



THE ROBERT B. MILLER COLLEGE

2007 - 2008
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, gender, age, height, weight, national origin, marital status, sexual orientation, handicap conditions, or disability. This catalog should not be construed as a contract between the College and the students. As circumstances, laws, and regulations change, the College may find it necessary to make changes to this document. 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.

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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 courses 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. The Robert B. Miller College makes 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 Robert B. Miller College is a Candidate with The Higher Learning Commission and an affiliate of the North Central Association, www.ncahlc.org, (312) 263-0456. This status allows students to access federal financial aid. The College will seek 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
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; insuring practices which do not 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, religion, gender, age, height, weight, national origin, marital status, and sexual orientation 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, religion, gender, age, height, weight, national origin, marital status, sexual orientation, handicap conditions, or disability 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 or any subsequent catalog if they so desire and indicate through a change of catalog request in the Student Services Office. 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

Miller College is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. While ensuring the academic integrity of its programs, the College is dedicated to providing the reasonable accommodations needed to ensure equal access to educational opportunity for individuals with properly documented disabilities. All accommodations must be based on a professional evaluation report provided by a physician or other specialist authorized to make a disability diagnosis.

The Dean of Student Services is the designated compliance officer for Miller College. Any student requesting special services must provide appropriate documentation of a disability to the Student Services Office, and the Dean or his/her designate will certify the student for specific services.

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 that 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 race,

religion, gender, age, height, weight, national origin, marital status, sexual orientation, handicap conditions, 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 information. You may call, write, e-mail, visit in person, or visit our website to receive information. Check our website at www.millercollege.org for the most current information.

Step 2 – Meet with an Admissions Advisor

Meet with a Miller College Admissions Advisor to complete a Student Interest and Career Survey. This process will help you determine whether Miller College has the best program to fit your unique needs.

Step 3 – Complete an Application for Admission

When Miller College proves to be the right choice for you, complete an Application for Admission and return the application to the Student Services Office. There is no application fee.

Step 4 – Request Official Transcripts

Have official transcripts from all colleges previously attended sent to:

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

Step 5 – Admission to Miller College

Miller College offers full admission and conditional admission.

Full admission occurs after the Miller College staff reviews your application, evaluates your official transcripts, and develops a program plan specific to your degree. After you are fully admitted, you are encouraged to meet with an admissions advisor to review your program plan. The advisor will assist you in selecting courses for your first semester at Miller College.

Conditional admission may be given if you have not submitted all of your transcripts before the start of a semester. Conditional admission requires that you complete an application and submit student or unofficial copies of all transcripts from previous institutions attended. Conditional admission expires after one semester, regardless if you attended that semester or not. If you are conditionally admitted, you may attend for one semester providing you have either earned an associate's degree or 30 semester hours (SH) with a 2.0 Grade Point Average (GPA). 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.

Step 6 – Register for Classes

Register for your first semester classes at Miller College.

Step 7 – Attend New Student Orientation and Begin Your Academic Experience 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 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.

Academic forgiveness policies are not recognized by Miller College. All credit awarded is considered based on the original grade and that grade is used in calculating an admission GPA. When courses have been repeated, only the better grade is considered in calculating the admission GPA.

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 programs require additional admission criteria. Please see catalog program information for details.

Admission of Non-Degree Seeking Students

A student wishing to pursue a limited educational objective or personal enrichment may be admitted to Miller College as a non-degree seeking student. A non-degree seeking student should report directly to the Admissions Office for permission to enter Miller College. Records are kept of the completed work, and credits are transcribed. A student who is non-degree seeking is not eligible to receive federal financial aid.

Admission of Students Seeking a Second Bachelor's Degree

A student seeking a second bachelor's 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 completion 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 the institution's Records Office 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.

Permanent Residents may be considered for admission to Miller College and are required to furnish a copy of their Permanent Resident ID.

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

If a student chooses to present official transcripts personally, it is imperative that the transcripts are delivered in a sealed envelope directly from the transfer institution.

TUITION, FEES, AND REFUNDS

Miller College tuition is similar to the junior year tuition rates of nearby institutions. There is no application fee, and there are no other general fees. The tuition rate 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 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

Financial aid is available at Miller College to qualified applicants in a variety of forms. To be considered for financial aid, students must submit a completed Free Application for Federal Student Aid (FAFSA), listing Miller College's Federal School Code: **040943**, online at www.fafsa.ed.gov or through a paper application available in the Miller College Financial Aid Office.

Student Eligibility

To be eligible for Title IV (federal) financial assistance, students must:

1. Be a U.S. citizen or permanent resident of the United States.
2. Demonstrate financial need (as determined by the FAFSA).
3. Be enrolled at least half-time (6 semester hours) in a degree program.
4. Not be in default on any federal student loan.
5. Not owe a refund from any federal grant or loan.
6. Not be receiving federal financial aid at another institution during the same enrollment period.
7. Maintain Satisfactory Academic Progress (SAP) as defined in the Miller College SAP Policy.

Student Responsibility

It is the responsibility of the student to:

1. Acquire and submit necessary forms to the Miller College Financial Aid Office to complete the financial aid file.
2. Meet all deadlines as established by the federal government, State of Michigan, and the institution each academic year.
3. Read all information provided by the Miller College Financial Aid Office.
4. Maintain a file of correspondence to and from the Financial Aid Office, including application information, appeal requests, award letters, student loan promissory notes, employment information, etc.
5. Report outside sources of financial aid to the Financial Aid Office in a timely manner.

6. Report changes of name and/or address to the Financial Aid Office and Student Services Office.
7. Be aware of payment obligations to the College and the status of financial aid.
8. Be aware of repayment obligations with the student loan programs.
9. Maintain Satisfactory Academic Progress (SAP) as outlined in the SAP Policy.

FINANCIAL AID PROGRAMS

Federal Aid Programs

Federal Pell Grant: The Pell Grant is designed to be the base for all financial aid awards. This grant provides an annual award depending on federal need analysis guidelines. The award is initially awarded based on full-time enrollment and then prorated depending on the student's actual level of enrollment per semester. This is an entitlement program and is available to eligible students who have not yet earned a bachelor's degree.

William D. Ford Federal Direct Loan Program: The Department of Education offers low-interest student loans to students in two forms.

The Federal Direct Subsidized Loan is available to students who demonstrate financial need. Beginning in the 2007-2008 academic year, students may borrow up to \$4,500 as a sophomore (less than 60 semester hours earned) and up to \$5,500 as a junior or senior (60 or more semester hours earned). The federal government pays the interest on a subsidized loan while the student is enrolled at least half-time, during the six-month grace period, and during all deferment periods.

The Federal Direct Unsubsidized Loan is a program which allows a student to borrow funds when he/she is not eligible or has reduced eligibility for a Federal Direct Subsidized Loan. The maximum amount a student may borrow is the same as in the subsidized loan program. Independent students may borrow up to an additional \$4,000 (as a sophomore), or \$5,000 (as a junior or senior), depending on eligibility. A student is responsible for the interest on an unsubsidized loan, which begins to accrue as soon as the funds are disbursed into the student's account.

State Aid Programs

Michigan Merit Award Program: This is a merit-based Michigan scholarship program for high school seniors to reward student achievement and to make post-secondary education more affordable. Please visit the state website at www.michigan.gov for more current information about this program.

Tuition Incentive Program (TIP): The TIP Program is a state of Michigan program that provides tuition and fee assistance to Michigan residents who are under the age of 20 at the time of high school graduation or GED completion. Miller College students are eligible only for Phase II of the TIP Program. Students must enroll at least half-time (six semester hours) at Miller College and have 56 transferable semester hours or 84 transferable term hours completed.

Michigan Nursing Scholarship Program: The Michigan Nursing Scholarship was established to encourage students into nursing education programs and the nursing profession in the State of Michigan. The scholarship pays up to \$4,000 per year for full-time enrollment and is based on specific eligibility criteria. Students who accept the award are required to sign a Scholarship Agreement and Promissory Note with The Authority that licensure would be achieved within one year of completing a nursing program. Further, students must agree to work as a nurse in the State of Michigan for one year to prevent the scholarship from becoming a loan.

Michigan Competitive Scholarship: The Michigan Competitive Scholarship is a program funded by the State of Michigan and is based on both financial need and merit. Awards are restricted to the cost of tuition and fees at Michigan degree-granting public or private institutions. Students must take the ACT Assessment prior to entering college and achieve a qualifying test score to receive the Competitive Scholarship.

Michigan Tuition Grant: The Michigan Tuition Grant program is available to Michigan residents who demonstrate financial need and attend an independent, degree-granting, nonprofit Michigan (private) college. Students must complete a FAFSA to be considered for this award. Information from the FAFSA is automatically released to the state agency. The maximum, full-time award amount for both the Michigan Competitive Scholarship and Michigan Tuition Grant is the same.

Private Resources

Private scholarships and alternative student loans are also available from a variety of sources. Please contact the Miller College Financial Aid Office for more information.

Satisfactory Academic Progress (SAP) Policy

Students receiving federal, state, and/or institutional financial aid are required to make Satisfactory Academic Progress (SAP) toward their degree in order to maintain financial aid eligibility in future academic years. Academic progress is evaluated at the end of each academic year for the following year and is determined based on the academic standards established by Miller College. Academic progress is measured in two ways: Qualitative and Quantitative.

A student is considered to be making SAP if they meet the following minimum standards at the time of evaluation:

- 1) Qualitative Component
 - a. Maintain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
 - b. Grades which affect a student's GPA include grades "A" through "F" and "XF."
- 2) Quantitative Component
 - a. Complete at least 67% or 2/3 of the cumulative semester hours attempted (including transfer credits).
 - b. Cumulative semester hours attempted are defined as all semester hours attempted at Miller College and all credit hours transferred from other institutions. Attempted credits include courses with grades of "A" through "F," "XF," "W," and "I." Semester hours successfully completed are defined as grades "A" through "D." Semester hours not successfully completed are defined as "F," "XF," "W," and "I."

Maximum Timeframe: Maximum timeframe in which a student must complete his/her program is 150% of the published length of the program, which is 180 semester hours (including transfer credits) for most programs. Financial aid will be discontinued for students exceeding 180 attempted semester hours (including transfer credits). {This may vary for students in the Education program at Miller College.}

Duration of Eligibility: Students may receive federal and/or state financial aid for a maximum number of years at Miller College (as indicated below) or as allowed by each federal and state program. Duration of eligibility for institutional aid may differ. Students must also continue to meet both the qualitative and quantitative components of SAP and all other financial aid eligibility criteria to continue to receive funds.

- 1) *Full-time Enrollment (12 or more semester hours):* Students may receive federal and/or state financial aid for a maximum of 4 years (8 semesters);
- 2) *Part-time Enrollment (6-11 semester hours):* Students may receive federal and/or state financial aid for a maximum of 5 years (10 semesters). Additionally, students with less-than-half-time enrollment (<6 semester hours) may receive certain federal financial aid for a longer duration.

Repeated Courses: Repeat courses will be counted as hours attempted and also toward the 180 maximum semester hours allowable for financial aid.

Complete Withdrawals and Return of Federal Funds

Students who withdraw from Miller College prior to the end of a semester must provide written notification to the Student Services Office. Refunds of tuition will be calculated based upon the student's official date of withdrawal. For federal financial aid purposes, this date is one of the following:

- 1) the date the student begins the withdrawal process with the Student Services Office; or
- 2) the date the student officially notifies the institution in writing of the intent to withdraw through the submission of a completed withdrawal form; or
- 3) the last date of attendance (if it can be determined); or
- 4) the mid-point of the enrollment period (semester) for students who do not officially withdraw but receive the grade of "F" or "XF" due to nonattendance in all courses.

Students who finance their education only through resources other than federal and/or state financial aid (e.g., any combination of personal cash payments, private scholarships and/or loans, or other outside resources) will be subject to the institutional refund policy, as stated in the Miller College Catalog.

Return to Title IV (Federal) Refund Policy

A return of federal funds may be required for those students who withdraw or are dismissed from Miller College on or before completing 60% of the coursework in a given semester and who receive federal financial aid. Miller College will determine the amounts and types of funds, if any, to be returned to the individual aid programs through the Return to Title IV formula, established in the 1999 federal financial aid reauthorization.

The percentage of the return is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. {Example: Semester begins on September 5th and ends on December 18th. There are a total of 101 calendar days in the semester. Student withdraws on October 30th. The student has completed 56 days or 55% ($56/101 = .55$) of the semester, leaving 45 days or 45% ($45/101 = .45$) of the semester remaining. Therefore, 45% of the financial aid disbursed to the student for the semester must be returned.}

Students who withdraw after the 60% point in the semester have earned 100% of their financial aid.

Financial Aid Award Year

The financial aid award year begins with the fall semester and ends with the following summer semester. Financial aid is awarded for fall and spring semesters. Students who do not use their full awards during fall and spring may receive their remaining funds during the summer.

For more information, please contact the Miller College Financial Aid Office at (269) 660-8021 or via e-mail at fa@millercollege.org.

SPECIAL SERVICES, PROGRAMS, AND FACILITIES

Bookstore

Miller College books and materials are available in the Kellogg Community College Bookstore in the KCC Student Center. Textbooks may also be ordered through the Online Bookstore link on the Miller College website, <http://bookstore.kellogg.edu/store2/home.aspx>. The ISBN number for each text is also provided on a special web page listing on the Miller College website at www.millercollege.org, and this number may be used to order texts from other vendors.

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.

Career and Employment Services

Miller College students and alumni are provided access to both local and national internet-based career networks. Please contact the Student Services Office or visit the website at www.millercollege.erecruiting.com for more information about this valuable service.

Computer Classrooms and Labs

Miller College has an instructional computer lab located in Room 107 of the Mawby Center. Additional student mini-computer labs are available in Rooms 106 and 319. Miller College students have access to the Kellogg Community College computer lab, located in the Kellogg Community College Learning Resource Center (LRC).

Disability Services

Students with a disability that requires special services should contact the Dean of Student Services.

Library Services

Miller College contracts library services from the Kellogg Community College Learning Resource Center (LRC). A valid 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 Building Gymnasium is available for use by Miller College students. A valid Miller College ID card is required to use the gym. Gym facilities include basketball, volleyball, and tennis courts; a racquetball/hardball court; a wellness center; and an aerobic training area. 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, visitors, or faculty and staff. 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

Veteran's Assistance (VA) benefits cannot be used at Miller College until full accreditation is achieved. Please contact the Miller College Financial Aid Office at (269) 660-8021 or via e-mail at fa@millercollege.org for more 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 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 computed and published each semester and includes the names of students who have attained a 3.75 - 4.00 semester GPA.

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 items such as 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, and this process may be completed in the Student Services Office or through the WebAdvisor System via the internet. For information on the time periods allowed to drop a course(s) with a refund, please see the class schedule.

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

Students may audit non-laboratory courses. Standard registration procedures apply. Students should attend class, although they are not required to complete assignments or examinations. A grade of "AU" is assigned, and students will not earn credit for the course. 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. Refer to the Student Handbook for more information on the application for graduation and the commencement ceremony.

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 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 complaint proceeding completed within the time limits set forth in the College complaint 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.

Grades of “P” (Passing in a Pass/Fail Course) or “NP” (Failing in a Pass/Fail Course) are used to denote pass or fail in a pass/fail course. Senior seminar and internship courses are currently the only courses that allow pass/fail grades. These grades do not 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. Specific dates for withdrawal will be included in the class schedule each semester. A grade of “W” does not affect the GPA. NOTE: Special regulations pertain to students receiving financial aid, and those individuals should confer with the Financial Aid Office prior to initiating a withdrawal action.

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 (approved by chair and Academic Dean) to agree on requirements to complete the course. 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 a failing grade.

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
- “P” = Not Computed in the GPA
- “NP” = Not Computed in the GPA
- “AU” = Not Computed in the GPA
- “W” = Not Computed in the GPA

Non-Traditional Credit

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 higher level learning.

1. Training programs and licensures not currently evaluated for credit recommendations by the American Council on Education (ACE) will be considered for non-traditional credit with appropriate documentation, but the credit will be transcribed only after a student has completed 12 semester credit hours at Miller College.
2. Continuing Education Units (CEUs) and credit in clock hours (not previously covered under transfer credit) will be converted to semester hours and considered for acceptance as non-traditional credit with appropriate documentation, but the credit will be transcribed only after a student has completed 12 semester credit hours at Miller College.
3. Miller College also awards credit for Prior Learning. This is credit awarded for college level learning, regardless of where the knowledge was acquired. This credit is evaluated through portfolio assessment which is overseen by academic personnel. Information regarding Prior Learning and associated fees is available in the Student Services Office. Students may work on their Prior Learning Portfolio once accepted to Miller College. Prior Learning credit will not be transcribed until a student has earned 12 semester hours at Miller College. Miller College cannot guarantee the transferability of Prior Learning credits to another institution.
4. Non-traditional credit does not count toward the residency requirements of Miller College.

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 re-instatement 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 review the Financial Aid Satisfactory Academic Progress (SAP) Policy. Contact the Financial Aid Office for more information on how SAP affects financial aid eligibility.

Student Enrollment Status

The class hour load for a full-time student is 12 or more credit hours per semester. A student enrolled in less than 12 credit hours in a semester is classified as part-time.

- **Juniors:** Students who have earned a minimum of 60 semester hours of credit
- **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. Academic forgiveness policies are not recognized by Miller College. All credit awarded is considered based on the original grade.
4. Transfer credit is accepted from regionally accredited institutions of higher learning. Credit from other post-secondary institutions recognized by the United States Department of Education (USDOE) as qualified for federal financial aid is accepted.
5. American Council on Education (ACE) credit recommendations are accepted for training provided by the military or other organizations. ACE credit recommendations are also used for determining acceptance of the College Board's Advanced Placement (AP) exam results, College Level Examination Program (CLEP) results, and Defense Activity for Non-traditional Education Support (DANTES) results.
6. Transfer credit and non-traditional credit do not count toward the residency requirements of Miller College.

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 Student Services Office. 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. Students may also initiate and confirm a withdrawal through the WebAdvisor system via the internet.

Withdrawal from Miller College

Withdrawal from the College is defined as formal termination of attendance in all registered classes. Students who find it necessary to withdraw 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, and students are advised to retain a copy of their withdrawal form. Students may also initiate and confirm a withdrawal through the WebAdvisor system via the internet.

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.

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 a minimum of 120 semester hours overall.
4. Complete a minimum of 30-45 semester hours of 300/400 level course work as required by your program (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 your 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 teacher certification requirements (if applicable).
7. Clear all financial obligations to Miller College.

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.

GENERAL EDUCATION REQUIREMENTS FOR DEGREE PROGRAMS

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.

To this end, the General Education Requirements have been created. They align with the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) transfer agreement and with the Articles of Incorporation

for Miller College. General Education courses are designed to develop a student's breadth of view and depth of understanding.

As part of the General Education Requirements, some courses are designated as **Miller College Core** classes. The Miller College Core consists of courses that must be taken to insure that students have specified upper division general education courses from Miller College.

In addition, in keeping with the Miller 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 through the Student Electronic Portfolio.

GENERAL EDUCATION REQUIREMENTS
Bachelor of Science and
Bachelor of Science in Nursing **45 SH**

Students usually have transfer credit for everything except the five Miller College Core classes. Specific requirements are listed under each degree program/major.

English Composition 9 SH
 This includes two Miller College Core courses.

Science and Mathematics 9 SH
 This includes one Miller College Core course.

Social Science/Humanities/Creativity 6 SH

Oral and Group Communication 6 SH

Ethics/Philosophy 3 SH

Globally-Oriented Course 3 SH
 Students must take a Miller College Core course.
 BSN Students fulfill this requirement through the RN to BSN Program.

Senior Seminar
 This is a Miller College Core course.
 (The 3 semester hours are counted under the major.)

General Education Electives 9 SH

GENERAL EDUCATION REQUIREMENTS
Bachelor of Applied Science **30 SH**

Students usually have transfer credit for everything except the five Miller College Core classes. Specific requirements are listed under each degree program/major.

English Composition 9 SH
 This includes two Miller College Core courses.

Science and Mathematics 9 SH
 This includes one Miller College Core course.

Social Science/Humanities/Creativity 6 SH

Oral Communication 3 SH

Globally-Oriented Course 3 SH
 Students must take a Miller College Core course.

Senior Seminar
 This is a Miller College Core course.
 (The 3 semester hours are counted under the major.)



PROGRAMS OF STUDY

SCHOOL OF ARTS AND SCIENCES



Bachelor of Science

- Liberal Studies Major

Bachelor of Applied Science

- General Studies

SCHOOL OF BUSINESS



Bachelor of Science

- Business Administration Major

Bachelor of Applied Science

- Management

ELIZABETH H. BINDA SCHOOL OF EDUCATION



Bachelor of Science

Elementary Education

Majors:

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

Minors:

- Elementary Education Planned Minor
(Required for all Elementary
Education students)
- Early Childhood
- Integrated Science
- Language Arts
- Mathematics
- Reading
- Social Studies

Secondary Education

Major:

- Learning Disabilities (K-12)

Minor:

- Reading

SCHOOL OF NURSING



Bachelor of Science in Nursing

The College is divided into four Schools: the **School of Arts and Sciences**, the **School of Business**, the **Elizabeth H. Binda School of Education**, and the **School of Nursing**. Additional information follows regarding each School and the program requirements for each degree offered by the School. 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 to be in contact with a faculty advisor throughout pursuit of the program to ensure that all degree requirements are being met.

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 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 education 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 works individually with students, so the plan of study is both comprehensive and coherent.

Learning Outcomes

The curriculum is designed to build upon four basic values:

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 personal, social, cultural, and environmental dynamics; the impact of past present, and future events on lives; the delicate balance in the human/environmental relationships; and ethical values.

BACHELOR OF SCIENCE MAJOR: LIBERAL STUDIES

The Bachelor of Science Degree in Liberal Studies is designed for the student with considerable transfer credit in liberal arts areas who desires a Bachelor of Science degree for entry into various fields. This requires at least 120 semester hours of course work and is designed to supplement learning already achieved, including strengthening it with the Miller College Core courses (which are part of the General Education Requirements) and additional Liberal Arts classes. Students must successfully complete 45 semester hours at the 300/400 level with at least 30 semester hours at Miller College and meet all Miller College graduation requirements to receive this degree.

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 Electronic Portfolio.

General Education Requirements 45 SH

Students usually have transfer credit for everything except the five Miller College Core classes.

English Composition

	English Composition I (Essay Writing)	3 SH
LBAR 300	Junior Seminar •	3 SH
ENGL 310	Advanced Composition and Textual Analysis I •	3 SH

Science and Mathematics

	A laboratory science course or	3 SH
SCIE 320	Environmental Issues and Local Impact	
SCIE 330	Research Methods •	3 SH
	Statistics at the 100 or 200 level or	3 SH
MATH 305	Applied Statistics	

Social Science/Humanities/Creativity 6 SH

Oral Communication

	Speech, Interpersonal Communication, or	3 SH
COMM 310	Presentation Delivery and Design	

	An organizational behavior course, a group communication course, or	3 SH
PSYC 310	Organizational and Group Dynamics	

Ethics/Philosophy

	An ethics course or	3 SH
PHIL 310	Business and Professional Ethics	

Globally-Oriented Course • 3 SH

	Select one of the following courses:	
BSRN 300	Community Health	
COMM 410	Intercultural Communication	
EDUC 302	Diversity and Inclusion I	
SOCI 310	Human Diversity	

Senior Seminar •

General Education Electives 9 SH

Courses in any General Education area

• Miller College Core

Liberal Studies Major	30 SH
Transfer courses in liberal studies	15 SH
A literature course	3 SH
SOCI 320 Contemporary American Family	3 SH
PSYC 410 Conflict Management	3 SH
PSYC 420 Psychology of Marketing	3 SH
LBAR 499 Senior Seminar	3 SH

Transfer Credit and/or Electives 45 SH

Total Courses in the Degree: 120 SH

BACHELOR OF APPLIED SCIENCE *GENERAL STUDIES*

The Bachelor of Applied Science Degree in General Studies is designed for the student with considerable transfer credit in general studies areas who desires a bachelor's degree for entry into various fields. This requires at least 120 semester hours of course work and is designed to supplement learning already achieved, including strengthening it with the Miller College Core Courses (which are part of the General Education Requirements). Students must successfully complete 30 semester hours at the 300-400 level with at least 30 semester hours at Miller College and meet all Miller College graduation requirements to receive this degree.

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 Electronic Portfolio.

General Education Requirements 30 SH
Students usually have transfer credit for everything except the five Miller College Core classes.

English Composition

English Composition I (Essay Writing)	3 SH
LBAR 300 Junior Seminar •	3 SH
ENGL 310 Advanced Composition and Textual Analysis I •	3 SH

Science and Mathematics

A laboratory science course or	3 SH
SCIE 320 Environmental Issues and Local Impact	

SCIE 330 Research Methods •	3 SH
Statistics at the 100 or 200 level or	3 SH
MATH 305 Applied Statistics	

Social Science/Humanities/Creativity 6 SH

Oral Communication

Speech, or Interpersonal Communication, or	3 SH
COMM 310 Presentation Delivery and Design	

Globally-Oriented Course • 3 SH

Select one of the following courses:

BSRN 300 Community Health	
COMM 410 Intercultural Communication	
EDUC 302 Diversity and Inclusion I	
SOCI 310 Human Diversity	

Senior Seminar •

General Studies Major 30 SH

An organizational behavior course, 3 SH
a group communication course, or
PSYC 310 Organizational and Group Dynamics

An ethics course or 3 SH
PHIL 310 Business and Professional Ethics

A literature course 3 SH
SOCI 320 Contemporary American Family 3 SH
LBAR 499 Senior Seminar 3 SH

General Studies Electives 15 SH

Transfer Credit and/or Electives 60 SH

Total Courses in the Degree: 120 SH

• Miller College Core



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 administration or applied business management. 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

The 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

MAJOR: BUSINESS ADMINISTRATION

The Bachelor of Science Degree 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. Students must successfully complete 45 semester hours at the 300/400 level with at least 30 semester hours at Miller College and meet all Miller College graduation requirements to receive this degree.

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 Electronic Portfolio.

General Education Requirements **45 SH**

Students usually have transfer credit for everything except the five Miller College Core classes.

English Composition

	English Composition I (Essay Writing)	3 SH
LBAR 300	Junior Seminar •	3 SH
ENGL 310	Advanced Composition and Textual Analysis I •	3 SH

• Miller College Core

Science and Mathematics		Business Law at the 100 or 200 level or	3 SH
A laboratory science or	3 SH	BUSN 320 Labor Law	
SCIE 320 Environmental Issues and Local Impact			
SCIE 330 Research Methods •	3 SH	ACCT 310 Managerial Accounting	3 SH
Statistics at the 100 or 200 level or	3 SH	ACCT 320 Cost Accounting	3 SH
MATH 305 Applied Statistics		BUSN 301 Finance I	3 SH
Social Science/Humanities/Creativity	6 SH	BUSN 302 Finance II	3 SH
		BUSN 310 Communication Skills for Managers	3 SH
		BUSN 420 Global Business Seminar	3 SH
		BUSN 499 Senior Seminar	3 SH
		MGMT 310 Advanced Human	3 SH
		Resources Management	
Oral Communication		MGMT 410 Business and Strategic Planning	3 SH
Speech, Interpersonal Communication, or	3 SH		
COMM 310 Presentation Delivery and Design			
An organizational behavior course,	3 SH	Transfer Credit and/or Electives	30 SH
a group communication course, or			
PSYC 310 Organizational and Group Dynamics		Total Courses in the Degree:	120 SH
Ethics/Philosophy			
An ethics course or	3 SH	• Miller College Core	
PHIL 310 Business and Professional Ethics			
Globally-Oriented Course •	3 SH	BACHELOR OF APPLIED SCIENCE	
Select one of the following courses:		MANAGEMENT	
BSRN 300 Community Health			
COMM 410 Intercultural Communication		The Bachelor of Applied Science Degree in Management	
EDUC 302 Diversity and Inclusion I		requires at least 120 semester hours of course work and	
SOCI 310 Human Diversity		is designed to provide management-related courses to	
		supplement learning already achieved. Students must	
		successfully complete 30 semester hours at the 300/400	
		level with at least 30 semester hours at Miller College and	
		meet all Miller College graduation requirements to receive	
		this degree.	
Senior Seminar •			
General Education Electives	9 SH	In keeping with the College Mission, students are expected	
Courses in any General Education area		to complete one hour of service learning for every hour they	
Business Administration Major	45 SH	are enrolled at Miller College. Service learning may be	
Computer Science at the 100 or 200 level or	3 SH	performed at any time prior to the completion of the Senior	
COSC 310 Problem Solving with Computers		Seminar. Evidence of service learning must be documented	
Business Statistics at the 100 or 200 level	3 SH	in the Electronic Portfolio.	
Principles of Accounting I or II at the	3 SH	General Education Requirements	30 SH
100 or 200 level or		Students usually have transfer credit for	
BUSN 300 Accounting and Economics		everything except the five Miller College Core classes.	
Macroeconomics or Microeconomics at the	3 SH	English Composition	
100 or 200 level or		English Composition I (Essay Writing)	3 SH
BUSN 300 Accounting and Economics		LBAR 300 Junior Seminar •	3 SH
Principles of Marketing at the 100 or 200 level or	3 SH	ENGL 310 Advanced Composition and	3 SH
MRKT 410 Advanced Marketing		Textual Analysis I •	

Science and Mathematics		
A laboratory science or SCIE 320 Environmental Issues and Local Impact		3 SH
SCIE 330 Research Methods •		3 SH
Statistics at the 100 or 200 level or MATH 305 Applied Statistics		3 SH
Social Science/Humanities/Creativity		6 SH
Oral Communication		
Speech, or Interpersonal Communication, or COMM 310 Presentation Delivery and Design		3 SH
Globally-Oriented Course •		3 SH
Select one of the following courses:		
BSRN 300 Community Health		
COMM 410 Intercultural Communication		
EDUC 302 Diversity and Inclusion I		
SOCI 310 Human Diversity		
Senior Seminar •		
Management Major		30 SH
Principles of Accounting I or II at the 100 or 200 level or BUSN 300 Accounting and Economics		3 SH
Macroeconomics or Microeconomics at the 100 or 200 level or BUSN 300 Accounting and Economics		3 SH
ACCT 310 Managerial Accounting		3 SH
ACCT 320 Cost Accounting		3 SH
BUSN 301 Finance I		3 SH
BUSN 310 Communication Skills for Managers		3 SH
BUSN 499 Senior Seminar		3 SH
MGMT 310 Advanced Human Resources Management		3 SH
Business Electives at the 300 or 400 level		6 SH
Transfer Credit and/or Electives		60 SH
Total Courses in the Degree:		120 SH

• **Miller College Core**

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 members 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 to 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, 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:

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 is highly recommended.
7. Complete a criminal disclosure form and pass a criminal background check.
8. A student must have a cumulative GPA minimum of 2.5 to be admitted to the Binda School of Education.

NOTE: Verification of a 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 following options:

Elementary Education:

1. An academic major from the list of Teacher Certification Approved Program areas and the Elementary Education Planned Minor; or
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
Social Studies

Elementary Education Planned Minor

(Required for all Elementary Education students)

Minors:

Early Childhood
Integrated Science
Language Arts
Mathematics
Reading
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 students 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. A grade of "Pass/Fail" is assigned to students in Student Internships and Senior Seminar.

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 in 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 readmitted, 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 grade of “C” or better 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.

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 45 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 major 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 2.5 before enrolling in any education class, attain a grade of "C" or better in each course, and maintain a minimum GPA of 2.5 or better, in order to continue taking education courses and remain in good standing. See the Standards of Academic Progress requirements for the Binda School of Education.
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. The Senior Seminar, 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 liberal arts course work requirements; CPR and First Aid Certification; and verification of a satisfactory criminal background check.

Students must complete the Student Internship application by 4:00 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 do not guarantee 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 DEGREE IN ELEMENTARY EDUCATION

The Bachelor of Science Degree 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:

General Education Requirements 36 SH

English Composition

	English Composition I (Essay Writing)	3 SH
LBAR 300	Junior Seminar •	3 SH
ENGL 310	Advanced Composition and Textual Analysis I •	3 SH

Science and Mathematics

	A laboratory science course or	3 SH
SCIE 320	Environmental Issues and Local Impact	
SCIE 330	Research Methods •	3 SH
	Statistics at the 100 or 200 level or	3 SH
MATH 305	Applied Statistics	

• Miller College Core

Social Science/Humanities/Creativity 6 SH
(Teacher Education students MUST take a course in Literature and a course in Appreciation of the Arts or Creative Arts. ARTT 207, DANC 207, MUSI 207, THEA 207 will meet the Arts requirement.)

Oral Communication

Speech, Interpersonal Communication, or 3 SH
 COMM 310 Presentation Delivery and Design

An organizational behavior course, 3 SH
 a group communication course, or
 PSYC 310 Organizational and Group Dynamics
 (EDUC 402 will meet this requirement.)

Ethics/Philosophy

An ethics course or 3 SH
 PHIL 310 Business and Professional Ethics
 (EDUC 499 will meet this requirement.)

Globally-Oriented Course • 3 SH

Select one of the following courses:
 COMM 410 Intercultural Communication
 EDUC 302 Diversity and Inclusion I
 SOCI 310 Human Diversity

Senior Seminar •

• Miller College Core

General Education Electives 9 SH

Courses in any General Education Area
 (EDUC 305 and EDUC 213 will meet
 this requirement. Teacher Education
 students take at least one course in
 History, Geography, or Political Science.)

In keeping with the College mission, students are also 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.

Professional Education Requirements 40 SH

*Foundations of Education 3 SH
 *Human Growth and Development 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*

Elementary Education Planned Minor 30 SH

EDUC 310 Teaching Reading & Language Arts I 3 SH
 EDUC 311 Teaching Reading & Language Arts II 3 SH
 *Math. for Elementary Teachers I 3 SH
 EDUC 320 Science for Elementary Teachers I 3 SH
 EDUC 321 Science for Elementary Teachers II 3 SH
 EDUC 322 Mathematics Methods for Teachers 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.

Integrated Science Major 39 SH

*Principles of Modern Biology 4 SH
 *Fundamentals of Chemistry I 4 SH
 *Environmental Science 4 SH
 *Physical Science 4 SH
 *Introductory Astronomy 4 SH
 *Botany 4 SH
 *Zoology 4 SH
 *Physical Geography 4 SH
 EDUC 315 Reading and Researching 3 SH
 Scientific Journals

Select one of the following courses:	4 SH	EDUC 468	Directed Student Internship in LD: Elementary	6 SH
*Field Biology		EDUC 469	Directed Student Internship in LD: Secondary	6 SH
*Human Anatomy				
*General Chemistry I				
*General Chemistry II				
*Introductory Physics I				
*Introductory Physics II				

* Indicates course is a transfer course

Language Arts Major 36 SH

	*Interpersonal Communication	3 SH
EDUC 312	Grammar	3 SH
EDUC 313	Teaching Writing	3 SH
EDUC 314	Development of the English Language	3 SH
	*Introduction to Literature	3 SH
	*Children's Literature	3 SH
EDUC 318	Youth Literature	3 SH
EDUC 319	Content Area Literature	3 SH
EDUC 350	Reading Foundations	3 SH
EDUC 430	Literacy for Linguistically and Culturally Diverse Learners	3 SH

Select one of the following courses: 3 SH

- *American Literature to
Early 20th Century
- *American Literature
Early 20th Century to Present

Select one of the following: 3 SH

- *World Literature to the Renaissance
- *World Literature Renaissance to Present

*Indicates course is a transfer course

Learning Disabilities Major (K-12) 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.

	*Young Children with Special Needs	3 SH
	*Early Childhood Literacy	3 SH
EDUC 303	Diversity and Inclusion II	3 SH
EDUC 317	Reading Assessment and Classroom Practice	**
EDUC 430	Literacy for the Linguistically and Culturally Diverse Learners	**
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

Social Studies Major 36 SH

	*U. S. History to 1877	3 SH
	*U. S. History 1877 to Present	3 SH
	*Global History to 1500	3 SH
	*Global History 1500 to present	3 SH
	*Michigan History	3 SH
EDUC 326	American Political Institutions	3 SH
EDUC 327	Elections and Public Offices	3 SH
EDUC 328	Cultural Geography	3 SH
	*Macroeconomics	3 SH
	*Microeconomics	3 SH
	Special Topics: Cultural or History	3 SH
	*(American History, European History, Latin Studies, African Studies)	
	Select one of the following courses:	3 SH
EDUC 333	World Regions	
EDUC 329	Politics of Developing Countries	

* Indicates course is a transfer course

Academic Minors for Teacher Certification

Early Childhood Education Minors 27 SH

	*Fundamentals of Early Childhood Ed. 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
	*Introduction to Young Children with Special Needs	3 SH
	*Early Childhood Practicum	3 SH

* Indicates course is a transfer course

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

- *Introductory Astronomy
- *Botany
- *Zoology
- *Physical Geography

** Indicates course is a transfer course*

Language Arts Minor 24 SH

- *Interpersonal Communication 3 SH
- *Introduction to Literature 3 SH
- *Children's Literature 3 SH
- EDUC 312 Grammar 3 SH
- EDUC 313 Teaching Writing 3 SH
- EDUC 314 Development of the English Language 3 SH
- EDUC 318 Youth Literature 3 SH
- EDUC 350 Reading Foundations 3 SH

** Indicates course is a transfer course*

Mathematics Minor 24 SH

- *Pre-Calculus I 4 SH
- *Calculus I 5 SH
- *Calculus II 5 SH
- *Statistics 3 SH
- *Trigonometry 3 SH
- EDUC 324 Geometry 4 SH

** Indicates course is a transfer course*

Reading Minor 21 SH

- EDUC 316 Beginning Approaches to Reading 3 SH
- EDUC 317 Reading Assess. & 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*

Social Studies Minor 27 SH

- *Macroeconomics 3 SH
- *Microeconomics 3 SH

Select one of the following courses: 3 SH

- *U. S. History to 1877
- *U. S. History 1877 to Present
- *Michigan History 3 SH

- EDUC 326 American Political Institutions 3 SH
- EDUC 327 Elections and Public Offices 3 SH
- EDUC 328 Cultural Geography 3 SH
- EDUC 333 World Regions 3 SH

Select one of the following courses: 3 SH

- *Global History to 1500
- *Global History 1500 to present

** Indicates course is a transfer course*

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

Elementary Education Option 1: 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	36	34	6	21	9	58	51
Language Arts	21	15	34	6	21	9	76	30
Learning Disabilities	27	6	34	6	21	9	82	21
Social Studies	12	24	34	6	21	9	67	39

Elementary Education Option 2: 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	34	6	21	9	55	42
Integrated Science	0	24	34	6	21	9	55	39
Language Arts	15	9	34	6	21	9	70	24
Math	4	20	34	6	21	9	59	35
Reading	21	0	34	6	21	9	76	15
Social Studies	12	15	34	6	21	9	67	30

*General Education + Transfer Credits + Miller College Credits = Requirements for BS in Elementary Education



BACHELOR OF SCIENCE DEGREE IN SECONDARY EDUCATION

The Bachelor of Science Degree 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:

General Education Requirements 36 SH

English Composition

	English Composition I (Essay Writing)	3 SH
LBAR 300	Junior Seminar •	3 SH
ENGL 310	Advanced Composition and Textual Analysis I •	3 SH

Science and Mathematics

	A laboratory science course or	3 SH
SCIE 320	Environmental Issues and Local Impact	
SCIE 330	Research Methods •	3 SH

	Statistics at the 100 or 200 level or	3 SH
MATH 305	Applied Statistics	

Social Science/Humanities/Creativity 6 SH

(Teacher Education students MUST take a course in Literature and a course in Appreciation of the Arts or Creative Arts. ARTT 207, DANC 207, MUSI 207, THEA 207 will meet the Arts requirement.)

Oral Communication

	Speech, Interpersonal Communication, or	3 SH
COMM 310	Presentation Delivery and Design	

	An organizational behavior course, a group communication course, or	3 SH
PSYC 310	Organizational and Group Dynamics (EDUC 402 will meet this requirement.)	

Ethics/Philosophy

	An ethics course or	3 SH
PHIL 310	Business and Professional Ethics (EDUC 499 will meet this requirement.)	

Globally-Oriented Course • 3 SH

Select one of the following courses:

COMM 410	Intercultural Communication	
EDUC 302	Diversity and Inclusion I	
SOCI 310	Human Diversity	

Senior Seminar •

• Miller College Core

General Education Electives 9 SH

Courses in any General Education Area (EDUC 305 and EDUC 213 will meet this requirement. Teacher Education students take at least one course in History, Geography or Political Science.)

In keeping with the College mission, students are also 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.

Professional Education Requirements 40 SH

	* Foundations of Education	3 SH
	* Human Growth and Development	3 SH
ENGL 310	Advanced Composition 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:

Learning Disabilities 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 Assessment 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.

Reading Minor 21 SH

EDUC 316 Beginning Approaches to Reading	3 SH
EDUC 317 Reading Assessment 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

Major	Semester Hours		Professional Sequence		*Credit Totals	
	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer
Learning Disabilities	27	6	31	6	58	12

Secondary Education Minor: Reading

Major	Semester Hours		Professional Sequence		*Credit Totals	
	Miller College	Transfer	Miller College	Transfer	Miller College	Transfer
Reading	21	0	31	6	52	6

**General Education + Transfer Credits + Miller College Credits = Requirements for BS in Secondary Education*

SCHOOL OF NURSING

Mission Statement

The Mission of the School of Nursing, in support of the Mission of Miller College, is to graduate students who exhibit a high level of competence in the area of professional nursing and who demonstrate service to the community. The Miller College School of Nursing 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 Nursing 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 competence enables them to actively contribute to their profession, community, and society. The School of Nursing 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 with professional practice. The curriculum draws upon the conceptual framework of professional practice in nursing, research-evidence based practice, relationship-centered caring, and leadership. The School of Nursing is committed to being responsive by assisting students in developing intellectual concepts, good citizenship, and leadership skills. The faculty work individually with students, so that the plan of study is both comprehensive and coherent.

Learning Outcomes

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. **Acquisition and Evaluation of Data:** As evidence-based practice influences today's health care environment, students need to be astute in methods to evaluate current research reports or articles. Courses that emphasize this value provide opportunities to develop analytical thought processes for both qualitative and quantitative approaches to research.

3. **Effective Communication:** The ever-increasing complexity of today's health care environment 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.
4. **Creativity:** The diverse and changing environment of health care requires a greater sensitivity to others' thoughts, perceptions, and belief systems. Students need to demonstrate the ability to converse intelligently on matters related to these elements. Courses that emphasize this value provide opportunities to develop creative thought and expression.
5. **Working Cooperatively:** The ability to achieve excellence in the nursing profession requires a sense of group dynamics and how this impacts events in the daily environment. Students need to possess the ability to examine personal, social, cultural, and environmental issues that may affect group processes. Courses that emphasize this value provide opportunities to work in groups and evaluate their effectiveness.
6. **Preparation for Professional Development:** Graduates will enhance their continued professional development by demonstrating knowledge of leadership skills, analytical thought processes, and critical thinking ability as well as through their proven ability to seek out and use research and best practices for personal growth.

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. In order to earn a Bachelor of Science in Nursing (BSN), students must successfully complete the Miller College General Education Requirements and the BSN Major Requirements, totaling at least 45 semester hours of 300/400 level courses with a minimum of 30 semester hours from Miller College, and meet all graduation requirements.

Beginning with a student's first course, each student is expected to keep an Electronic Portfolio that attests to accomplishments throughout their enrollment at Miller College. Each course has specific artifacts kept as part of that portfolio. The portfolio is completed during 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 Electronic Portfolio.

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 (GPA) on a 4.0 scale in the school where the RN program was completed. A 3.0 GPA 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 RN to BSN Program

A student who falls below a cumulative 3.0 GPA on a 4.0 scale in the RN to 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 RN to 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 RN to BSN Program.

BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE REQUIREMENTS

General Education Requirements

Current, unrestricted, and unencumbered Registered Nurse Licensure fulfills all General Education Requirements except the 21 semester hours of Miller College and BSN Core classes listed below.

Core Requirements		21 SH
COMM 310	Presentation Delivery and Design	3 SH
ENGL 310	Advanced Composition and Textual Analysis I	3 SH
LBAR 300	Junior Seminar	3 SH
MATH 305	Applied Statistics	3 SH
PHIL 310	Business and Professional Ethics	3 SH
PSYC 310	Organizational and Group Dynamics	3 SH
SCIE 330	Research Methods	3 SH

BSN Major		24 SH
BSRN 300	Community Health	3 SH
BSRN 330	Nurse Leadership I	3 SH
BSRN 340	Pharmacology	3 SH
BSRN 410	Nurse Leadership II	3 SH
BSRN 420	Pathophysiology	3 SH
BSRN 430	Nursing Research Project	3 SH
BSRN 499	Senior Seminar	3 SH
Electives		3 SH

Select one of the following courses:

BSRN 400	Advanced Physical Assessment
BSRN 310	(MGMT 310) Advanced Human Resources Management
BSRN 402	(EDUC 402) Classroom Management

Transfer Credits and/or Electives 75 SH

Total Courses in the Degree: 120 SH



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*

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: English Composition I (Essay Writing); LBAR 300 with a grade of "C" or better*

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 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.

**Prerequisites: LBAR 300 with a grade of "C" or better*

COMM 410 Intercultural Communication 3 SH

This course provides an overview of influences on the deep structure of world cultures. Students will learn skills to increase the likelihood of successful communication among cultures by examining concepts of history, time, family, sex, religion, stages in life, stereotypes, and nonverbal communication as well as verbal communication. Students will learn about cultures of various continents to broaden their appreciation of the richness of world cultural diversity in our globally-oriented world. Particular attention will be given to increasing positive intercultural communication in the world of business, health care, teacher education, and daily life.

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. Forty (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, the MTTC, and written and electronic portfolios. All field placement assignments for this course will be limited to public and private schools in the Miller College service region.

**Prerequisite: Verification of satisfactory criminal background check*

EDUC 302 Diversity and Inclusion I 3 SH

This course 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 ten (10) hours.

**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 includes a field experience of ten (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
Focusing 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 fifteen (15) hours.
**Prerequisite: Verification of satisfactory criminal background check*

EDUC 310 Teaching Reading and Language Arts I 3 SH
This is an overview course providing a foundation for further work in the areas of reading, language arts, and content area instruction. 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. It will examine literacy issues that begin at birth and develop through 18 years of age. Areas of language arts (reading, writing, speaking, listening, and viewing) will be studied in an interactive, integrated manner. A field component of fifteen (15) hours is required. Required for Elementary Education Minors.
**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 311 Teaching Reading and Language Arts II 3 SH
This course focuses on the literacy issues beginning at birth through becoming an independent reader in the elementary classroom. Building on the foundation in Teaching Reading I, prospective teachers will consider issues surrounding beginning reading and growing into expository reading at the elementary level. Informal and formal assessment, literature for children, integrated language arts, and content instruction will provide the framework for designing instruction that engages all learners. A field component of fifteen (15) hours will be required. Required for Elementary Education Minors.
**Prerequisite: EDUC 310 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 312 Grammar 3 SH
This course will focus on both traditional standard grammar – the grammar that we know intuitively – and linguistics-based grammatical systems that prescribe the rules of usage and mechanics. Required for the Language Arts Major and Minor.
**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 313 Teaching Writing 3 SH
This course will develop ways to integrate writing across subject areas, examine methodologies in the classroom, and construct materials for teaching and writing. A field experience of fifteen (15) hours may be required. Required for the Language Arts Major and Minor.
**Prerequisites: EDUC 301 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 314 Development of the English Language 3 SH
This course introduces the study of the English language from its origin to the present. It provides 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 and Researching Scientific Journals 3SH
This course studies 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
This course provides a 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 fifteen (15) hours. Required for all Reading Minors.
**Prerequisite: EDUC 310 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 317 Reading Assessment 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 thirty (30) hours. Required for all Reading Minors.
**Prerequisite: EDUC 316 with a grade of "C" or better*

EDUC 318 Youth Literature 3 SH

This course provides 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. 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 fifteen (15) hours working with students to learn literacy strategies.

**Prerequisite: EDUC 317 with a grade of "C" or better and admission to the Teacher Education Program*

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 fifteen (15) 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 fifteen (15) 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 and admission to the Teacher Education Program*

EDUC 322 Mathematics Methods for Teachers 3 SH

Students explore ways children learn mathematical concepts and ways to help children overcome common mistakes. Students will design and develop lessons and assessments for elementary and middle school, using Michigan benchmarks in mathematics. Mathematical content includes elementary probability, measurement, geometry, and applications. This course requires a total of twenty (20) hours of field experience and tutoring. Required for Elementary Education Minors. This course is not counted as part of the Mathematics Major or Minor.

Prerequisite: EDUC 301 with a grade of "C" or better and admission to the teacher education program.

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 twenty (20) hours is required.

**Prerequisite: EDUC 320 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 324 Geometry 4 SH

Students will study Euclidean and non-Euclidean and projective geometry, researching and generating geometric applications. Students will also research and report on the historical development of mathematics from ancient to modern times.

EDUC 326 American Political Institutions 3 SH

This course facilitates an understanding of democratic ideals, policy-making institutions, and processes within the American political system. Students will analyze the role of mass media and its influence on public opinion, institutions of government, and the politics of public policy. It is designed as a survey course, presenting literature across a wide range of topics in the study of American politics.

EDUC 327 Elections and Public Offices 3 SH

This course examines the role and effects of local, state, and national elections and public opinion on American political institutions.

EDUC 328 Cultural Geography 3 SH

This course introduces students to the study of how various aspects of human culture are expressed spatially and the relationship of culture to selected global issues, including language, religion, economic organization, and forms of government.

EDUC 329 Politics of Developing Countries 3 SH

This course examines the internal politics and policy making, political institutions, cultures, and the focus of power in emerging industrialized states, less-developed states, and developing states.

EDUC 330 Social Studies for Teachers I 3 SH

This course presents 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, and judging decisions from the past), geographic perspective (diversity of people, places, and cultures; human/environment interaction; location, movement, and connection; regions, patterns, and processes; and global issues and events), civic perspective (purposes of government, ideals of American democracy, democracy in action, USA politics and government, and USA government and world affairs), and economic perspective (individual and household choices, business choices, the role of government, economic systems, and trade). Fifteen (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: This course explores the state model social studies program and implementation of the strands into the curriculum. Also covered are themes of inquiry (information processing and conducting investigations), public discourse and decision making (identifying and analyzing issues, group discussion, and persuasive writing), and citizen involvement (responsible personal conduct). Research, documentation of primary sources, uses of technology, instructional strategies and assessments will be further developed. Fifteen (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 and admission to the Teacher Education Program*

EDUC 333 World Regions 3 SH

This course explores the major world regions, focusing on human interaction within the environment through the study of physical features of regions and how people utilize, harmonize with, and sometimes abuse their physical surroundings. An examination of major trends within regions of the world includes specific topics such as population, culture, economy, and social issues within each region.

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 twenty (20) hours. Required for the Learning Disabilities Major.

**Prerequisites: EDUC 302 and EDUC 305 with grades of "C" or better; 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 forty (40) hours.

**Prerequisite: EDUC 310 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 351 Reading Internship 3 SH

This course includes 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 and admission to the Teacher Education Program*

EDUC 402 Classroom Management 3 SH

This course provides 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. Included in this course are research and instructional techniques utilized to design, monitor, assess, and evaluate instructional plans. This course requires a field experience of fifteen (15) hours.

**Prerequisites: EDUC 301 and EDUC 305 with grades of "C" or better; 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 a 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 and admission to the Teacher Education Program*

EDUC 420 Elementary Methods 6 SH

This course examines 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, it 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 ten-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 twenty (20) hours is required. Required for Elementary Education Planned Minors.

**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 into 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.

EDUC 430 Literacy for the Linguistically and Culturally Diverse Learner 3SH

Based on the different, not deficient, theory of diversity, this course explores the underlying principles of linguistic

and cultural differences. Emphasis on building strategies for successfully teaching reading and writing to children for 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 ten (10) hours. Required for the Learning Disabilities Major and all Reading Minors.

**Prerequisite: EDUC 317 with a grade of "C" or better and admission to the Teacher Education Program*

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 twenty (20) hours. Required for the Learning Disabilities Major.

**Prerequisites: EDUC 303 and EDUC 305 with grades of "C" or better; admission to the Teacher Education Program*

EDUC 432 Special Education Curriculum & Methods Elementary/Secondary 3 SH

In this course 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 of thirty (30) hours. Required for the Learning Disabilities Major.

**Prerequisites: EDUC 303 and EDUC 431 with a grade of "C" or better and admission to the Teacher Education Program*

EDUC 433 Productive Interactions Between Teachers, Parents, and 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 of twenty (20) hours. Required for the Learning Disabilities Major.

**Prerequisites: EDUC 303 and EDUC 305 with grades of "C" or better; admission to the Teacher Education Program*

EDUC 435 Secondary Methods 6 SH

This course provides an examination of the modern secondary school curriculum, its philosophy, structure, organization, and 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, the student 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 ten-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 twenty (20) hours is required. This course is required for the Secondary Education Program.

**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. EDUC467 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. A field component of twenty (20) hours is required.

**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: Elementary 6SH

This course involves 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*

EDUC 469 Directed Student Internship in Learning Disabilities: Secondary 6SH

A supervised, structured assignment of eight weeks in a secondary 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*

EDUC 490 Special Topics 1-3 SH

This course provides an opportunity for students to research a special topic of interest in order to gain an in-depth study in an area of focus. The topic must be approved by the instructor and the Chair of the Binda School of Education and must align with the student's major or minor. A written research project outline must be submitted to the instructor for approval and ultimately to the Chair of the Binda School of Education prior to enrolling in the class. This class will also provide Professional Development Sessions for certified teachers or students in specific areas of interest (i.e. Teaching the Gifted and Talented, Differentiating Instruction, and Theory and Methods of ESL/Bilingual). The semester hours for credit range from 1-3 semester hours depending on the extent of the class/project content.

EDUC 491 Special Topic: Instructional Strategies that Work 2 SH

A look at a variety of research-based strategies that have been proven to improve student achievement. Students will investigate these strategies, practice these strategies, and choose one to explore in depth.

EDUC 492 Special Topic: Creating Responsive Classrooms 3 SH

Designed to help teachers create an environment that is conducive to teaching and learning, students will explore differentiated instruction, classroom and instructional management techniques, brain research, and more.

EDUC 493 Special Topic: Curriculum, Instruction, and Assessment 3 SH

This course explains how it all fits together in the classroom. Students will understand the importance of "backwards design" in lesson planning and will be expected to design

such a unit to demonstrate comprehension of the 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 a 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 must complete an 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. It 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.

**Co-requisite: EDUC 498*

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

ENGLISH

ENGL 301 Professional Writing and 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 Composition 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.

**Prerequisite: English Composition I (Essay Writing); LBAR 300 with a grade of “C” or better*

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 300 Junior Seminar 3 SH

This writing and reading intensive course is based on the Miller College Mission Statement: "The College values student learning, critical thinking, oral and written communication skills, and an understanding of a globally-oriented world." This course includes essay, professional, and research writing; oral presentations; critical reading and thinking; a major project; and introduces the student to the Miller College required portfolio. Students are encouraged to take this course in their first semester at Miller College. The knowledge gained will be useful in all other Miller College courses.

**Prerequisite: English Composition I (Essay Writing)*

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*

LITERATURE

LITR 490 Special Topics 3 SH

The Chair will schedule special topics in literature to meet student needs and in line with the expertise of the faculty member.

MANAGEMENT

MGMT 310 Advanced Human Resources Management 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 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 or MRKT 410*

MRKT 320 Purchasing/MRP II 3 SH

Course topics include demand management, sales and operations planning, master scheduling, and measuring the business plan.

**Prerequisite: MRKT 310*

MRKT 330 Marketing Research 3 SH

A study of research methods and procedures as they apply to marketing operations. This course includes the information sources available to marketing researchers and the design and analysis of research projects concerned with obtaining primary and secondary information.

**Prerequisite: Principles of Marketing or MRKT 410*

MRKT 410 Advanced Marketing 3 SH

This course makes a study of the forces operating, institutions employed, and methods followed in the flow of goods and services from production to consumption. The course also focuses on the marketing, promotion, advertising, and pricing of goods and services internationally.

MRKT 421 Advertising and Promotion 3 SH

This course studies the principles of advertising, types of media, and analyzes problems encountered in business.

**Prerequisite: Principles of Marketing or MRKT 410*

MRKT 430 Professional Sales 3 SH

Principles and methods of store location and layout, promotion, buying, pricing, personnel management, credit, and stock control.

**Prerequisite: Principles of Marketing or MRKT 410*

MATHEMATICS

MATH 305 Applied Statistics 3 SH

This is an introductory course in the calculation, use, interpretation, evaluation, reporting of statistical measurements using various applications of interest. Students will study and apply examples of probability distributions, confidence intervals, hypothesis testing, correlation and regression. Students will research, write, present, and defend a valid statistical study.

MATH 310 Statistical Methods 3 SH

Introduces the student to various statistical methods and their applications. Methods covered include measures of central tendencies, probability distributions, sampling, and regression analysis.

**Prerequisite: Statistics*

NURSING

BSRN 300 Community Health 3 SH

A review of the health status of Calhoun County and its individual communities in comparison to the state and the nation. Content focuses on behavioral risk factors, chronic illnesses, communicable diseases, disease incidence and prevalence, preventable hospitalizations, indicators of lack of access to care, health care resource utilization, and wellness promotion/illness prevention.

**Prerequisite: Admission to the RN to BSN Program*

BSRN 310 Advanced Human Resources Management 3 SH

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

**Prerequisite: Admission to the RN to BSN Program*

BSRN 330 Nurse Leadership/Management I 3 SH

This course provides students with evidence-based theory for the development of best practice leadership and management knowledge and skill. Content includes characteristics of a productive health care work environment, analysis of outcomes with a team, and changes in structure, process, or systems to assure quality health care delivery.

**Prerequisite: Admission to the RN to BSN Program*

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.

**Prerequisite: Nursing background or permission of Chair*

BSRN 400 Advanced Physical Assessment 3 SH

This course focuses on the advanced assessment component of the nursing process. The emphasis of the course is on the development of health history and physical assessment skills. This will include collecting subjective information utilizing patient interviewing skills as well as collecting objective patient data during a physical examination. Course content will include physical examination techniques in inspection, palpation, percussion, and auscultation.

**Prerequisite: Admission to the RN to BSN Program*

BSRN 402 Classroom Management 3 SH

This course provides 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. Included in this course are research and instructional techniques utilized to design, monitor, assess, and evaluate instructional plans. This course requires a field experience of fifteen (15) hours.

**Prerequisite: Admission to the RN to BSN Program*

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.

**Prerequisite: BSRN 330*

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.

**Prerequisite: Admission to the RN to BSN Program and a course in Human Physiology*

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.

**Prerequisite: Admission to the RN to BSN Program and SCIE 330*

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: Chair 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 410 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.

PSYC 420 Psychology of Marketing 3 SH

In this course the emphasis is on decision processes, buying habits, and motives that precede and determine consumer behavior when purchasing goods and services.

SCIENCE

SCIE 315 Reading and 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 Environmental Issues and Local Impact 3 SH

This course will be a laboratory course, providing methods, tools and tests for water quality, air quality, and land composition. Students will use these tests to measure and report on environmental conditions in their areas of work, home, and school. They will research and report on effects of global environmental problems on the local environment, interactions among regions, and solutions to these problems.

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.

**Prerequisite: LBAR 300 with a grade of "C" or better*

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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