

2022

MILLIKIN

BILLINGS

RAVELETT

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Millikin University offers the following graduate degrees. The Master of Business Administration degree (M.B.A.), conferred on graduates of the Tabor School of Business, the Master of Science in Athletic Training (M.S.A.T.), conferred on graduates of the College of Professional Studies, School of Exercise Science and Sport, the Master of Science in Nursing degree (M.S.N.) and the Doctor of Nursing Practice degree (D.N.P), conferred on graduates of the College of Professional Studies, School of Nursing.

What James Millikin envisioned when he founded the University in 1901 was unique: the University would embrace the practical side of learning along with the literary and classical. In addition, while affiliated with the Presbyterian Church, it would not be narrowly sectarian and would remain open to all. The result is one of the nation's first small, comprehensive universities that, nearly a century later, has four colleges and schools: the College of Arts and Sciences, the College of Fine Arts, the College of Professional Studies, and the Tabor School of Business.

Millikin University has been accredited since 1914 by what is now the Higher Learning Commission. The most recent re-affirmation of that accreditation was in 2016-2017. For further information regarding this accreditation, contact the Higher Learning Commission at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, phone (312) 263-0456.

! In addition to being accredited by the Higher Learning Commission, various programs hold discipline-specific accreditation.

is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Students who return to Millikin after leaving for two years or more must meet graduation requirements outlined in the Bulletin of the year of their reentry. Students who continue their education after being away from Millikin for less than 5 years may do so under graduation requirements in effect at the time of their last attendance or may elect new Bulletin requirements.

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

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

Master of Business Administration (MBA)

Registration Deposit.....	\$200
Tuition Costs per Credit Hour.....	\$750
Graduation Fee.....	\$150

Master of Science in Athletic Training (M.S.A.T.)

Registration Deposit.....	\$200
Tuition Cost per Credit Hour.....	\$650
Graduation Fee.....	\$150

Master of Science in Nursing (MSN: Nurse Educator; Master's Entry into Nursing Practice)

Registration Deposit (applied to tuition).....	\$200
Tuition Cost per Credit Hour.....	\$890
Graduation Fee.....	\$150

Doctor of Nursing Practice (DNP: Nurse Anesthesia Program [NAP] Family Nurse Practitioner Program [FNP])

Registration Deposit (non-refundable).....	\$1,000
DNP: Nurse Anesthesia Tuition Cost per Credit Hour.....	\$1,018
DNP: Family Nurse Practitioner Tuition Cost per Credit Hour.....	\$750
DNP Completion Program: For Advanced Practice Nurses Tuition Cost per Credit Hour.....	\$750
Graduation Fee.....	\$150

Non-Degree Seeking Graduate Students

Tuition Costs, per Credit Hour.....	\$650
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There is a charge for all official transcripts. Transcript fees are assessed and paid for online at time of order based on chosen delivery options. Transcript requests are made through www.getmytranscript.org.

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

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\$150 dollars for students who wish to have a parking pass.

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

Some courses assess fees for expendable supplies and equipment maintenance and replacement.

Students enroll for one semester at a time. Students who leave the University during or at the end of the semester must report to the Office of the Registrar to complete the necessary procedures and forms.

Students who drop their registration prior to the first day of classes will not be charged tuition. Current students who do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term. Students who withdraw from the University on the first day of classes and thereafter, will receive a refund of charges assessed by the University in the following manner: Each student's individual record is reviewed in accordance to program policies below and in conjunction with Federal and State regulation. In the event a credit balance exists after calculations are complete and funds have been returned to individual programs, the University will issue a refund to the student. If it is determined that a student is eligible for a post-withdraw disbursement of Federal funds, notification will be provided in writing. Calculations and return of funds will be completed no later than 45 days from date of withdrawal.

If a student withdraws from a course in the term,

- He/she must notify the Office of the Registrar and MBA Program administration in writing.
- Tuition refunds will be applied accordingly.
 - Students who withdraw their registration prior to the first day of the term will not be charged tuition. The deposit/registration fee is non-refundable.
 - Before midnight prior to the second class meeting (or prior to the start of the course for online/hybrid courses) = 100%
 - After the second class meeting (or after the start of an online/hybrid course) = 0%
 - It is strongly recommended that students consult with the Student Financial Services prior to withdrawing from a course. Financial aid eligibility and/or financial aid awards may be affected.
- Withdraws after the first day of class and prior to completion of a course will result in a grade of W (withdrawal). The student may re-take the course one time in the following year.
- If a student withdraws from any course more than two times, dismissal from the MBA Program will be initiated, unless approval is given by the MBA Program administration.
- Students who fail to officially withdraw from a course will receive a grade of an F on their transcript.

If a student withdraws from the MBA Program,

- He/she must meet with MBA Program administration and submit, in writing, a withdrawal notification to the Office of the Registrar
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A grading system provides a convenient way in which an assessment can be made of relative achievement. The faculty at Millikin has established the following letter grades:

For example:

Course	Earned	Attempted	Grade	Points	
Math	4	4	B	(3.0 x 4)	12
Literature	3	3	C+	(2.3 x 3)	6.9
Biology	4	4	A	(4.0 x 4)	16
Sociology	3	3	C-	(1.7 x 3)	5.4
Music Appreciation	3	3	B-	(2.7 x 3)	8.1
Fitness	1	0	P	(0.0 x 0)	0.0
Total	18	<u>17</u>			48.4
				(48.4/17)	2.84
Course	Earned	Attempted	Grade	Points	
English	3	3	A	(4.0 x 3)	12
History	0	0			

Students are required to meet with their advisor and work out a plan of study for the upcoming term. The Office of the Registrar announces dates and times for scheduling day and registration. Online registration is available to students during eligible time periods.

Students may make changes to their registration between the beginning of the registration period and prior to midnight on the date of the second class meeting. For online and hybrid course registration is available until the start of the course.

Each student is encouraged to enroll in courses on a semester basis. The student is financially responsible for all courses they have enrolled in for each semester. Registration records are available through the student portal.

In order for students to be properly prepared, students are encouraged to register for all classes at least two (2) weeks before the first class meeting.

After the course withdraw deadline date, courses remaining on student schedule will result in the course being graded by the faculty based on work completed for the course.

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FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student.

- To other school officials, including teachers, within Millikin University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a crime of sexual violence, or to an official of a law enforcement agency, if the disclosure is necessary to protect the health or safety of the victim or other individuals, or the community. (§99.31(a)(12))

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

Human Physiology with lab
 Human Anatomy with lab
 Exercise Physiology
 Nutrition
 Psychology
 Chemistry with lab
 Physics or Biomechanics with lab

Applicants may be admitted on a probationary basis if there is determined to be a course deficiency. In this case, the applicant will be required to complete the deficient course prior to enrollment in the program. The program reserves the right to review each applicant on a case-by-case basis.

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Students remain in good standing in the MSAT program by:

1. Maintaining a cumulative GPA of 3.0.
2. Earning a grade of "C" or better in each course in the MSAT.
3. Demonstrating satisfactory completion of all competencies and clinical proficiencies at the minimum required level, associated with the didactic and clinical education components of the program.
4. Maintaining an active membership in the National Athletic Trainers Association.
5. Maintaining current CPR/AED certification as defined by the NATA and the BOC.
6. Abiding by the policies and procedures outlined in the Athletic Training Student Handbook.
7. Completing the minimum number of clinical hours for each clinical/practicum experience.

Graduates of the MSAT program at Millikin University will:

1. Demonstrate competence in athletic training knowledge and clinical skills for the independent practice of athletic training.
2. Use evidence-based medicine to provide quality patient/client care.
3. Adhere to a code of conduct that ensures appropriate ethical and behavioral decorum.
4. Demonstrate service and promote the profession of athletic training.
5. Demonstrate collaboration as a member and/or leader of an interprofessional healthcare team to provide patient-centered care.

The MSAT student must complete a minimum of 59 credit hours to complete the requirements of the program.

ES 501 Applied Clinical Anatomy (3)
 ES 502 Emergency Procedures in Athletic Training (3)
 ES 503 Athletic Training Practicum I (2)
 ES 504 Professional Practice in Athletic Training (3)
 ES 505 Clinical Integration I (1)
 ES 506 Evidence Based Research in Athletic Training (3)
 ES 511 Lower Extremity Evaluation (3)
 ES 512 Upper Extremity Evaluation (3)
 ES 514 Therapeutic Interventions I (3)
 ES 515 Athletic Training Practicum II (2)
 ES 516 Clinical Integration II (1)
 ES 520 Immersive Clinical Experience in Athletic Training (8)
 ES 521 General Medical Conditions in Athletes (3)
 ES 522 Administration of Athletic Training (3)
 ES 524 Athletic Training Practicum III (2)
 ES 525 Clinical Integration III (1)
 ES 526 Therapeutic Interventions II (3)
 ES 531 Clinical Topics in Athletic Training (2)
 ES 532 Athletic Training Practicum IV (2)
 ES 533 Seminar in Athletic Training (2)
 ES 534 Therapeutic Interventions III (3)
 ES 535 Research Capstone in Athletic Training (3)
 Total Credits = 59

This course examines the relationship of the human body and anatomical structures and systems. Special focus is given to the role of these systems on exercise performance, biomechanical skill development and injury prevention/rehabilitation. Gross anatomical identification of specific bones, landmarks, origins, insertions, actions, joint structures, nerves, vessels, and organs will be the primary focus.

This course is designed to cover in-depth Basic Life Support Skills. Topics addressing prevention, recognition, and management of life-threatening and/or severe injury/illness are included. Application of skills that include environmental, CPR/AED, airway management, immobilization, bleeding control and sudden illness management are also addresses. Students will be certified in Basic Life Support.

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of

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Each nursing major is assigned an advisor from the School of Nursing faculty. Advisors assist with academic and career planning as well as other aspects of the educational program and community connections.

All nursing majors are required to read, be familiar with, and comply with the policies in the School of Nursing Student Handbook for their respective program and admission year. Students will be required to sign documentation of receipt and intent to comply with the School of Nursing policies as outlined in the handbook. Applicants who are admitted to the nursing major will be required to read the "Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities" document which is included in the School of Nursing Student Handbook and then sign the "Student Identification of Accommodation Needs" disclosure form. Additional policies and requirements specific to health and safety standards and professional behavior are published in the School of Nursing Student Handbooks available in the School of Nursing office. All students must also comply with the policies in the Millikin University Student Handbook (available through the Millikin web site).

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See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

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1. Foster development of leaders committed to advancing professional nursing excellence.
 2. Prepare nursing leaders who integrate knowledge, skills, and values in their professional practice within a global community; and
 3. Achieve a community of life-long learners who are able to actively shape the future of nursing and health care.

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Graduates of the Master of Science in Nursing program at Millikin University are able to:

1. Demonstrate leadership that enhances patient centered outcomes through management of the care environment and reliance upon evidence-based nursing practice;
2. Develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary collaboration; and
3. Provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.

The School of Nursing offers graduate courses leading to the Master of Science in Nursing (MSN) degree for individuals (nurses and non-nurses) who

- Possess an unencumbered/unrestricted license as an RN in Illinois or be eligible and obtain one upon admission (NE)
- Provide scores on the Graduate Record Exam (GRE), if undergraduate cumulative GPA is
 - below 3.0 (NE)
 - below 3.0 (MENP)
- Provide three (3) written recommendations as described on the web site from: individuals who can speak to
 - the applicant's integrity, potential for success in a graduate program, leadership, and clinical nursing performance (NE). At least one recommendation must be from a direct supervisor and/or a former nursing instructor.
 - the applicant's integrity, potential for success in a graduate program and leadership skills (Track: MENP). At least one recommendation must be from a direct supervisor or faculty member.
- Submit a written statement (see MSN application web site for details) (NE & MENP)
- Submit a current resume or curriculum vitae (NE & MENP)

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- See the School of Nursing website for deadlines.
- The Graduate Studies Committee forwards all names of recommended admissions to the SON Director.
- Letters of acceptance subsequently will be mailed to each admitted applicant.
- Normally, a full-time student will begin graduate coursework in August.
- Part-time students may begin either spring or fall semesters, but the courses available to them are dictated by the pre-requisites of the courses.

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- See the School of Nursing website for deadlines.
- The Graduate Studies Committee forwards all names of recommended admissions to the SON Director.
- Letters of acceptance subsequently will be mailed to each admitted applicant. The MENP fulltime graduate coursework begins in July.

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- Students must maintain both a GPA of 3.0 for progression and successfully complete coursework, the residency/practice requirement, and the advanced nursing project to be eligible for graduation.
- Continuous enrollment must be maintained until all graduation requirements are met. Students who fail to do so must apply for readmission.
- To remain in good academic standing, MSN nursing students must earn a minimum of a B in each course.
 1. If a student earns less than a B in any graduate course, the student must

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MSN to DNP (FNP) is for individuals who seek to complete the practice doctorate as their highest earned academic degree and who seek to earn an advanced practice degree in nursing (FNP).
- Classes are delivered in a variety of methods including face-to-face, hybrid, and online. Theory and practice schedules are set by the School of Nursing in collaboration with practice partners.
- The MSN to DNP (FNP) consists of 50 credit hours and includes 800+ clinical hours.
- An advanced (graduate level) statistics course

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Students must earn a minimum of a B in all graduate courses for progression and successfully complete all coursework, residency/practice requirements, and the DNP Project to be eligible for graduation. Continuous enrollment must be maintained in the graduate programs until all graduation requirements are met. Students who fail to do so must apply for readmission.

To remain in good academic standing, DNP graduate nursing students must earn a minimum of a B in each course.

1. A course grade of less than a B can result in dismissal from the program regardless of GPA;
2. A student may repeat only one course in the DNP program, but must have approval of the Student Admissions, Progression, & Retention (SAPR) Committee; and
3. DNP NAP students are also referred to the Grading Policy in the *RNAI Handbook*.

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See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

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Each student is enrolled for courses on a semester basis. The student is financially responsible for all enrolled courses. Students may access their accounts and schedule through [muOnline](#). Students who wish to drop or add a course after the registration process is complete must notify their advisor and the SON Director in writing via e-mail or hard copy.

- If a student withdraws from a class in the term, he/she must notify the Registrar's Office in writing. A student may reapply to the program according to the standard application process. The SON Graduate Program will determine the student's ability to rejoin the program at a later date, while assessing the applicability of any previous work completed.
- Students should be aware that withdrawal from a course will affect the student's credit hours for the semester, and will likely affect financial aid eligibility and/or financial aid awards.
- It is strongly recommended that students consult with the Student Financial Center (217) 424-6317 prior to dropping a course or withdrawing from a program. Financial aid eligibility and/or financial aid awards may be affected.
- No refunds will be processed without written notification to the SON Director within the guidelines communicated earlier in this Bulletin.
- Leaving the program requires an OFFICIAL withdrawal process.
- Contact the SON Director and the DMH CRNA Program Director so proper paperwork can be completed.
- Tuition costs apply according to the refund policy.
- Fees are not refunded.
- Transcripts will NOT be released if a balance is due.
- Students who wish to reenter the graduate program at a later date must reapply for admission. Contact the School of Nursing office for instructions regarding the readmission process.

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Students who, for a valid and unanticipated reason, are forced to interrupt their coursework have two years to reapply for readmission to the program. Depending on their circumstances, readmitted students may be required to retake the entry tests and/or repeat some coursework. All readmission requests will be reviewed by the Graduate Studies Committee and DMH Admissions Committee.

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NU515. Application of Theory to Practice
 NU544. Advanced Health Assessment Across the Lifespan (34 practice hours)
 NU545. Advance Pharmacology Across the Lifespan

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NU729 Advanced Health Care Policy and Economics
 NU791. Outcomes Management in Healthcare Organizations
 NU792. Informatics for Healthcare Improvement
 NU793. Principles of Epidemiology
 NU794. Organizational & Systems Leadership
 NU795. Evidence for Practice: Methods and Application
 NU796. DNP Project I
 NU797. DNP Project II
 NU798. DNP Project III
 NU799. Post-Master's Residency

This course builds on students' knowledge of nursing theory and focuses on the application of nursing as well as interdisciplinary theories will provide the student with knowledge to research, and education. A comparative analysis of theories will provide the student with knowledge to apply a variety of theoretical approaches in complex health care systems. Students will focus on improved patient care by examining the relationships among theory, research, and practice. The course will emphasize the application of nursing and interdisciplinary theories to address a complex nursing practice issue and demonstrate leadership in applying appropriate theoretical concepts to facilitate safe, quality care and improve patient outcomes.

This course provides the graduate nursing student with the necessary skills and practice opportunity to prepare an advanced nursing project in education or clinical leadership, which is to be implemented during the next semester. Students will identify a clinical leadership or education project topic and gain faculty approval to proceed. During the seminar, students will develop a mission, vision, goals, and objective for the project. Planning will include development of a workable schedule for the project based on a work breakdown structure, analysis of the proposed project setting, and determination of outcome criteria. Students will present their projects to the class for analysis and collaborative support. Learning goals will be set for the clinical portion of the course to lay the groundwork for project design and implementation. Students will explore methods to maintain control over the project by managing resources effectively. *Includes a clinical practicum of 34 hours based on students' learning goals in area of concentration.*

An overview of the U.S. health care policy and finance issues will be explored. Health care policy initiatives affecting nursing practice, patient outcomes and the care environment will be analyzed with particular emphasis on forces affecting costs, access to care, and social impact. Trends in the management of health care costs will be explored. A position paper with documentation from the literature will be developed to support a concept or to influence change within the care environment.

This clinical nursing course prepares students to plan and provide evidence-based nursing care to women and newborns within a variety of healthcare micro-systems. Principles of human genetics, ethical decision-making, and social justice will be explored as they relate to care of women and newborns. Emphasis is placed on high quality family-centered care, interdisciplinary collaboration, leadership, quality improvement, and outcomes management.

This course will focus on the student integrating theoretical and clinical knowledge to design and provide care for clients with mental health problems across the lifespan. This course will focus on development of theoretical knowledge and clinical skills to provide evidence-based, patient-centered care to individuals and groups with mental health problems across the lifespan. Students will apply intra-and inter-professional communication skills to develop leadership abilities. Students will participate as a member of the multi-disciplinary team to manage the care environment within the micro-system. Development of the professional nursing role will be based on principles of communication, cultural and human diversity, critical thinking, and professional accountability, and will be demonstrated in the application of the nursing process.

This course explores the foundations for the course development, instructional design, learning style assessment, Understanding of diverse learning needs, and the evaluation of learning outcomes in the field of nursing. The links between education and health care will be explored, with an emphasis on learning and change that target enhanced clinical outcomes and care environment management. Teaching methods, philosophies of teaching and learning, and the role of the nurse educator will be concepts examined in this course.

This clinical course prepares students to plan and provide evidence-based nursing care to infants, children, adolescents, and families across the continuum from wellness to acute and chronic illness. Emphasis is placed on family

This clinical course focuses on progressively acute and complex illness and or injury of diverse adult patients. Students will develop advanced nursing skills, knowledge and expertise through critical thinking and problem-solving strategies within interdisciplinary collaboration while using effective communication. Emphasis is placed on integration of evidence-based practice, quality and safety improvement, and informatics to provide the foundation for best practices in patient-centered care. As a member of the interdisciplinary team, students will demonstrate leadership to analyze, design and implement, and evaluate ethical care.

This course is designed to assist the student to develop as a professional nurse advocate and provider within the public health system. The focus is on professional ethics, health education, anticipatory guidance, coordination of present and emerging systems of care and the efficient use of resources using primary, secondary, and tertiary strategies. The student incorporates theoretical and empirical knowledge from the humanities, natural (including ecology and epidemiology), social, and nursing sciences in the context of the community as client. In collaboration with diverse clients, aggregates and populations, the student will design, manage, coordinate and provide evidence-based care to promote positive health outcomes. Students will analyze the social, legislative, and political activities that influence public health at local, state, national and international levels of population health. Leadership strategies and social justice advocacy will be implemented to improve health outcomes.

The focus of this course will be to design and implement strategies in measurement and evaluation of learning outcomes. Students will continue to explore the links between evaluation and improved learning outcomes. This course builds upon concepts from NU535 with a focus on measurement and evaluation.

Students will explore graduate responsibilities and roles in a variety of venues including traditional higher education and health care settings. An analysis of the integration of evidence-based teaching strategies and outcomes in a selected area will be completed within this course. Strategies for building a personal philosophy of teaching and planned growth in an educator role will be identified. A dossier or curriculum vitae will be constructed in preparation for assuming an educator position. Managing and integrating clinical and classroom environmental factors to promote learning in the nursing field will be emphasized. Ethical responsibilities and legal issues related to the educator role will be explored.

This course focuses on advancing the nurse's leadership role in a variety of environments. Students will synthesize key concepts and principles of effective, ethical leadership in complex, evolving health care systems. Business and management principles will be applied in developing leadership skills. Students will demonstrate intra-professional and inter-professional communication skills to manage resources and facilitate safe, quality care and improve patient outcomes.

This residency course is the culminating application of the role of the graduate –prepared generalist. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and

Clinical practicum builds on Practicum I and II to advance NP skills toward attainment of competent management for an increasingly diverse group of common acute and chronic conditions across the life span. Student will achieve proficiency in health history and physical assessment skills, development of differential diagnoses, interpretation of a wide variety of diagnostic tests, competence in common office procedures, development of care management plan, and rational prescribing practices.

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This course prepares the advanced practice nurse to provide high quality patient care based on an advanced understanding of physiology and pathophysiology across the lifespan. The course builds on previous scientific knowledge about human physiologic functioning and major disease processes to assess and manage acute and chronic illnesses for diverse populations. Students will critically reflect on evidence-based clinical and pharmacologic interventions at the genetic, cellular, organ, and systems levels.

This clinical residency supports the BSN-DNP student in demonstrating final synthesis of theoretical and clinical foundational knowledge needed for independent entry level practice. Emphasis is on further refining ability to develop comprehensive differential diagnoses, procedural skills, development and implementation of care management plans, teaching, and evaluation of outcomes. The clinical residency also will provide opportunities that include, but are not limited to, health policy and community advocacy, population improvement projects, and professional development related to NP scope of practice.

This is the third and final course in a sequence of three DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In project III, students will complete the project data collection and evaluation phases according to the timeline developed in DNP Project II, plan and deliver a formal presentation of the project findings and complete the final project requirements outlined in the DNP project guidelines. Planning for project dissemination should also include feedback to the nursing staff at the institution where the project is conducted. This course is associated with 100 practice hours for project work and

MB501. MBA Boot Camp (1)
 MB530. Financial Fundamentals (3)
 MB540. Financial Accounting (3)
 MB550. Strategic Marketing Analysis (3)
 MB580. Strategic Resources Management (3)
 MB590. Business Strategy (3)
 MB600. Capstone (3)

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Millikin's Tabor School of Business offers one program with two deliveries:

1. Evening MBA program
2. Daytime MBA program

Within each delivery mode are two concentrations that students can select in order to tailor their learning dependent on their professional goals:

- Evening MBA:
 1. a traditional Management concentration focused on business enterprise
 2. a Healthcare Administration concentration focused on advancing healthcare workers into positions of leadership
- Daytime MBA:
 1. a Project Management concentration focused on business operations
 2. a Data Analytics & Business Intelligence concentration focused on processing and interpreting data

All concentrations build a solid foundation of business concepts in organizations. Students must pick only one concentration to complete.

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The _____ concentration is geared toward those that typically have several years of business experience and varying educational backgrounds.

Students completing the Healthcare Administration concentration will complete the seven core courses (listed above) and the following courses (21 credits):

MB535. Business Analytics (3)
MB571. Healthcare Finance (3)
MB572. Healthcare Leadership (3)
MB573. Healthcare Process Management (3)
MB574. Health Care Policy & Economics (3)
MB587. Seminar in Business Topics (3)
MB610. International Immersion (3)

The Management and Healthcare Administration concentrations are offered in an evening format which meets over the course of 17-months.

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4. Achieve a grade of C- or higher in all courses
 - a. Grades are determined by the instructor of each course.
 - b. If a student fails to achieve a C- or higher in a course, the student may re-take the course one time in the following year.
 - i. If a student fails to achieve a C- or higher in a course for the second time, dismissal from the MBA Program will be initiated, regardless of GPA.
 - ii. Students are financially responsible for any repeated courses.
 - c. A student is allowed to receive only one C in the MBA Program. If a student receives more than one C, the student is placed on program suspension and may re-apply after 1 year to re-take the course and continue with the curriculum after a "progression review" with MBA Program administration.
 - i. Students are financially responsible for any repeated courses.
 - ii. To re-apply, a student must:
 1. Submit a completed Application for Admission, found at www.millikin.edu/mba
 2. Submit a letter of intent
 3. Interview with MBA Program administration
5. Completion of an exit exam
6. Tuition paid in full as verified by Student Financial Services
7. Continuous enrollment must be maintained until all graduation requirements are met. Students who fail to do so must apply for readmission.

Advising and Registration:

- Students in the MBA Program are advised by the Director of the MBA Program. Advisors assist with academic and career planning, as well as other aspects of the program.
- MBA Program administration will assist each cohort in course registration prior to each semester

Course Administration and Evaluation:

- A brief course evaluation is administered at the three-week mark of each course. The instructor and the MBA Program administration review this form to address any perceived needs of the class. It can be anonymous and not used for grading.
- An instructor & course evaluation is administered at the end of each course so that the instructor and MBA Program administration can review your perceptions of the course and the instructor. It can be anonymous and not used for grading.
- An assessment rubric is used in MBA courses to gather judgements on the effectiveness in meeting MBA goals.
- A Program Exit Survey is administered at the conclusion of the MBA Program.

Grading Policy:

- The grading policy of the MBA Program reflects a commitment to the relationship between theory and practice, and the need for the student to be able to apply theoretical learning in the working world.
- The MBA Program has adopted the following standard for numerical assignment of letter grades:
 - o 93% - 100% A
 - o 90% - 92.99% A-
 - o 87% - 89.99% B+
 - o 83% - 86.99% B
 - o 80% - 82.99% B-
 - o 77% - 79.99% C+
 - o 71 - 76.99% C
 - o 67% - 69.99% D+
 - o 63% - 65.99% D
 - o 60% - 62.99% D-
 - o 57% - 59.99% F+
 - o 53% - 55.99% F
 - o 50% - 52.99% F-
 - o 47% - 49.99% I
 - o 43% - 45.99% I-
 - o 40% - 42.99% I-
 - o 37% - 39.99% I-
 - o 33% - 35.99% I-
 - o 30% - 32.99% I-
 - o 27% - 29.99% I-
 - o 23% - 25.99% I-
 - o 20% - 22.99% I-
 - o 17% - 19.99% I-
 - o 13% - 15.99% I-
 - o 10% - 12.99% I-
 - o 7% - 9.99% I-
 - o 3% - 5.99% I-
 - o 0% - 2.99% I-

Employer-Pay

This course develops an understanding of financial statements, accounting concepts and principles, and the financial accounting process of measuring and reporting business activity. In addition, this course develops the principles and techniques for measuring and evaluating financial performance. The course culminates with a project where student teams build a financial forecast and cash requirements report for a fictitious company seeking capital and will present the finance section of a business plan presentation.

This course covers essential marketing topics of the marketing mix, creating sustainable competitive advantages, creating brand and customer equity, and the principles behind marketing strategy. There is a heavy emphasis on using data analysis through case examples and hands-on use of data analytics tools. Through a marketing simulation game and the creation of a marketing plan, the students will have the opportunity to exercise and solidify their marketing knowledge.

The central theme of this course is the shareholders' ve

Raising capital, planning growth, targeting/assessing acquisitions, setting quality levels, and a host of other business policy choices affect the ultimate success of a business. This course seeks to tie together decisions and consequences through an international immersion, case studies and/or simulations.

As MBA students, participants have essentially set a personal goal of improving their business skills and acumen. This final project is designed to add one more integrating experience to business knowledge. By designing a business plan, or completing a consulting project for a current business, each team of associates will bring together the elements of finance, marketing, management, leadership and ethics into a well thought-out plan.

The International Immersion is an intensive experience at a leading foreign graduate school in Europe or Asia. Students will take approximately 40 hours of instruction on issues of international business designed to raise the understanding of business practices outside the US. This on-location experience will:

- Expose students directly to the culture, business practices, and leadership attitudes outside the United States
- Help prepare students for overseas assignments with their company

Expose students to the thinking and beliefs of internationally known professors and international business executives

The lifeblood of any organization is its ability to keep up with what our customers want and demand from our organization. In order to keep up with the continually changing customer needs and the environment in which we must provide them, it is important to identify and improve our processes. These processes extend beyond the manufacturing processes but include the processes of how we interface with our customers both before and after delivery. To be effective, members of the organization must understand what they provide and who they provide this product or service to, whether inside or outside the company. The student will gather current data and receive feedback from the process owner as to thoroughness and feasibility of solution.

A practical study of the decisions required to design, operate and control a manufacturing or service operations. This course explores the various relationships between these organizational decisions, operations and other disciplines within the organization. The relationships are discussed and documented through the use of business process management and Visio. The organizational decisions explored include forecasting, planning of personnel and equipment, inventory planning and control, scheduling, project management, theory of constraints, and quality assurance. The student will learn the analytical techniques of operations management. The MBA student will demonstrate mastery of the course through the application of one or more topics in a detailed workplace analysis. The student will gather current data and receive feedback from the process owner as to thoroughness and feasibility of solution.

The objective of this course is to master the principles of efficient project planning and control - needs analysis, work breakdowns, merkb b, eplif4(a)-6(t)4-7()4(b)(.)4(T)8(h)-6(is)-4()19(c)

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Four councils comprise the University governing bodies: Council on Curriculum, Council on Faculty, Council on Students and Academic Standards, and Council on Scholarship and Faculty Development. Additional advisory councils and committees include: Academic Council, Enrollment Management Council, Committee on Scholarship and Faculty Development, Advisory Committee on Promotion and Tenure, Honors Council, Committee on Teacher Education Programs, Committee on Faculty Welfare, Information Technology Advisory Committee, Gender Studies Committee, Institutional Research Board and IACUC.

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