in Career Technology is the Contract Major. Students who wish to pursue this option must first meet with an admissions advisor to develop a proposed program plan. The proposed Contract Major must be approved by all appropriate chairs and the Academic Dean. A formal contract for the program is developed and signed by both a representative of the College and the student, becoming part of the student's permanent academic record.

The Contract Major is designed to increase students' understanding of social, psychological, and managerial aspects of the work environment. Sometimes called an "inverted" major, the Bachelor of Applied Science helps students who have an Associate of Applied Science (AAS), the Associate of Applied Technology (AAT), 60 credit hours, or another career associate's degree to bridge smoothly into additional college work. The courses in the BAS program prepare graduates to move into supervisory positions in allied health, trade, industrial, emergency services, and technical professions. In order to earn a Bachelor of Applied Science in Career Technology, students must complete the Miller College Core Requirements and one Career Technology Core, totaling at least 30 semester hours of 300 and 400 level courses. The Miller College Core Requirements include the completion of the Student Electronic Portfolio, which begins in ENGL 310 and is completed in the Senior Seminar Capstone courses.

In keeping with the College mission, students are expected to complete one hour of service learning for every hour they are enrolled at Miller College. Service learning may be performed at any time prior to the completion of the Senior Seminar. Evidence of service learning must be documented in

the Student Electronic Portfolio. Opportunities for service learning will be available throughout each academic year.

Allied Health Management Core

A. General Education Prerequisites (See page 20.)

B. Miller College Core Requirements 21 SH

COMM 310	Presentation Design and Delivery I	3 SH
COSC 310	Problem Solving with Computers	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organization and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH
SOCI 310	Human Diversity	3 SH

C. Allied Health Management Core 24 SH

AHCM 340	Introduction to Allied Health Management	3 SH
AHCM 420	Health Care Policy	3 SH
AHCM 430	Ethics and Legal Issues in Health Care	3 SH
AHCM 440	Advanced Human Resources Management	3 SH
AHCM 450	Health Care Economics	3 SH
BUSN 499	Senior Seminar	3 SH
	Electives 300/400 level (choose two business courses)	6 SH
ACCT 310	Managerial Accounting	
BUSN 300	Economics and Financial Accounting	
BUSN 301	Finance I	
BUSN 305	Money and Banking	
BUSN 310	Communication Skills for Managers	
MGMT 312	Negotiating/Consensus Building	
MGMT 430	Compensation and Benefits	

Total Required Course Work 45 SH

Emergency Services Management Core

A. General Education Prerequisites (See page 20.)

B. Miller College Core Requirements 21 SH

COMM 310	Presentation Design and Delivery I	3 SH
COSC 310	Problem Solving with Computers	3 SH
ENGL 310	Advanced Com. and Textual Analysis I	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organization and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH
SOCI 310	Human Diversity	3 SH

C. Emergency Services Management Core 24 SH

BUSN 300	Economics and Financial Accounting	3 SH
ACCT 310	Managerial Accounting	3 SH
BUSN 301	Finance I	3 SH
BUSN 305	Money and Banking	3 SH
BUSN 310	Communication Skills for Managers	3 SH
BUSN 499	Senior Seminar	3 SH
	Electives 300/400 Level	6 SH

Total Required Course Work 45 SH

Industrial Management Core

A. General Education Prerequisites (See page 20.)

B. Miller College Core Requirements 21 SH

COMM 310	Presentation Design and Delivery I	3 SH
COSC 310	Problem Solving with Computers	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organization and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH
SOCI 310	Human Diversity	3 SH

C. Industrial Management Core

24 SH

ACCT 310	Managerial Accounting	3 SH
BUSN 301	Finance I	3 SH
BUSN 420	Global Business Seminar	3 SH
MGMT 410	Business and Strategic Planning	3 SH
BUSN 499	Senior Seminar	3 SH
	Electives 300/400 Level (business courses)	9 SH

Total Required Course Work

45 SH

THE ELIZABETH H. BINDA SCHOOL OF EDUCATION

Mission Statement

The mission of the Binda School of Education is to prepare each student for a career in teaching. By facilitating the development of competent, compassionate, and committed educators, the Binda School of Education will promote the development of an educational system responsive to the changing conditions of the times. The Teacher Education Program offered by Miller College is designed to meet the future educational needs of those working with children. The curriculum enables graduates to increase their knowledge and sharpen their skills in dealing with the needs of learners from a variety of settings, backgrounds, and perspectives. The curriculum further enhances the graduate’s ability to be an outstanding educator, a curriculum leader, an effective communicator, a problem solver, and a sensitive decision maker.

Philosophy Statement

The Binda School of Education faculty members are committed to providing quality educational opportunities for students who are preparing for challenging careers in education. The Binda School of Education’s philosophy of “Focusing on the Individual Student” means providing personal attention in and out of the classroom to meet the needs of the diverse student body. The faculty are committed to working individually with students to develop a successful academic learning plan that supports a student-centered teaching and learning environment. The curriculum is comprehensive and provides connected learning opportunities through individually designed internships

and classroom observations/laboratory experiences to meet the needs of prospective teachers and future employers.

Learning Outcomes

The curriculum is designed to enable all graduates to meet the following learning outcomes:

- 1. Lifelong Learning:** Graduates will enhance their continued professional development by demonstrating knowledge of the curriculum, competence in the field of education, and through their proven ability to seek out and use research and best practices for personal growth.
- 2. Planning for Successful Instruction:** Skillful teachers exhibit common characteristics. They are knowledgeable of the curriculum. They are well organized in their planning. Their instructional plans/lesson plans include objectives, outcomes, and standards. They communicate their instructional objectives effectively to their students. They have on-going assessments for learning and high expectations for their students. Graduates will be very familiar with these characteristics and skillful in making detailed lesson plans to meet the needs of the students.
- 3. Designing Effective Instruction:** Graduates will understand the need to monitor student success and provide students with necessary support to improve their understanding and skills based on the developmentally appropriate needs and learning styles of the student.
- 4. Participating in a Variety of Field Experiences:** Graduates will have varied opportunities for out-of-classroom experiences that foster an understanding of the specific developmental, emotional, physical, social, and mental needs of children. Every reasonable effort will be made to place students in a variety of school settings, i.e. urban, suburban, rural, private, public regular, and public charter.
- 5. Assessment of Student Learning:** Effective teaching requires individuals to drive instruction by using on-going assessments, actual student work, and formal and informal assessment data for on-going analysis of students' needs. By using on-going assessments, the graduate will

learn to reflect on data, learn why and how analyzing student work can improve teaching and learning, and identify where change is needed in teaching. Graduates will be knowledgeable of the purposes of classroom assessments (for placement, diagnosis, formative evaluations, and summative evaluations), and will learn how to construct classroom assessments.

6. Encouraging Inquiry Teaching and

Higher-Level Thinking: Graduates will establish a knowledge base that will prepare them for helping students become higher-level thinkers. Their lessons will reflect the basic elements of inquiry teaching and methods for developing higher-level thinking skills.

7. Managing the Classroom Environment: Graduates will establish a knowledge base that will prepare them to be classroom teachers. They will research/review theories and various approaches in order to be adequately prepared to maintain order and discipline in the classroom and feel competent to address the needs of students from diverse cultural backgrounds in order for learning to occur.

8. Providing Opportunities for Stakeholders' Participation: Graduates will understand and appreciate the resources available to them in the classroom. They will demonstrate the inclusion of parents, volunteers, and community members into the educational arena by allowing them to serve as resource persons in the classroom, to plan and review educational materials, and to share their knowledge, skills, and life experiences.

Partnership with Aquinas College

Miller College has entered into a partnership with Aquinas College of Grand Rapids, Michigan to assist in the process established by the Michigan Department of Education (MDOE) that will allow students to be certified as teachers. As the mentoring institution, the faculty and staff of Aquinas College will assist in the design and delivery of the Teacher Education Program, student advising, student internships, standards compliance, quality processes, and credentialing.

Programs of Certification Offered

The Teacher Education Program is currently designed for those students interested in teaching pre-kindergarten through 12th grade within an Elementary Education Program (all subjects) and a Secondary Education Program. The Elementary Education Program offers major and minor academic areas in grades six through eight and all subject areas in grades kindergarten through eighth grade in self-contained classrooms. Majors in Integrated Science, Language Arts, Learning Disabilities, and Social Studies; and minors in Early Childhood, English, History, Integrated Science, Language Arts, Mathematics, Reading, and Social Studies are offered. The Secondary Education Program will include a major in Learning Disabilities with a Reading minor.

Requirements for Admission to the Teacher Education Program

Every student seeking to be admitted to the Miller College Teacher Education Program must do the following:

1. Review the Binda School of Education Handbook.
2. Note important dates for application to the Teacher Education Program.
3. Meet with an admissions advisor to develop a program plan.
4. Complete the Written Application for Admission to the Teacher Education Program and submit it to the Student Services Office.
5. Present documentation of successful completion of Michigan Test for Teacher Certification (MTTC) Basic Skills Test (reading, mathematics and writing) prior to admission to the Teacher Education Program.
6. Enroll in EDUC 301 – Introduction to Education during the first semester of attendance at Miller College.
7. Complete a criminal disclosure form and pass a criminal background check.

Note: Verification of satisfactory criminal background check is required for courses with field placements.

For additional admission requirements of the Teacher Education Program, please see the Binda School of Education Handbook.

Professional Certification

Since the process of becoming a teacher includes both a bachelor's degree and professional certification, students must declare their intent to become an applicant of the Binda School of Education as early as possible. The advising process is a critical aspect of teacher preparation; for example, with some courses, it is possible to meet both general education and teacher education requirements at the same time. Faculty advisors ensure that students have met all teacher preparation requirements and work with each student to plan appropriate progress toward the completion of the majors and minors. At Miller College, students will be assigned a faculty advisor who will meet with the student at least once a semester.

Major/Minor Requirements

In teacher education, students select one of the two following options:

Elementary Education:

1. An academic major from the list of Teacher Certification Approved Program areas and the Elementary Education Planned Minor.
2. Two academic minors from the list of Teacher Certification Approved Program areas and the Elementary Education Planned Minor.

The Teacher Certification Approved Program areas for majors and minors available at Miller College for elementary teacher education students are listed below:

Majors:

Integrated Science
Language Arts
Learning Disabilities (K-12)
Social Studies

Elementary Education Planned Minor

(Required for all Elementary Education students)

Minors:

Early Childhood	Language Arts
English	Mathematics
History	Reading
Integrated Science	Social Studies

SECONDARY EDUCATION

The Bachelor of Science in Secondary Education Teacher Education Program emphasizes practical knowledge, field experience, and professional development so that graduates of the program are equipped with knowledge to serve as excellent teachers of children and educational leaders in public and private schools. Graduates will have the necessary knowledge and skills to enhance the learning environments and positively impact the lives of others.

The Teacher Certification Approved Program areas for majors and minors available at Miller College for secondary teacher education students are listed below:

Majors:

Learning Disabilities (K-12)

Minor:

Reading

Grading Policy

The Binda School of Education follows the grading policies found in the Academic Policies and Procedures section of the catalog. Letter grades of “A,” “B,” or “C” represent levels of accomplishment sufficient to allow students to make satisfactory progress toward graduation. “D” level work is considered inferior and the minimum-level accomplishment that will allow students to continue their studies at Miller College. A grade of “F” is assigned to students who fail to meet minimum course requirements. A grade of “XF” is assigned to students who voluntarily discontinue class attendance without officially withdrawing.

No grade of less than “C” (2.0) will be allowed for the purpose of certification in any course required in students’ academic majors, minors, or the Professional Education sequence. In such cases, the courses must either be retaken or substitutions must be made. In cases of substitutions, written permission must be obtained from the Binda School of Education Chair. No substitutions will be allowed in the Professional Education Sequence. If a grade less than “C” (2.0) is earned, additional course work within the sequence may not be taken until the course is repeated.

Note: Students must have a C grade or better in all courses to graduate from the Binda School of Education.

Standards of Academic Progress for the Binda School of Education

A student who falls below a cumulative 2.5 GPA on a 4.0 scale for the Binda School of Education will be placed on Program Probation in the Binda School of Education. If a student on Program Probation fails to earn a semester GPA of 2.0 or better at Miller College, he/she will be suspended from the Binda School of Education for the next semester the student is enrolled.

After one semester, a student suspended from the Binda School of Education may seek re-instatement to the School by completing the Re-Instatement to Binda School of Education Form available in the Student Services Office. The student is also required to meet with his/her advisor. If re-admitted, the student will remain on Program Probation until he/she achieves a cumulative GPA of 2.5. A student who is re-instated and fails to earn a semester GPA of 2.0 will be dismissed from the Binda School of Education.

GPA Requirement

Students must earn a minimum 2.0 GPA or better on a 4.0 scale in their education courses and have an overall GPA of 2.5 in courses taken at Miller College at the time of application for student internship.

The No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 (NCLB), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), was signed into law on January 8, 2002. NCLB requires that all teachers of core academic subjects meet the definition of a highly-qualified teacher. In order to be considered highly qualified, a teacher must have full State certification.

“Highly Qualified” Means:

The teacher holds at least a bachelor’s degree and full State certification, has a major in the content/subject assigned to teach or if teaching in a minor has passed a rigorous State test in the content/subject, or holds a master’s or higher degree in the content/subject, or has completed the equivalent of a major in the content/subject (30 semester credit hours), or holds National Board Certification or meets a high objective uniform State-standard of evaluation.

Highly Qualified Teachers In Michigan:

All elementary (grades K-5), middle, and secondary teachers who have taken and passed the Michigan Test for Teacher Certification (MTTC) basic skills and subject area examinations are considered highly qualified.

All elementary teachers (grades K-5), even those who have not taken the MTTC, are considered highly qualified because the elementary preparation is the equivalent of an academic major.

All middle and secondary teachers who do not take the MTTC, but are assigned to teach in their academic major(s) are considered to be highly qualified for that content/subject.

Michigan Department of Education/ Office of Professional Preparation Services 10/03

A candidate enrolled in the Teacher Education Program at Miller College will meet or exceed the definition of highly qualified if the candidate:

- completes all requirements of the Miller College certification program, including all course work and bachelor's degree requirements;
- passes the required Michigan Test for Teacher Certification (MTTC) Basic Skills Test and the subject area test(s), including Elementary Education if applicable, that match the type of certification and/or endorsement(s) being sought; and
- demonstrates, via electronic portfolio, evidence of meeting the MDOE standards for pre-service teacher certification candidates. Secondary candidates must pass their respective content area tests.

Miller College Professional Certification Requirements

All certification candidates must successfully complete the following:

1. A minimum of 40 semester hours of general or liberal education.
2. A major in an approved area of at least 30 semester hours of academic content or a group minor of not less than 36 semester hours.
3. A minor in an approved area of at least 20 semester hours or a

group minor of not less than 24 semester hours. Elementary candidates have the option of completing a triple minor in lieu of a major and a minor.

4. Passing scores on the appropriate MTTC Basic Skills Test and the subject area test(s), including Elementary Education if applicable, that match the type of certification and/or endorsement(s) being sought. Secondary teachers must pass their respective content area tests.
5. A student must have a cumulative GPA minimum of 2.0 before enrolling in any education class and maintain a minimum GPA of 2.0 or better, in order to continue taking education courses.
6. Successful completion of Student Internship.
7. Aquinas College confirms that Miller College's recommendation for teacher certification is appropriate for the MDOE to honor. Miller College's recommendations are based on successful academic and fieldwork performance.
8. Once the recommendation has been accepted by the MDOE, students must pay a teacher certification fee to the MDOE prior to receiving their initial provisional teaching certification.
9. Complete a criminal disclosure form and pass a criminal background check.

Student Internship

Student Internship is the culmination of the Teacher Education Program at Miller College. This is a minimum 14-week internship in an elementary or secondary school under the direct supervision of an experienced certified teacher. Seminars, weekly journal writing, assigned readings, and full-time teaching are requirements for successful completion of the Student Internship. Prerequisites: Cumulative GPA of 2.5 on a scale of 4.0; completion of all professional education, major, minor, and general education course work requirements; and verification of a satisfactory criminal background check.

Students must complete the Student Internship application by 4 p.m. on the following dates:

- September 15th for a spring semester assignment
- January 15th for a fall semester assignment
- If the 15th falls on a weekend, the deadline will be 4 p.m. on the next business day

Students submitting late applications will be assessed a non-refundable late fee of \$150.00. Late fees are not guaranteed consideration for a placement for the desired semester.

For additional admission requirements of the Teacher Education Program, please see the Binda School of Education Handbook.

Because of the multiple course requirements in the program, full-time students may want to consider the following options:

- Taking additional semesters at Miller College to complete their degree
- Going to summer school
- Taking 15+ semester hours for multiple semesters

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

The Bachelor of Science in Elementary Education requires as many as 136 semester hours of course work. The Teacher Education Program emphasizes practical knowledge, field experiences, and professional development so that graduates of the program are equipped with knowledge to serve as excellent teachers of children and educational leaders in public and private schools. Graduates will have the necessary knowledge and skills to enhance the learning environments and positively impact the lives of others.

The following outlines the Elementary Teacher Education Program at Miller College:

A. General Education Prerequisites (See page 20.)

B. Miller College Core Requirements

Miller College Core Requirements are met through the Professional Education Requirements. The Miller College Core Requirements include the completion of the Student Electronic Portfolio, which begins in ENGL 310 and is completed in the Senior Seminar Capstone courses.

In keeping with the College mission, students are expected to complete one hour of service learning for every semester hour they are enrolled at Miller

College. Service learning may be performed at any time prior to completion of the Senior Seminar. Evidence of service learning must be documented in the Student Electronic Portfolio. Opportunities for service learning will be available throughout each academic year.

C. Professional Education Requirements 43 SH

*Foundations of Education		3 SH
*Human Growth and Development		3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
EDUC 301	Introduction to Education	3 SH
EDUC 302	Diversity and Inclusion I	3 SH
EDUC 305	Educational Psychology	3 SH
EDUC 402	Classroom Management	3 SH
EDUC 420	Elementary Methods	6 SH
EDUC 421	Technology for the Classroom Teacher	3 SH
EDUC 498	Student Internship	10 SH
EDUC 499	Senior Seminar	3 SH

**Indicates course is a transfer course.*

D. Elementary Education Planned Minor 31 SH

EDUC 310	Teaching Reading and Language Arts I	3 SH
EDUC 311	Teaching Reading and Language Arts II	3 SH
	*Mathematics for Elementary Teachers I	4 SH
	*Mathematics for Elementary Teachers II	3 SH
EDUC 320	Science for Teachers I	3 SH
EDUC 321	Science for Teachers II	3 SH
EDUC 330	Social Studies for Teachers I	3 SH
EDUC 331	Social Studies for Teachers II	3 SH
	Select two of the following courses:	6 SH
	*Art for the Elementary Teachers	
	*Fundamentals of Music for Teaching	
	*Dance for Elementary Teachers	
	*Preschool and Elementary Physical Education	
	*Introduction to Children’s Theatre	

**Indicates course is a transfer course.*

Academic Majors for Teacher Certification

Within the Elementary Education Program, four majors are offered: Integrated Science, Language Arts, Learning Disabilities, and Social Studies. Following is an outline of each.

A. Integrated Science Major 43 SH

	*Principles of Modern Biology	4 SH
	*Fundamentals of Chemistry I	4 SH
	*Environmental Science	4 SH
	*Physical Science	4 SH
	*Astronomy	4 SH
	*Botany	4 SH
	*Zoology	4 SH
	*Physical Geography – Earth Science	4 SH
EDUC 315	Reading Scientific Journals	3 SH
	Select two of the following courses:	8 SH
	*Field Biology	
	*Human Anatomy	
	*General Chemistry I	
	*General Chemistry II	
	*Introductory Physics I	
	*Introductory Physics II	

**Indicates course is a transfer course.*

B. Language Arts Major 42 SH

	*Interpersonal Communication	3 SH
	*Public Speaking	3 SH
	*Oral Interpretation	3 SH
	*Introduction to Children’s Theatre	3 SH
	*Introduction to Literature	3 SH
	*Children’s Literature	3 SH
	*Introduction to Journalism	3 SH
EDUC 312	Grammar	3 SH
EDUC 313	Teaching Writing	3 SH
EDUC 314	Development of the English Language	3 SH
	*American Literature I	3 SH
	*American Literature II	3 SH
	Select one of the following courses:	3 SH

*World Literature I

*World Literature II

Select one of the following courses: 3 SH

*Creative Writing: Short Story

*Creative Writing: Poetry

**Indicates course is a transfer course.*

C. Learning Disabilities Major (K-12)

39 SH

This major is currently under review. Please contact a faculty advisor in the Binda School of Education regarding new program requirements. The changes will affect all LD majors. Students pursuing this major will be required to complete two semesters of Student Internship.

	*Introduction to Working with Young Children with Special Needs	3 SH
	*Early Childhood Literacy	3 SH
EDUC 303	Diversity and Inclusion II	3 SH
EDUC 317	Reading Assess. and Classroom Practice	3 SH
EDUC 430	Literacy for the Linguistically and Culturally Diverse Learner	3 SH
EDUC 431	Learning Disabilities: Theory to Practice	3 SH
EDUC 432	Special Education Curriculum and Methods	3 SH
EDUC 433	Productive Interactions between Teachers, Parents, and Students	3 SH
EDUC 467	Succeeding with Students Who Have Challenging Behaviors	3 SH
EDUC 468	Directed Student Intern. in LD: Elementary	6 SH
EDUC 469	Directed Student Intern. in LD: Secondary	6 SH

In addition to the Professional Education Requirements of a full semester of student internship in a regular classroom setting, Learning Disabilities Majors, elementary or secondary, must equally complete EDUC 468 and EDUC 469 to fulfill the requirement for their 14-week placement.

**Indicates course is a transfer course.*

D. Social Studies Major

46 SH

*American History Survey to 1877 3 SH

*American History Survey - 1877 to Present 3 SH

*History of Michigan 3 SH

*Political Science – Federal Government	3 SH
*Political Science – State and Local Gov.	3 SH
*Physical Geography	4 SH
*Introduction to Sociology	3 SH
*Cultural Anthropology	3 SH
*Global History to 1500	3 SH
*Global History 1500 to Present	3 SH
Select one of the following courses:	3 SH
*Macroeconomics	
*Microeconomics	
*Select two multicultural courses	6 SH

Note: Check with an advisor for acceptable classes.

*Select two electives from the following disciplines:	6 SH
History, Political Science, Sociology, Psychology	

**Indicates course is a transfer course.*

Academic Minors for Teacher Certification

A. Early Childhood Education Minors 27 SH

*Fundamentals of Early Childhood Educ.	3 SH
OR	
*Positive Child Guidance	3 SH
*Early Childhood Literacy	3 SH
*Early Childhood Learning Environment I	3 SH
*Early Childhood Learning Environment II	3 SH
*Child Care Administration	3 SH
*Assessment with Young Children	3 SH
*Anti-Bias Curriculum in Early Childhood Settings	3 SH
*Practicum	3 SH
*Young Children with Special Needs	3 SH

**Indicates course is a transfer course.*

B. English Minor 24 SH

*Introduction to Literature	3 SH
*African American Literature	3 SH
*American Literature I	3 SH

EDUC 313	*American Literature II	3 SH
	Teaching Writing	3 SH
	Select one of the following courses:	3 SH
	*Creative Writing: Short Story	
	*Creative Writing: Poetry	
	Select one of the following courses:	3 SH
	*British Literature	
	*Shakespeare	
	Select one of the following courses:	3 SH
*World Literature I		
*World Literature II		

**Indicates course is a transfer course.*

C. History Minor 24 SH

*American History Survey to 1877	3 SH
*American History Survey - 1877 to Present	3 SH
*Global History to 1500	3 SH
*Global History 1500 to Present	3 SH
*History of Michigan	3 SH
*Select two History electives	6 SH
*Select one elective course in non-western History	3 SH

**Indicates course is a transfer course.*

D. Integrated Science Minor 24 SH

*Principles of Modern Biology	4 SH
*Fundamentals of Chemistry I	4 SH
*Environmental Science	4 SH
*Physical Science	4 SH
Select two of the following courses:	8 SH
*Botany	
*Zoology	
*Physical Geography – Earth Science	

**Indicates course is a transfer course.*

E. Language Arts Minor

24 SH

	*Interpersonal Communication	3 SH
	*Introduction to Children's Theatre	3 SH
	*Introduction to Literature	3 SH
	*Children's Literature	3 SH
	*Early Childhood Literacy	3 SH
EDUC 312	Grammar	3 SH
EDUC 313	Teaching Writing	3 SH
	Select one of the following courses:	3 SH
	*Creative Writing: Short Story	
	*Creative Writing: Poetry	

**Indicates course is a transfer course.*

F. Mathematics Minor

24 SH

	*Algebra I	4 SH
	*Algebra II	4 SH
	*Calculus I	5 SH
	*Calculus II	5 SH
	*Statistics	3 SH
	*Trigonometry	3 SH

**Indicates course is a transfer course.*

G. Reading Minor

24 SH

	*Children's Literature	3 SH
EDUC 316	Beginning Approaches to Reading	3 SH
EDUC 317	Reading Assess. and Classroom Practices	3 SH
EDUC 318	Youth Literature	3 SH
EDUC 319	Content Area Literacy	3 SH
EDUC 350	Reading Foundations	3 SH
EDUC 351	Internship in Reading	3 SH
EDUC 430	Literacy for Linguistically and Culturally Diverse Learners	3 SH

**Indicates course is a transfer course.*

H. Social Studies Minor

25 SH

*American History Survey to 1877	3 SH
*American History Survey - 1877 to Present	3 SH
*History of Michigan	3 SH
*Physical Geography	4 SH
*Political Science – Federal Government	3 SH
*Political Science – State and Local Gov.	3 SH
Select one of the following courses:	3 SH
*Global History to 1500	
*Global History 1500 to Present	

Select one of the following courses: 3 SH

*Macroeconomics

*Microeconomics

**Indicates course is a transfer course.*

NOTE: Electives are chosen from courses within majors and minors.



Option One - Major/Planned Minor

Major	Semester Hours		Professional Sequence		Planned Minor		*Credit Totals	
	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer
Integrated Science	3	40	37	6	24	8	64	54
Language Arts	9	33	37	6	24	8	70	47
Learning Disabilities	33	6	37	6	24	8	94	20
Social Studies	0	46	37	6	24	8	61	60

Option Two - Tri-Minor

Major	Semester Hours		Professional Sequence		Planned Minor		*Credit Totals	
	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer
Early Childhood	0	27	37	6	24	8	61	41
English	3	21	37	6	24	8	64	35
History	0	24	37	6	24	8	61	38
Integrated Science	0	24	37	6	24	8	61	38
Language Arts	6	18	37	6	24	8	67	32
Math	0	24	37	6	24	8	61	38
Reading	21	3	37	6	24	8	82	17
Social Studies	0	25	37	6	24	8	61	38

*Credit Totals do not include General Education Prerequisites taken prior to Miller College.
 General Education Prerequisites + Transfer Credits + Miller College Credits = **Requirements for BS in Elementary Education.**

BACHELOR OF SCIENCE IN SECONDARY EDUCATION

The Bachelor of Science in Secondary Education requires as many as 136 semester hours of course work. The Teacher Education Program emphasizes practical knowledge, field experience, and professional development so that graduates of the program are equipped with knowledge to serve as excellent teachers of children and educational leaders in public and private schools. Graduates will have the necessary knowledge and skills to enhance the learning environments and positively impact the lives of others.

The following outlines the Secondary Teacher Education Program at Miller College:

A. General Education Prerequisites (See page 20.)

B. Miller College Core Requirements 24 SH

Miller College Core Requirements are met through the Professional Education Requirements.

C. Professional Education Requirements 43 SH

	* Human Growth and Development	3 SH
	* Foundations of Education	3 SH
ENGL 310	Advanced Comp. and Textual Analysis I	3 SH
EDUC 301	Introduction to Education	3 SH
EDUC 302	Diversity and Inclusion I	3 SH
EDUC 305	Educational Psychology	3 SH
EDUC 402	Classroom Management	3 SH
EDUC 421	Technology for the Classroom Teacher	3 SH
EDUC 435	Secondary Methods	6 SH
EDUC 498	Student Internship	10 SH
EDUC 499	Senior Seminar	3 SH

**Indicates course is a transfer course*

Academic Majors for Teacher Certification

Within the Secondary Education Program a Learning Disabilities Major (K-12) with a Reading Minor is offered. Following is an outline of the program:

D. Learning Disabilities (K-12) Major

33 SH

This major is currently under review. Please contact a faculty advisor in the Binda School of Education regarding new program requirements. The changes will affect all LD majors. Students pursuing this major will be required to complete two semesters of Student Internship.

	*Introduction to Working with Young Children with Special Needs	3 SH
	*Early Childhood Literacy	3 SH
EDUC 303	Diversity and Inclusion II	3 SH
EDUC 317	Reading Assess. and Classroom Practice	**
EDUC 430	Literacy for the Linguistically and Culturally Diverse Learner	**
EDUC 431	Learning Disabilities: Theory to Practice	3 SH
EDUC 432	Special Education Curriculum and Methods	3 SH
EDUC 433	Productive Interactions between Teachers, Parents, and Students	3 SH
EDUC 467	Succeeding with Students who Have Challenging Behaviors	3 SH
EDUC 468	Directed Student Internship in LD: Elementary	6 SH
EDUC 469	Directed Student Internship in LD: Secondary	6 SH

**Indicates course is a transfer course*

***Indicates course is included in the Reading Minor and can only be counted once.*

In addition to the Professional Education Requirements of a full semester of student internship in a regular classroom setting, Learning Disabilities Majors, elementary or secondary, must equally complete EDUC 468 and EDUC 469 to fulfill the requirement for their 14-week placement.

E. Reading Minor

24 SH

	*Children's Literature	3 SH
EDUC 316	Beginning Approaches to Reading	3 SH
EDUC 317	Reading Assess. and Classroom Practices	3 SH
EDUC 318	Youth Literature	3 SH
EDUC 319	Content Area Literacy	3 SH
EDUC 350	Reading Foundations	3 SH
EDUC 351	Internship in Reading	3 SH
EDUC 430	Literacy for Linguistically and Culturally Diverse Learners	3 SH

**Indicates course is a transfer course*

Secondary Education Major - Learning Disabilities (K-12)

Major	Semester Hours		Professional Sequence		*Credit Totals	
	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer
Learning Disabilities	30	6	37	6	67	12

Secondary Education Major - Reading

Major	Semester Hours		Professional Sequence		*Credit Totals	
	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer
Reading	21	3	37	6	59	9

*Credit Totals do not include General Education Prerequisites taken prior to Miller College.
 General Education Prerequisites + Transfer Credits + Miller College Credits = **Requirements for BS in Secondary Education.**

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 310 Managerial Accounting 3 SH

A survey of the financial reporting process, a detailed study of financial statements, application of accounting theory to working capital management categories, and analysis of Generally Accepted Accounting Principles (GAAP).

**Prerequisite: Principles of Accounting I or BUSN 300*

ACCT 320 Managerial Cost Accounting 3 SH

A continuation of the techniques and approaches used in ACCT 310 with a focus on evaluating the information required for management planning and control systems. Additional case studies will be required. Added topics include further study into standard costing, ABC costing, transfer pricing models, internal budgeting, department service costs, and evaluating management processes.

**Prerequisite: ACCT 310*

ALLIED HEALTH MANAGEMENT

AHCM 340 Introduction to Allied Health Mgmt. 3 SH

Focuses on the areas of planning, prioritizing, and sequencing of work, executing work plans; a study of financial statements for budgeting purposes and providing feedback on performance. This course explains techniques for scheduling and controlling, the execution of quality initiatives, and continuous improvement plans.

**Prerequisite: Principles of Accounting I or BUSN 300*

AHCM 420 Health Care Policy 3 SH

Analyzes the organization and administration of public health agencies at national, state, and local levels. Major public health problems, including administrative and policy decisions regarding their resolution, will be included.

AHCM 430 Ethics and Legal Issues in Health Care 3 SH

Examines contemporary issues in medicine and health care practice from an ethical perspective, legal terminology, and basic principles of civil liability as it relates to negligence, issues relative to confidentiality, and privacy issues.

AHCM 440 Advanced Human Resources Mgmt. 3 SH
Topics in human resources management such as advanced organizational behavior, managing performance appraisals, employee rights, strategic human resources management, grievance procedures, and arbitration and mediation.

AHCM 450 Health Care Economics 3 SH
A survey of the discipline of economics with special reference to a global-market economy. Attention given to economic policy in relation to social issues including the government and the quality of life, distribution of wealth, unemployment, poverty, the disadvantaged, and respect for the law.

**Prerequisite: Macroeconomics or Microeconomics or BUSN 300*

BUSINESS ADMINISTRATION

BUSN 300 Economics and Financial Accounting 3 SH
This course is designed to offer students a solid foundation in financial accounting with strong emphasis placed on the theory and practice of economics including: survey and evaluation of balance sheets; expense statements, origin and purpose; cash flow analysis in relation to planning; decision making; cost controls; analysis of gross domestic output; cyclical variability; general level of prices and employment; and the effects of demand and supply.

BUSN 301 Finance I 3 SH
An overview of financial management for business or business-related majors. Analysis of financial statements, financial markets, and securities. Also included will be a review of risk and valuation, asset pricing, and capital structure. International, current, and ethical implications will be explored.

**Prerequisite: Principles of Accounting I or BUSN 300*

BUSN 302 Finance II 3 SH
A course designed to understand financial management of multi-national firms. Among those topics covered are investment companies, risk management, cost of capital, budgeting, cross-cultural and ethical considerations. Also included will be a review of derivatives, source of funds, and managing short-term assets.

**Prerequisite: BUSN 301*

BUSN 305 **Money and Banking** **3 SH**
A study of how money, credit, and interest rates affect the level of employment, production, and prices in the economy. Topics of study will include the Federal Reserve System, the operations of commercial banks, credit controls, the theory of interest rate determination, and recent trends in banking.
**Prerequisite: Macroeconomics or Microeconomics or BUSN 300*

BUSN 310 **Communication Skills for Managers** **3 SH**
This course is designed to improve oral and written communication skills by refining study and research skills, using professional vocabulary, and sharing research findings about business trends and issues.
**Prerequisites: Freshman Composition – Essay Writing, Freshman Composition – Research Writing, Interpersonal Communication*

BUSN 320 **Labor Law** **3 SH**
A study of everyday legal problems encountered in business with emphasis on the areas of legal procedure, contract, employment law, with cases relating to these and other areas.

BUSN 420 **Global Business Seminar** **3 SH**
This course focuses on global economics integration, emerging market economics, and the effects these trends will have on both service and manufacturing industries in the short and long term. Other global business issues will include: the European Union (EU), North American Free Trade Association (NAFTA), and the World Trade Organization (WTO); environmental considerations in business operations; the influences of political and legal environments on the markets; the strategies for business entry; transportation logistics; and the development of management talent.
**Prerequisites: Macroeconomics or Microeconomics or BUSN 300; BUSN 301; and ACCT 310*

BUSN 490 **Special Topics** **1-3 SH**
This course provides the opportunity for the interested student with a good academic record to pursue independently the study of a business related topic under the direction of a business faculty member. Subjects selected must be specific to meet the individual needs of the student and suited to the expertise of the faculty member.

BUSN 499 **Senior Seminar** **3 SH**
The capstone course examines the interrelationships of the various business functions from the viewpoint of middle management's decision process. Heavy emphasis is placed on both oral and written case study analysis and completion of the electronic portfolio, which will include artifacts from each class, evidence of service learning, reflections on program objectives, and other student selections.
**Prerequisites: Program Prerequisites and Advisor approval*

COMMUNICATION

COMM 310 **Presentation Delivery and Design I** **3 SH**
This course is designed to develop skills in design, creation, and delivery of effective quality presentations. Included in the class will be instruction in methodology, concepts, operation of appropriate software and hardware, creative strategies and design, and a demonstration of mastery with multiple presentations.

COMM 311 **Presentation Delivery and Design II** **3 SH**
This course is a continuation of Presentation Delivery and Design I. Emphasis will be placed on functional presentations for local organizations.
**Prerequisite: COMM 310*

COMPUTER SCIENCE

COSC 310 **Problem Solving with Computers** **3 SH**
Brief historical overview of computing and computers, strategies for solving problems by computers, and programming. Topics include web design, internet, application software, strengths and weaknesses of computer-based solutions, and managing with technology. The course has an applied approach to solving problems personally and professionally.

EDUCATION

EDUC 301 **Introduction to Education** **3 SH**
Students will work in a supervised K-12 school setting on a weekly basis, assisting children and serving as a teacher aide. Up to 40 contact hours over the course of 12 weeks of the semester is required. Students will also attend a semester-long, weekly seminar engaging in reading and writing assignments and class discussions. This course introduces students to the foundations of the Teacher Education Program at Miller College, including procedures, required course work, i.e. MTTC, written and electronic portfolio. All field

placement assignments for this course will be limited to public and private schools in the Miller College service region. (Meets PHIL 310 requirement)

**Prerequisite: Verification of satisfactory criminal background check*

EDUC 302 Diversity and Inclusion I 3 SH

Examines the ways that culture enriches and challenges the school and community and how appropriate instructional objectives match the academic, social/emotional, physical, cultural, and behavioral needs of the student. Strategies for suitable instruction will be linked to understanding how learning develops over time and within cultures. An examination of literature, classroom methods, and a general philosophy, which encompasses inclusion, tolerance, and understanding will be studied. This course includes a field experience of up to 10 hours. (Meets SOCI 310 requirement)

**Prerequisite: Verification of satisfactory criminal background check*

EDUC 303 Diversity and Inclusion II 3 SH

Inclusive education begins with the overall philosophy of education and how it views students with disabilities in the general classroom. Appropriate instructional objectives, assessments, and adaptations to the regular education curriculum will be examined to fit the academic, social/emotional, physical, and behavioral needs of the children and adolescents in an inclusive educational setting. Adaptations to the regular education curriculum will be assessed and matched with the academic, social/emotional, physical, and behavioral needs of the child or adolescent. The conditions and strategies to maintain suitable instruction will be linked to the learning goals of the individual student. The role of the general education teacher as a member of the Individual Educational Plan team will be stressed in light of other important relationships, such as those with parents, paraprofessionals, and

other teachers. This course may include a field experience of up to 10 hours. Required for the Learning Disabilities Major and all Reading Minors.

**Prerequisite: EDUC 302 with a grade of "C" or better*

EDUC 305 Educational Psychology 3 SH

Focuses on the developmental theories of the learning and cognitive processes, emotion, motivation, and competency and their implications for teaching in the K-12 classrooms. Attention is given to special problems in formal K-12 education. This course may include a field experience of up to 15 hours.

**Prerequisite: Verification of satisfactory criminal background check*

EDUC 314 **Development of the English Language** **3 SH**
An introduction to the study of the English language from its origin to the present. A study of the basic facts of language acquisition, language history and language variation across cultures and social groups with an emphasis on practical application. Required for the Language Arts Major.

**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 315 **Reading & Researching Scientific Journals** **3 SH**
A study of techniques and skills such as gathering, selecting, and synthesizing information from sources used in the sciences that help students become proficient in researching and interpreting scientific journals and primary source materials.

EDUC 316 **Beginning Approaches to Reading** **3 SH**
An in-depth look at early levels of reading instruction, preschool through grade 3; assessment, materials, and approaches. This course may include a field experience of up to 15 hours. Required for all Reading Minors.

**Prerequisite: EDUC 310 with a grade of "C" or better*

EDUC 317 **Reading Assess. and Classroom Practices** **3 SH**
This course is designed to present an introduction to informal testing measures used to diagnose and remediate reading problems. Emphasis will be placed on analysis and remediation of reading difficulties and prevention measures currently utilized in elementary schools and recommended by effective research. Discussions will focus on how to help young children become successful readers. Field work is required as an integral part of this course. Each student will develop an individualized plan of instruction and tutor a school-aged child. This course includes a field experience of at least 30 hours. Required for all Reading Minors.

**Prerequisite: EDUC 316 with a grade of "C" or better*

EDUC 318 **Youth Literature** **3 SH**
Techniques and principles in selecting, evaluating, and promoting young adult literature. The student will survey the themes and a selection of authors who have made a significant contribution to the field of youth literature. This course may include a field experience. Required for all Reading Minors.

**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 319

Content Area Literacy

3 SH

This course is the study of literacy in content material across the curriculum for students. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, and viewing literature. This course includes a field experience of up to 15 hours working with students to learn literacy strategies.

**Prerequisite: EDUC 317 with a grade of "C" or better*

EDUC 320

Science for Teachers I

3 SH

An overview of the science curriculum emphasizing the foundations of science, practical aspects of teaching science, scientific methods, and constructivist methods. Students will create daily lesson plans and experience classroom activities. Themes of: cells and organisms; anatomy and physiology; matter, energy and their changes; geosphere; motion, forces and energy; and astronomy will be covered. Field component of up to 5 hours is required. Required for Elementary Education Minors. This course is not counted as part of the Integrated Science Major or Minor.

**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 321

Science for Teachers II

3 SH

A continuation of EDUC 320 – Science for Teachers I. This course will explore themes of heredity and evolution, general ecology, botany and ecology of plants, materials and their uses, atmosphere, weather and climate, electricity, magnetism and waves. An emphasis is placed on inquiry-based and problem-solving constructivist approaches to practical teaching. Additional topics to be covered include safety issues, legal obligations, management strategies compatible with activity-based teaching, use of technology, and instructional strategies and assessments. Field component of up to 10 hours is required. Required for Elementary Education Minors. This course is not counted as part of the Integrated Science Major or Minor.

**Prerequisite: EDUC 320 with a grade of "C" or better*



EDUC 323 Zoology 3 SH

This course develops a strong conceptual understanding of the study of animals, with the emphasis on major biological principles. Prospective teachers will participate in discussions and laboratory experiences to prepare them for classroom teaching. Students will explore content/activities that are aligned with state curriculum and benchmarks. Topics will include the development of the various animal phyla up to the vertebrate animals. A field component of up to 40 hours is required.

**Prerequisite: EDUC 320 with a grade of "C" or better.*

EDUC 330 Social Studies for Teachers I 3 SH

A presentation of instructional materials, resources, strategies, and ways to integrate social science concepts for children. Themes of historical perspective (time and chronology; comprehending the past; analyzing and interpreting the past; judging decision from the past), geographic perspective (diversity of people, places, and cultures; human/environment interaction; location, movement, and connection; regions, patterns, and processes; global issues and events), civic perspective (purposes of government; ideals of American democracy; democracy in action; USA politics and government; USA government and world affairs), and economic perspective (individual and household choices; business choices; role of government; economic systems; trade). Up to 15 hours of field experience is required. Required for Elementary Education Minors. This course does not count toward a Social Studies Major or Minor.

**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 331 Social Studies for Teachers II 3 SH

Continuation of Social Studies for Teachers I: exploring the state model social studies program, implementation of the strands into the curriculum. Themes of inquiry (information processing; conducting investigations), public discourse and decision making (identifying and analyzing issues; group discussion; persuasive writing), and citizen involvement (responsible personal conduct). Research, documentation of primary sources, uses of technology, instructional strategies and assessments will be further developed. Up to 15 hours of field experience is required. Required for Elementary Education Minors. This course does not count toward a Social Studies Major or Minor.

**Prerequisite: EDUC 330 with a grade of "C" or better*

- EDUC 340** **Introduction to Emotional Impairment** **3 SH**
 This course provides an introduction to the field of emotional impairment. Historical perspectives, definitions, service delivery systems, evaluation procedures, and major issues are examined. This course may include a field experience of up to 20 hours. Required for the Learning Disabilities Major.
**Prerequisites: EDUC 302 and EDUC 305 with grades of "C" or better and admission to the Teacher Education Program*
- EDUC 350** **Reading Foundations** **3 SH**
 This overview course provides a foundation for further work in the area of reading. Students will gain an understanding of the reading process, acquire knowledge of the components of reading instruction, and explore strategies for teaching a diversified student population. This course may include a field experience of up to 40 hours.
**Prerequisite: EDUC 310 with a grade of "C" or better*
- EDUC 351** **Reading Internship** **3 SH**
 Field experience working full-time for a minimum of three weeks with a practicing reading specialist.
**Prerequisite: EDUC 350 with a grade of "C" or better*
- EDUC 402** **Classroom Management** **3 SH**
 An overview of classroom and behavior management theories and techniques. Course topics will include classroom organization, setting individual and group behavioral expectations, developing and implementing classroom rules and procedures, working proactively with students, and analyzing a variety of behavioral and management philosophies. Includes research and instructional techniques utilized to design, monitor, assess, and evaluate instructional plans. This course requires a field experience of up to 15 hours. (Meets SCIE 330 requirement)
**Prerequisites: EDUC 301 and EDUC 305 with grades of "C" or better and admission to the Teacher Education Program*
- EDUC 404** **Michigan Literacy Progress Profile (MLPP)** **3 SH**
 This is an education method elective for elementary education candidates. It is strongly recommended for Early Childhood Minors, Language Arts Major/Minors and Reading Minors. This course is designed to present an introduction to informal testing measures using the Michigan Literacy Progress Profile (MLPP) to assess student's literacy progress. Emphasis will be placed on assessment procedures and analysis, setting instructional goals, and planning

instructional activities. Students will receive Michigan Literacy Progress Profile (MLPP) certification upon successful completion of the course.

**Prerequisite: EDUC 317 with a grade of "C" or better*

EDUC 420 **Elementary Methods** **6 SH**
An examination of the modern elementary school curriculum, its philosophy, structure, organization, methods of curriculum development, methods of instruction, including the use of technology, and strategies for meeting the needs of the exceptional child. In conjunction with a practicum, develops general and specific methods of teaching children in science, social studies, fine arts, mathematics, language arts, and integrating two or more into the same instructional lessons. The learner will apply the theory to practice by developing 10-day, content-specific units supported by individual daily lesson plans, producing a comprehensive classroom management plan, and collaboratively problem solving in small and whole group settings in the role of a teaching staff. A field component of at least 20 hours is required. Required for Elementary Education Planned Minors. (Meets PSYC 310 requirement)
**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 421 **Technology for the Classroom Teacher** **3 SH**
Designed to acquaint students with the use of microcomputers as a tool in instruction. Students are introduced to various types of instructional programs to learn how to effectively evaluate software. Students will understand how to integrate multimedia, digital cameras, scanners, classroom web pages, electronic report cards and assessment programs, Internet, and e-mail to the curriculum. In addition, hands-on computer assignments will allow the student to document and integrate technology as a part of course work and the required portfolio. (Meets COSC 310 requirement.)

EDUC 430 **Literacy for the Linguistically and**
Culturally Diverse Learner **3 SH**
Based on the different, not deficient, theory of diversity, this course explores the underlying principles of linguistic and cultural differences. Building strategies for successfully teaching reading and writing to children to whom English is another language will be an essential outcome of the class. Each student will have the opportunity to tutor a child who is learning English as another language. This course may include a field experience of up to 10 hours. Required for the Learning Disabilities Major and all Reading Minors.
**Prerequisite: EDUC 317 with a grade of "C" or better*

EDUC 431 **Learning Disabilities: Theory to Practice** **3 SH**
This course will examine the theory behind the term “learning disabilities” and apply it to the classroom in a manner that requires students to understand brain research, cognitive function, and psychological processing. The meaning and implications of learning disabilities for children and adolescents will be examined in light of perceptual, academic, and social/emotional rubrics within the general classroom. This course may include a field experience of up to 20 hours. Required for the Learning Disabilities Major.
**Prerequisites: EDUC 303 and EDUC 305 with grades of “C” or better and admission to the Teacher Education Program*

EDUC 432 **Special Education Curriculum & Methods**
Elementary/Secondary **3 SH**
Focus will be on the Clinical Teaching Model as a process to diagnose, teach, and evaluate using methodology appropriate for elementary students with learning disabilities. Students in this course will gain knowledge about currently-used methods and curricula in inclusion and special education classrooms. Students will design an instructional module for a classroom for their final project and implement a portion of it under supervision in their field placement. The use of technology will preside over all elements of the course, especially through the use of adaptive materials, the Internet, and the World Wide Web. This course may include a field experience up to 20 hours. Required for the Learning Disabilities Major.
**Prerequisites: EDUC 303 and EDUC 431*

EDUC 433 **Productive Interactions Between Teachers,**
Parents & Students **3 SH**
Communication between parents, teachers, and exceptional individuals is crucial to the success of children with learning disabilities and other exceptionalities in the regular classroom. An exploration of the dynamics of parents’ reactions to their children and adolescents manifesting an exceptionality allows parents and teachers to enhance communication and access community support systems. Parents’ rights, the advocate relationship, parent education, and techniques of interviewing and conferencing will be examined in light of individuals with exceptionalities in order to enhance social awareness, participation, and independent learning. This course may include a field experience up to 20 hours. Required for the Learning Disabilities Major.
**Prerequisites: EDUC 303 and EDUC 305 with grades of “C” or better and admission to the Teacher Education Program*

EDUC 435

Secondary Methods

6 SH

An examination of the modern secondary school curriculum, its philosophy, structure, organization, methods or curriculum development, methods of instruction including the use of technology, and strategies for meeting the needs of the exceptional child. In conjunction with a practicum, develops general and specific methods of teaching students in science, social studies, mathematics, and language arts. The learner will apply the theory to practice by developing 10-day, content specific units supported by individual daily lesson plans, producing a comprehensive classroom management plan, and collaboratively problem solving in small and whole group settings in the role of a teaching staff. A field component of at least 20 hours is required. This course is required for the Secondary Education Program. (Meets PSYC 310 requirement)

**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program.*

EDUC 467

**Succeeding With Students Who
Have Challenging Behaviors**

3 SH

This course is designed to help the Learning Disabilities (K-12) major succeed in the classroom with challenging behaviors. It will focus on practical strategies for interacting with students displaying challenging behaviors. The identification of, and causes for, challenging behaviors will be discussed, with the emphasis placed on maintaining and building positive student-teacher and student-student relationships. Appropriate data collection methods will be stressed as a key component in changing behavior. Specific topics to be covered include: motivators, preventions techniques, reinforcement, reductive methods, behavioral contracting, self-monitoring, classroom-wide systems, and individual strategies to improve behavior and social interactions.

**Prerequisites: EDUC 302, EDUC 305, and EDUC 402 with grades of "C" or better and admission to the Teacher Education Program.*

EDUC 468

**Directed Student Internship
in Learning Disabilities**

6 SH

A supervised, structured assignment of eight weeks in an elementary learning disability classroom setting. The student is required to demonstrate ability to assess needs, plan and implement instruction, and evaluate the effectiveness of instruction. Required for the Learning Disabilities Major.

**Prerequisites: All course work completed for LD endorsement and application for student internship in LD approved area*

process. Students will learn how to begin with unit assessment and work backwards into the curriculum and instruction necessary for successful student assessment. They will investigate the impact of No Child Left Behind (NCLB) on the classroom, and the importance of good assessments aligned with the Grade Level Content Experts and/or the Michigan Curriculum Framework Standards and Benchmarks. Students will understand scaffolding, differentiation, and using assessment results to drive instruction.

EDUC 494 **Special Topic: I Have My First Teaching Position,
Now I Need to Focus on Staying Sane** **3 SH**

A follow-up for new teachers and students preparing for the first teaching position. This class will prepare students to set up the classroom, find out what resources are available to them, use good classroom management techniques, utilize the evaluation process for non-tenured teachers, make decisions about what to do first, approach concerns in a positive manner, understand the “implementation dip” that occurs during the first year(s), understand “the lingo” of education terms and acronyms, understand the School Improvement process, and more. A mentoring component is designed in this course to provide feedback and support to incoming or new teachers in the field of education.

EDUC 495 **Special Topic: Teaching the
Gifted and Talented** **3 SH**

This course is an introductory study in education of the gifted and talented students in the classroom. This course assists in improving the education and understanding of this special population, stresses the identification of, and practical solutions to, major issues within the field, and surveys the goals of educational programs for gifted and talented students.

EDUC 496 **Special Topic: Theory and Methods of
ESL/Bilingual Education** **3 SH**

This course will focus on instruction in current theories of bilingualism of children and adults, bilingual education, examination, and analysis of different bilingual educational settings. A field component acts as a cohesive tie between course readings and discussions and the real world of bilingual students and teachers.

EDUC 498 Student Internship 10 SH
A student internship of at least 14 weeks in a regular classroom under the direct supervision of an experienced certified teacher. See section entitled, "Teacher Certification Program." (Meets COMM 310 requirement.) Required for all elementary and secondary certification candidates.

**Prerequisite: Approved application for student internship*

Co-requisite: EDUC 499

EDUC 499 Senior Seminar 3 SH
This seminar accompanies the student internship experience. It reviews many facets of the teaching profession while involved in student internship; concentrates on analysis of common problems, general school policies, and the role of all professionals in education; additional coursework on certification and updating a professional portfolio to reflect the successful meeting of the pre-service teacher education standards; refining of a personal philosophy of education; and completion of the electronic portfolio, which will include artifacts from each class, evidence of service learning, reflections on program objectives, and other student selections.

**Prerequisites will be waived for Certified Teachers with proof of current certification document.*

Co-requisite: EDUC 498

ENGLISH

ENGL 301 Professional Writing and Experiential
 Learning Portfolio Development 3 SH
This course will include essay writing, professional writing, and experiential learning portfolio development. Essay writing will include critical writing, analysis, logical thinking, and argument and persuasion. Professional writing will include business memos, letters, and reports with documentation.

ENGL 310 Advanced Comp. and Textual Analysis I 3 SH
Analytical reading and analyzing of a variety of rhetorical situations will drive the course materials. Students will look at all forms of rhetoric such as academic essays, trade journals/publications, film, television, print media, from magazines to billboards, in an effort to develop an aesthetic and critical view in analyzing the message being delivered, and responding to such messages in the formal academic essay or professional position paper. Students will practice advanced formal writing both on an individual basis and in a team setting appropriate to different audiences, occasions, and professions.

**Prerequisites: Freshman Composition – Essay Writing, Freshman Composition – Research Writing*

ENGL 320 – Advanced Composition and Textual Analysis II 3 SH
Continuation of Advanced Composition and Textual Analysis I. Emphasis will be in oral and written defense of positions from a broad range of reading assignments.

**Prerequisite: ENGL 310*

LIBERAL ARTS

LBAR 490 Special Topics 1-3 SH

This course provides the opportunity for the interested student with a good academic record to independently pursue the study of a liberal arts-related topic under the direction of a liberal arts faculty member. Subjects selected must be specific to meet the individual needs of the student and suited to the expertise of the faculty member.

LBAR 499 Senior Seminar 3 SH

The senior capstone course is designed to assess, evaluate, and examine the level of mastery and knowledge of principles and skills. This course will address critical thinking, communication, creativity, and social and cultural relations. Students will demonstrate abilities through various measures; completion of the electronic portfolio, which will include artifacts from each class, evidence of service learning, reflections on program objectives, and other student selections.

**Prerequisite: Advisor approval*

MANAGEMENT

MGMT 310 Advanced Human Resources Mgmt. 3 SH

Topics in human resources management such as advanced organizational behavior, managing performance appraisals, employee rights, strategic human resources management, grievance procedures, and arbitration and mediation.

MGMT 311 Staffing and Training 3 SH

Job and organizational analysis. Personnel planning, recruitment, selection, and placement. Employment interviewing, performance appraisals, and testing. Validation and selection procedures, Equal Opportunity Employer (EEO) guidelines, and affirmative action. Designing and implementing training and development programs. Issues and diversity of ethics.

MGMT 312 **Negotiating/Consensus Building** **3 SH**
An examination of managerial issues affecting development of industrial and labor relations policy. Topics examined include impact of public policy, negotiations, and administration of collective bargaining agreements, the NLRB, and arbitration cases.

MGMT 410 **Business and Strategic Planning** **3 SH**
Techniques for budgeting and monitoring consistent and effective policy and strategy. Major functions within a firm. Strategic integration, ethics, and international competition.

**Prerequisites: ACCT 310 and BUSN 301*

MGMT 411 **Management Cases** **3 SH**
Focus on the areas of planning, prioritizing, and sequencing of work, executing work plans, implementing controls, reporting activity results, and providing feedback on performance. This course explains techniques for scheduling and controlling production processes, the execution of quality initiatives and continuous improvement plans, and the control of inventories.

**Prerequisite: MGMT 410*

MGMT 420 **Labor Relations** **3 SH**
Topics in human resources management such as managing labor relations in a union environment, collective bargaining, pricing labor agreements, and organizational theory.

MGMT 430 **Compensation and Benefits** **3 SH**
Topics include designing compensation systems, job evaluations, internal and external equity, pay-for-performance plans, and financial incentive, including benefit plans. Also included are wage and salary surveys, diversity, and ethical considerations.

MARKETING

MRKT 310 **Purchasing/MRP I** **3 SH**
Principles and strategies of procuring material and supplies and material flow from internal and external suppliers. Concentration on the processes used to develop sales and operational plans. Student learns to identify and assess internal and external demand and forecasting requirements.

**Prerequisite: Principles of Marketing*

BSRN 340 **Pharmacology** **3 SH**
A study of the principles of core drug knowledge and patient-related variables as they apply to the nursing management of drug therapy. Includes an emphasis on assessing and evaluating patient responses to drug therapy and other variables affecting these responses.

BSRN 410 **Nurse Leadership/Management II** **3 SH**
A study of the planning process used to analyze health care problems. Students will use organization/team building theories to identify and participate in implementing changes to improve health care. Requires a practicum experience for application of theory learned to take a leadership role in nursing service.

BSRN 420 **Pathophysiology** **3 SH**
This course focuses on disorders affecting cells, organs, and systems involved in the regulation and function of the human body. Topics include the affect of diseases on structures, functions, and systems of the human body and the influence of genetics, environment, and age on these diseases.

BSRN 430 **Nursing Research Project** **3 SH**
Students will develop and present a research-based project that provides practical applications of nursing theory. Topics may include health care problems in the community, or a health-related issue in a chosen area of clinical practice.

BSRN 499 **Senior Seminar** **3 SH**
The senior capstone course is designed to assess, evaluate, and examine the level of mastery and knowledge of principles and skills. Students will demonstrate abilities through various measures. Students will also complete the electronic portfolio, which will include artifacts from each class, evidence of service learning, reflections on program objectives, and other student selections.

**Prerequisite: Advisor approval*



PHILOSOPHY

PHIL 310 Business and Professional Ethics 3 SH

A study and evaluation of classical and contemporary theories of what constitutes right and wrong, good and bad, inhuman conduct, with emphasis on the implications of these theories for resolving contemporary moral problems in the business environment and in professional settings. The corrosion of dogmatic ethical positions by skepticism and relativism is examined, and helpful responses are introduced. Problems in the work place will be discussed.

PHIL 320 Leadership Principles 3 SH

A study of a broad range of concepts, theories, and practices important for basic understanding of leadership. Topics on the various styles and environments in which effective leaders lead their lives and manage their relationships. Includes application of leadership principles to realistic situations and problems, resulting in quality, productivity, and profitability as organizations attempt to achieve their objectives.

PHIL 330 Skeptical, Critical, Logical Thinking 3 SH

The goal of the course is to improve the student's capability for logical and critical thinking. Students will learn what logic and critical thinking are, and how to apply critical thinking skills to college studies and to everyday life. Special emphasis is placed upon recognizing and overcoming hindrances to critical thinking and upon recognizing misleading, fallacious, or irrational appeals that attempt to manipulate beliefs and actions.

POLITICAL SCIENCE

POLS 310 Elections and Public Opinion 3 SH

This course examines the role and effects of local, state, and national elections and public opinion on American political institutions. Topics include election law, polling methods, and classic case studies.

POLS 320 Politics of Developing Countries 3 SH

The study of politics and governments in Latin America. Examination of the internal politics and policy making, political institutions, cultures and focus of power in "emerging industrialized states," socialist states, less-developed states, and developing states in Latin America.

PSYCHOLOGY

PSYC 310 **Organizational and Group Dynamics** **3 SH**
Uses a theory and applied perspective in formal and informal groups. Emphasis is placed on the use of groups in social work practice, skill development, leadership, team building, decision making, consensus building, and problem solving techniques. Also examines the dynamics of self-directed groups.

PSYC 320 **Educational Psychology** **3 SH**
A general overview of education and schools in the U.S.; application of principles of psychology to learning, cognitive processes, development of emotion, motivation, and competency; some special problems in education. May be taken by non-education majors.

PSYC 330 **Conflict Management** **3 SH**
This course provides the opportunity for students to learn the theory and tactics for diagnosing a conflict, planning for the negotiations, and implementation of a cooperative strategy. Topics include causes, group conflicts, personal conflicts, conflict management styles, and win-win situations.

SCIENCE

SCIE 310 **Industrial Ecology** **3 SH**
This course examines natural production processes and explores the complex interactions among society, industry, and the natural environment. The examination continues into the role of private and government sectors in designing a commercial infrastructure that promotes profitability, resource conservation, and sustainable production processes.

SCIE 315 **Reading & Researching Scientific Journals** **3 SH**
A study of techniques and skills such as gathering, selecting, and synthesizing information from sources used in the sciences that help students become proficient in researching and interpreting scientific journals and primary source materials.

SCIE 320 Global Environmental Problems 3 SH
Development of an understanding of concepts related to the complex political, cultural, philosophical, and natural origins of world problems. Explores issues such as population growth, the extinction of species, global warming and climate change, energy conservation, deforestation, use of technology, and sustainable development.

SCIE 330 Research Methods 3 SH
This course develops the concept and merit of research, including hypothesis formulation, statistical inference, and a survey of methodologies. Requires development of a formal research proposal; examines qualitative and quantitative theory. Topics include research sources, methods and designs, statistics, techniques, research tools, computer applications, and other approaches to inquiry.

SOCIOLOGY

SOCI 310 Human Diversity 3 SH
Overview of human diversity and ethnic, cultural, and minority issues; analyzes the present status of groups at risk and the consequences of prejudice and institutional discrimination. Develops cross-cultural sensitivity and strategies to eliminate prejudicial practices.

SOCI 320 Contemporary American Family 3 SH
A study of the origin and evolution of the American family as a social institution and the relationship of family structure to social organizations. Emphasis is placed upon the development of the family from colonial days to its contemporary forms and the larger social context within which the family has developed.



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* Indicates area of teaching responsibility.



