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GREENVILLE COLLEGE TRANSFORMS STUDENTS FOR LIVES OF CHARACTER AND SERVICE THROUGH  
A CHRIST-CENTERED EDUCATION IN THE LIBERATING ARTS AND SCIENCES.



# A CHRISTIAN COLLEGE OF THE LIBERAL ARTS AND SCIENCES



**Greenville College**  
*mission, goals, and objectives*  
[www.greenville.edu/campus/  
mission.shtml](http://www.greenville.edu/campus/mission.shtml)



**“Christian Liberal Arts: An Education that goes Beyond”**  
~ Dr. V. James Mannoia, Jr.  
[www.greenville.edu/christianliberalarts](http://www.greenville.edu/christianliberalarts)

## Our Mission

Greenville College transforms students for lives of character and service through a Christ-centered education in the liberating arts and sciences.

## ABOUT THE CATALOG

This catalog contains information about Greenville College that is current at the time it is printed. It is a guide for students who enter the College for the first time during the 2003-2004 academic year. It should help them in their planning across their years at Greenville College. Students should regularly consult the catalog as they prepare to register for courses and as they choose and plan how they will complete their degree requirements.

The provisions and requirements stated in the Greenville College Catalog do not constitute a contract between the student and Greenville College. Programs occasionally change, courses are added or deleted from the curriculum, and policies are altered. The College reserves the right to cancel any announced course, change the instructor, or change the time it will be offered. The College reserves the right to change any provision or requirement at any time within the student's terms of residence. No such change, however, will be applied retroactively so as to extend the time normally required for completion of the student's program.

## Using the Catalog

The catalog is divided into three major sections. The first includes **an introduction to Greenville College**. This introduction details our purpose, educational and theological foundations, history, a description of the campus and various programs, and information on expectations for GC students.

The second section gives details on the **Undergraduate Programs**. We have two undergraduate programs. One, the “traditional” program, is a four-year undergraduate program in which students can seek to major in more than 45 academic disciplines. A second program, GOAL (Greenville College Opportunities for Adult Learning), is for adults who have completed at least two years of college and who are seeking to complete their degrees in organizational leadership. GOAL is offered on GC's main campus and at a number of locations throughout south-central Illinois. When requirements differ for traditional and GOAL students, they will be clearly differentiated in the Catalog.

The final section includes information on Greenville College's **Graduate Programs**. We currently have three graduate programs leading to master's degrees: LAMP, MAT, and MAE. LAMP stands for Leadership and Ministry Program. Students who complete the LAMP program will earn a Master of Arts degree. The MAT and MAE programs are both in the area of teacher training. The MAT program trains students

## NON-DISCRIMINATION POLICY

Greenville College consists of individuals who value the liberal arts tradition and seeks to serve all qualified students of any faith who are interested in an education within that tradition. Greenville College is operated in compliance with Title VI of the Civil Rights Act of 1964, and no person in the United States shall on the ground of handicap, race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of the College.

who seek a certificate to teach at the early childhood, elementary, or secondary level. The MAE program provides a masters degree in education for people who already have teaching certificates. Each of these is described in the third major section of the Catalog.

## Educational Foundations

### Purpose

*Greenville College transforms students for lives of character and service through a Christ-centered education in the liberating arts and sciences.* This mission makes the College a vital place where students learn and grow. Greenville College provides education marked by quality, innovation, and spiritual depth. It is education that values the life of the mind, but is not confined to the ivory tower. We seek to relate learning to the needs of contemporary society. We integrate learning into the lives of students in multiple ways. We actively work to assimilate learning across the disciplines we teach. We seek to help students think about how their academic discipline relates to a rich, orthodox Christian faith. We work to help students apply their learning to life practice.

Greenville College is a Christian community committed to challenging and nurturing students. It is dedicated to excellence in higher education grounded in both the liberal arts tradition and a Wesleyan heritage. The College provides an education characterized by open inquiry into all creation, and is guided by the authority of Scripture, tradition, reason, and experience. Faculty and administrators adhere to and are motivated by a Christian worldview. We encourage faculty and students to study the issues and ideas of the present and the past, and in so doing we seek to promote a more humane and just future for all people.

In the pages that follow we invite you to examine the rich legacy and contemporary relevance of Greenville. It is a fully accredited co-educational college which holds to a unique conception of liberal arts education, one that combines a philosophy rooted in the Christian faith with a rigorous but balanced academic program. The College offers a unique setting where students think about central questions of faith and life in a Christ-centered, supportive community.

### Governance and Control

The Board of Trustees of Greenville College wholly owns the institution and is the final authority of all policy and operational decisions. The College functions within the context of the “free exercise” constitutional interpretation and is chartered by the State of Illinois to operate as a private, independent, Christian liberal arts college. Applicants are not required to adhere to any specific religious beliefs in order to be admitted to the College.

### Historical Roots

For nearly 150 years, the Greenville College campus has been the scene of Christian higher education. In the mid-nineteenth century Stephen Morse moved from New Hampshire to Greenville, where he met and married Almira Blanchard. In 1855, he established a college for women, supported in part by his wife's inheritance and named in her honor. Almira College was affiliated with the Baptist church and educated young women under the leadership of John B. White, a classmate of Morse at Brown University. After 23 years, ownership passed to James Park Slade, who maintained the affiliation but changed the College to a co-educational institution.

In 1892, ministerial and lay leaders of the Central Illinois Conference of the Free Methodist Church purchased the property of Almira College, consisting of “Old Main” and several acres of land, to provide higher education for both men and women under distinctive Christian influences. The institution was reincorporated as an independent institution under the name of Greenville College Corporation and was authorized to confer the usual degrees. The College and the Free Methodist Church share a commitment to a Wesleyan theological tradition and have maintained the rich legacy of mutual support in a voluntary relationship since reincorporating in 1893. Wilson T. Hogue, a New York pastor and scholar, was called to be the College's first president.



**Greenville College**  
**Lifestyle Statement**  
[www.greenville.edu/admissions/  
 application/lifestyle.shtml](http://www.greenville.edu/admissions/application/lifestyle.shtml)

During his administration, he not only taught and directed the College, but also earned his Ph.D. degree. Only ten individuals have served the College as president during its more than 100-year history.

Since the first graduate in 1898, Greenville College has granted degrees to more than 7,500 students. The quality of our graduates is made clear in their accomplishments. An unusually high proportion of have gone on to earn doctorates. Alumni serve with distinction in the major professions, in government, business, the church, and Christian missions, as well as on faculties of major universities and colleges.

Greenville College is a part of the friendly, midwestern town of Greenville, Illinois, located near the junction of U.S. Interstate Highway 70 and Illinois Highway 127, about 50 miles east of St. Louis. The town is an attractive residential community of approximately 7,500 people. Though rural and delightfully quiet, the town enjoys the urban advantages of metropolitan St. Louis with its concerts, sports events, cultural attractions, and large international airport.

The eight-acre central academic campus is within two blocks of Greenville's town square and shopping area. Three lakes are located within a few miles of the campus, including Carlyle Lake, the largest man-made recreational lake in Illinois.

#### **Accreditation and Affiliations**

The College has been accredited since 1947 by the North Central Association of Colleges and Schools as an institution granting the bachelor degree, and since 1996 granting the masters degree. Since 1974-75 the Illinois State Teacher Certification Board has approved the teacher education program. Institutional membership is held in the American Council on Education, the Association of American Colleges, the Council for Christian Colleges and Universities, the Federation of Illinois Independent Colleges and Universities, the National Commission of Education, and other professional organizations. It is one of the Colleges approved officially by the Free Methodist Church of North America, and is, thereby, recommended to any of its young people interested in securing a Christian higher education.

#### **Theological Assumptions**

Greenville College is a Christian college of the liberal arts and sciences founded by the Free Methodist Church and committed to the following description of our theological character.

Our faith commitments and our understanding about the nature of God and creation profoundly shape Greenville College. The following statements of our theological assumptions and our educational philosophy were crafted by the faculty in 1995. These ideas are foundational for understanding our institutional objectives and program of General Education.

As Christians, we believe that God exists and is presently and actively engaged in the lives of people. Though we employ terms such as wonderful, powerful, righteous, loving, all-knowing, merciful, and holy to describe God, none of them alone, or even in total, can completely capture the identity of God. Because that identity must be both experienced and learned, we commit ourselves to a living and learning environment that nurtures the whole person. We affirm that, as God's creatures, persons are endowed with the ability to respond, and ultimately know and achieve intimacy with God. This intimacy with God results in life growing ever more harmonious with God's nature, which can be described in terms of goodness, beauty, truthfulness, freedom, and love. Because these qualities transcend all cultural, historical, and ethnic boundaries, Greenville College seeks to do the same.

We have seen that humanity does not live in harmony with God, and we seek to understand why. We believe that God is helping us to gain this knowledge, both through revelation and by discovery which God has done in history and has made in

creation. Refusing to embrace this revelation and to begin the journey of discovery is at the root of humanity's problem. This problem has traditionally been defined as sin and can be best understood in terms of its consequences: alienation in all relationships, captivity to sin, and a darkened heart and mind. Death is the ultimate experience of this alienation and darkness. We understand that the person of Jesus Christ is the revelation of God, and the work of Christ redeems all creation, dispels the darkness of ignorance, frees people from captivity to sin, and restores all relationships. All this is mediated through the ministry of the Holy Spirit, holding the hope of redemption and life for humankind.

These affirmations lead us to embrace a Christianity that is best defined as orthodox. Orthodox Christianity, holding to what might be described as a central consensus among Christians of all times and cultures, affirms that:

*We believe in God the Father Almighty, Creator of heaven and earth.*

*We believe in Jesus Christ, His only Son, our Lord; who was conceived by the power of the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died and was buried. He descended into hell. On the third day He rose again. He ascended into heaven, and is seated at the right hand of the Father. He will come again to judge the living and the dead.*

*We believe in the Holy Spirit, the holy catholic church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting.*

We are confident that affirming the Apostles' Creed is completely necessary and adequate for one to claim to be fully Christian.

In order to define how we at Greenville have and are working out our faith in practice, it must be understood that we are willing, and sometimes unwilling, inheritors of a number of religious impulses and traditions including orthodox Christianity, the Enlightenment, the Reformation, the Puritan ethos, an Evangelical tradition, the Anglican/Methodist tradition, the Pentecostal/Holiness impulse, and American Revivalism. As such, let it be understood that we embrace the Bible as the authoritative rule for faith and life, the historic forms and rituals of the church, the evangelical missionary impulse which preaches the gospel of Jesus, the continuing search for truth in all arenas, the affirmation of the good, the preeminence of Jesus Christ, the active ministry of the Holy Spirit in the lives of all people, the beauty of holiness and the holiness of beauty, the ministry of love through works of service and mercy as the goal of Christian practice, the struggle for freedom and justice in all parts of the earth, and the necessity of an individual encounter with and commitment to God in Christ.

## **Philosophy of Education**

All truth is God's truth. Our educational philosophy rests, for our search for truth, upon the authority of Scripture, as well as upon tradition, reason, and experience. It is shaped by Biblical revelation and informed by our theological presuppositions, and therefore includes the following assumptions about *reality, knowledge, humanness, and value*.

### *Reality:*

We understand God to be personal—the creator and ruler of an orderly, dynamic universe. Through this universe God's eternal purposes, meaning, creativity, and loving care are expressed.

### *Knowledge:*

We learn about reality through observation, thought, and a scholarly and disciplined search for truth. We then perceive reality's ultimate meaning in and through God and through His creation. The fullest information about God's person and purposes appears in God's self-revelation in redemptive acts—in Hebrew history and in

the incarnation, death, and resurrection of Jesus Christ—as recorded and interpreted in the Bible. God's dealings are always primarily relational, first through God's choosing of a people and later through the establishment of the church. God continues to be at work in the world through His creation and through the instrument of the church in the power of the Holy Spirit, calling people individually and collectively into a saving experience.

To learn, throughout our lives, we must do more than gain knowledge. We must also integrate our knowledge with the adaptive coping skills—skills which we develop through our life experiences and temper by spiritual discernment. As we watch our community's leaders and members integrating the outcomes of their moral choices, we learn from our own faith-based choices. From these people we can learn to serve by leading, and to lead by serving. Their habits of heart and mind serve as models for our own. As we create our unique spiritual, cognitive, and psycho-social synthesis, our Christian learning community encourages and supports us. In such a community, both the curricular and co-curricular experiences can help us develop into servant leaders.

*Humanness:*

We humans are created in the image of God, and are therefore of inestimable value. We further understand that this image is found across cultures, ethnic and racial groups, and social class. But because we are bound by sin, we have become estranged from God and neighbor, and our lives are distorted. Yet God, out of infinite mercy, offers us salvation and reconciliation in the atoning work of Jesus Christ. As a result, all who profess belief in Christ are called to seek the fullness of the Spirit and to live lives of wholeness and grace through the power of the Holy Spirit.

As bearers of God's image, humans retain certain qualities and responsibilities. These qualities include complex rational capabilities, systematic and powerful skills of investigation, and the capacity for compelling ethical and aesthetic insights. And because we are social in both our nature and our circumstance, we bear a responsibility to live as a functional part of society in its diverse manifestations. This requires sensitivity to culture, ethnicity, race, gender, religious tradition and practice, and social class. In addition we should live redemptively, pointing others to Christ, to the church, and to the Christian worldview.

*Value:*

We value righteousness, which we understand to be obedience to God and His revelation. The essence of this obedience is captured in the Christian ideals of *character* and *calling*.

Regarding *character*, we prize:

- commitment to God through a saving relationship with Jesus Christ,
- respect for all creation,
- respect for persons as they have been variously created by God,
- personal freedom and the acceptance of responsibility for the personal and social consequences which result from the exercise of this freedom, and
- obedience to the teachings of Christ and the apostolic tradition, and to the Spirit of God at work in the life of the individual and the church.

With respect to *calling*, we embrace:

- the responsibility of each believer to live a life of full service in and through the church—the Body of Christ;
- the wholeness of life and our dual obligations to affirm all that is true, good, and beautiful and to exercise stewardship over all of creation;
- the ethics of love and the responsibility for bringing good news and personal relief to all, with special care for the poor and downtrodden, and
- the necessity of the indwelling Spirit of God if we expect our lives of ministry and service to have either substance or effectiveness.

Based on our assumptions about reality, knowledge, humanness, and value, Greenville College pursues certain objectives. Our pursuit unifies both spiritual and academic aims, in an effort to minister to the whole person.

## **Institutional Goals and Objectives**

The College has committed itself to education for character and service. Therefore, through our curriculum and co-curriculum, we intend that each graduate:

- **Seek truth.** Seek it dynamically, integratively, comprehensively, Biblically, and historically, with discipline and scholarship; and seek meaning in truth through recognition that it proceeds from God.
- **Learn to think critically and creatively.** Develop such thinking processes as induction; deduction; problem solving; quantitative reasoning; intuition; communication; interpretation; aesthetic discernment; creative expression; and perceptive reading, viewing, and listening.
- **Understand and value the wholeness of creation.** Integrate knowledge from many areas of study into a comprehensive point of view. Learn to discern truth, goodness, and beauty; take interest in ideas regardless of their immediate utility; and exercise stewardship over one's physical and biological environment.
- **Understand our world.** Know the basic content and processes of the physical and biological world, the human race, our civilization, our society, our technological environment, and other cultures.
- **Respect human life and understand the human condition.** Recognize humankind's best and worst capacities; affirm persons of all ethnic and racial backgrounds as creative bearers of God's image; respond to and love others, and work for reconciliation.
- **Understand and apply basic social structures and processes.** Recognize society's diverse manifestations, develop cultural sensitivity, and communicate effectively and responsibly.
- **Develop self-understanding.** Exercise integrity of character, personal expression, and stewardship of self; appreciate the value of one's own physical and psychological well-being; and recognize learning as a life-long process.
- **Value personal accomplishment.** Recognize talent as from God and accept responsibility for developing creative skills, demonstrate competence in at least one area of study, learn to make sound judgments, and develop a sense of vocation, which gives meaningful direction to one's life.
- **Respond to God's expression.** Understand the Judeo-Christian worldview as made manifest through Scripture, tradition, reason, and experience; fully embrace one's role in the Body of Christ; respond to God's initiating grace; be sensitive to the Spirit of God at work in the individual, the church, and the world; affirm the values of truth, goodness, beauty, and the glory of God; express those values in responsible decisions and action; and join in God's creative and redemptive activity by becoming a servant leader.

## **Standards for the Common Good**

Greenville College is a community of Christian scholarship that seeks to help students develop both intellectually and spiritually. College programs and activities are designed to educate all members of the community to reach for wholeness, truth, and service to God and humanity. We desire to produce graduates who will make wise choices in vocation, assume their responsibilities as leaders and citizens in a world community, and build successful home and family lives centered on Jesus Christ.

Greenville students are expected to come to college eager to enter this life of learning. They are expected to join together with faculty to develop informed and critical views of the arts and humanities, social sciences, and natural sciences. In short, students are expected to come to college to become active participants in their education.



### Student Handbook

[www.greenville.edu/studentlife/  
studentdevelopment/docs/handbook](http://www.greenville.edu/studentlife/studentdevelopment/docs/handbook)

Living in a Christian academic community means more than simply studying hard. Greenville College seeks to promote not only intellectual growth, but also Christ-centered living. For this reason, the College has always sought to maintain positive standards of life and action among its faculty and students. These standards reflect our view that we are not only granted freedom to ask challenging questions, but are also accountable to God and responsible to the broader society,

The standards that we maintain are those that are consistent with a Christian worldview informed by Scripture, tradition, reason, and experience. A complete statement of standards for members of the Greenville College Community, and a rationale for them, is published in the Student Handbook. This is available on the World Wide Web and is available from the Student Development Office upon request.

For clarification, some of the standards are listed here. It is expected that the Greenville student will observe social norms which exclude the use of alcoholic beverages, tobacco, and illegal drugs. Students are requested to refrain from entertainment and behavior that is not consistent with Christian values. Students allowed to live off-campus are expected to observe essentially the same regulations as those in effect for students in the residence halls. All students enrolled in the traditional undergraduate program are required to attend the College chapel programs on a regular basis.

If a student chooses not to abide by the values, standards, and regulations of Greenville College; is persistently uncooperative; or violates the public laws, the College reserves the right to take appropriate disciplinary action, including dismissing the student from the College at any time, and/or denying the privilege of registering for the following semester. In all disciplinary cases students are provided with due process, which includes the right to have a hearing and to appeal judgments to higher levels of authority.

College policy requires that all single students enrolled in the traditional undergraduate program not living at home shall live in college housing. Exception to this policy can be made in unusual circumstances if students are in good academic and social standing. Applications should be made in writing to the Associate Vice President and Dean of Student Development for each semester that the student desires to live in approved off-campus housing. Approval may be granted to sophomores, juniors, and seniors after sufficient cause has been shown by the student. Housing for married students is available privately in the community.

## Campus Resources and Opportunities

### The Campus

Most of the College buildings are conveniently grouped around Scott Field. Once an orchard, this plat of land became an athletic field and now forms the campus "quad." It is still the scene of pick-up games of touch football, ultimate Frisbee, and soccer—bringing a bit of backyard informality to the center of the campus. To the north of the main campus are 13 acres of wooded gullies that offer a restful retreat from academic pressure.

The historic administration and office building, **Wilson T. Hogue Hall**, originally housed Almira College. Bricks for the building were made on the front campus in 1855. Hogue Hall now contains the Information Technology center and administrative offices on the lower two floors. The upper two floors, originally dormitory rooms, now provide offices for the faculty and several classrooms. Informal conversation between faculty and students frequently take place in these offices. An open "catwalk" at the third floor level leads to Marston Hall, one of the main classroom buildings.

A large building located adjacent to Hogue Hall brings together the historic **LaDue Music Center** (formerly LaDue Auditorium, built in 1906) and **Marston Hall**, a classroom building added in 1961. LaDue Music Center houses the Department of

Music, including practice rooms, music faculty offices, music classrooms, and the band practice room, as well as an auditorium which is used for recitals, Vespers, Guest Artist Series, and other programs. Most of Marston Hall's classrooms are "smart" — equipped with electronic technology to enhance the learning experience.

**The Ruby E. Dare Library** was constructed in 1950, enlarged in 1970, and more than doubled in size in 1991 with the addition of the Irvin L. Young Library Tower. More than 128,000 books, 500 periodicals, and five daily newspapers are held, in addition to more than 5,000 audiovisual items, including videocassettes, compact disks, and other formats. The Library belongs to the Illinois Library Computer Systems Organization. This group maintains ILLINET Online, an online library catalog that allows patrons to search the Ruby E. Dare Library collection and the collections of the 44 other academic libraries in the organization. The Library provides online access to many databases including indexes to periodicals, full-text articles, and reference works. The Library has a computer classroom and computer lab with approximately 45 workstations. In addition, the Media Resource Center, the Educational Resource Center, and the Teacher Education Project Room provide students and faculty with audiovisual equipment and Teacher Education materials. A staff of professional librarians, a paraprofessional, and student assistants are available to help patrons. The Library also maintains the College Archives, a collection of documents and materials relevant to the history of the College.

Recreation, fitness, and athletic buildings are located on the north edge of Scott Field and at the athletic fields south of campus. They include the **H. J. Long Gymnasium** in which most of the indoor athletic events are held, the [/www.greenville.edu/admissions/tour/reccenter.shtml](http://www.greenville.edu/admissions/tour/reccenter.shtml) **Glen and Maxine Crum Recreation Center**, which is dedicated to recreational and intramural sport activities, and the **Greenville College Fitness Center** which is a full service health club. Tennis courts are located adjacent to the gymnasium and are lighted for evening play. Separate intercollegiate playing fields for soccer, softball, track, football, and baseball are located on Francis Field, a 14-acre area just one mile south of the main campus. In addition to varsity and intramural programs, informal use of the recreational facilities is encouraged.

**The Delbert E. Sims College Union**, completed in 1960, serves a variety of students' needs. The Student Association offices, a commuter lounge, and snack bar are here as well as campus mailboxes.

**The Dietzman Center**, completed in 2001, contains a full-service Family Christian Bookstore that benefits both the community and College. Also included in the two-story building are the WGRN Radio Studios, classrooms and offices for the Communication Department, and a wonderful coffee shop named Jo's Java.

**The Kelsey Building**, located eight blocks south of the main campus, is the working area for two departments. The College maintenance crew headquarters and workshops are located on the ground floor. The third floor contains the Factory Theatre and additional facilities for aspiring drama students.

**Maves Art Center**, located three blocks east of the main campus, is a newly renovated facility that contains a gallery, a drawing and painting studio, a fine arts classroom, a computer graphics center, and a student lounge. In the fall of 2003, all renovations should be completed with studio space for senior art majors, a sculpture studio that includes welding and foundry facilities, a wood shop, and a ceramics studio.

**The Snyder Hall of Science**, completed in 1976, contains 30,000 square feet of space on two floors. Well-equipped laboratories provide students and faculty opportunities for both regular class instruction and individual research projects. In addition, classrooms, faculty offices, storage space, and hall-lined display cases make this center for scientific inquiry one of the most attractive places on campus.

Seven residence halls on the Greenville College campus become "home" for approximately 740 residential students. Approximately 180 students live in **Carrie T. Burritt Hall**, the site of the first residence hall for women built in 1922, and two additions, **Dallas Annex**, 1946, and **Burritt Annex**, 1958. Adjacent to this complex is **Armington Center**. Completed in 1982, this is where the dining commons is located. The lower level of this building contains the offices of Admissions, Student Development, and Student Financial Services. Additional living space is provided in **Enoch A. Holtwick Hall**, 1968. Holtwick Hall is a two-story structure that houses 25 residents on each floor. **Walter A. Joy Hall**, 1963, is a four-floor building which offers a traditional residence hall living environment. **Janssen Hall/janssen.shtml**<sup>1</sup> offers a similar living environment but on a smaller scale. Two other residence halls include **Elva E. Kinney Hall** built in 1966 and **Mary A. Tenney Hall**, 1967.[LINK "http://www.greenville.edu/admissions/tour/apartments.shtml"](http://www.greenville.edu/admissions/tour/apartments.shtml) **The Tower Apartments**, 2000, offer 60 students apartment-style living complete with full kitchens, while the **College Avenue Apartments**, 2001, offer 78 students apartment-style living as well. One of the unique aspects of the Residence Life program is the opportunity for upper-class students to live in one of several houses the College owns. These houses are located on or next to the main campus and provide upper class students with an alternative to living in the residence halls, yet remain a part of the residential campus. Living in the residence halls at Greenville College will be a memorable experience. The residence halls are more than just a place to sleep and study. Here students make lasting friendships and learn personal responsibility. These are places that will challenge students to grow spiritually, emotionally, and intellectually.

**Joy House** serves as the home of Greenville's president. A home with a long and distinguished history, it has been restored and furnished in the elegant taste of former years. Here the president and his wife frequently hold open house as they entertain students and campus guests. Symbolic of the friendly relations between faculty and students, Joy House is located across the street from the College Union.

The campus is impressive not only in its buildings, but also in its **technological resources**. Greenville College was the first college or university in the country to have a wireless network accessible from any dorm room, classroom, or space on the main campus. Many classrooms on campus have computer projection systems, as well as DVD and video projection capability. GC has several computer laboratories on campus, some open for student use 24 hours a day. Students having problems with computers they purchased through the College's Laptop Program can contact the HelpDesk, staffed by a highly knowledgeable staff. For a large number of courses, students are able to check their grades, turn in work, and evaluate courses via Internet-based programs.

## Student Life

A traditional view of a college assumes that most learning takes place in the classroom, library, or laboratory. Greenville students know that important learning does happen there, but is not limited to those times and places. The entire campus is a laboratory of personal and group learning experiences. The College encourages many of these experiences by providing a variety of structured activities on and off campus.

**The Associate Vice President and Dean of Student Development** oversees Counseling, Residence Life, Student Activities, the Community Service Organization (campus safety), and the judicial process. Student Development is a comprehensive, integrative program on a residential campus that promotes a "living/learning" atmosphere where students learn and grow together in an academically rich, Christ-centered environment. The Student Development team is concerned with providing an environment that is conducive to social, academic, and spiritual growth.

**The Residence Life team** organizes and maintains a program on campus that is fully coordinated with the academic, religious, and social expectations of the College.

Local physicians and the local hospital provide excellent health care. Group accident and health insurance are available to all students. Information about the cost and coverage is available at the Student Development Office. The counseling service, an important part of Student Development, is designed to help students manage the often-difficult life transitions experienced throughout their collegiate journey.

## Worship Opportunities

**Chapel** assemblies are designed to maximize the opportunity for all members of the College community to engage in the kind of education which integrates faith and reason, spirit and mind, knowledge and love. A time when the whole campus community meets together, chapel assemblies nurture intelligent Christian concern for each other and for the needs of our world. Reflection, worship, aesthetic appreciation through verse and song, and contemplation of one's own self-definition as measured by God's seeking love in Christ are some of the responses one may make to chapel. Chapel at Greenville College is an integral part of the educational reach of the community. The chapel program is shaped by the College chaplain, who also serves as Director of Spiritual Formation for the campus.

**Vespers**, meeting on Thursday evenings, is a student-directed time of worship and sharing. The services are sometimes experimental and innovative, but always seek to focus on the meaning of Jesus for one's life in the world. The College provides a variety of Christian education experiences meaningful to students, many of whom will later become involved in church ministry across the country.

**Churches in the community** welcome Greenville students to their Sunday services. The College and the local Free Methodist congregation enjoy a close cooperative relationship. Though independent from the College, yet vitally interested in its success, the church makes its sanctuary available for chapel and other religious services of the College. The pastor and assistants are available for counseling and students are free to use the church for prayer and meditation throughout the week. Other community churches and pastors also serve faculty and students from the College community. Whatever their denominational preferences may be, students are strongly encouraged to become involved in one of the local churches.

Through the **Student Ministries** of Greenville College, students share God's love for the world. Students give of their time, talents, and energies voluntarily through ministries ranging from church services to community functions, and from nursing homes to children's meetings. The College supports Student Ministries by providing guidance, training, scheduling, and transportation. Students are encouraged to participate through music, teaching, and visitation.

## Diversity

Greenville College has a historic but ever-increasing commitment to multicultural education. Multicultural programming has been in existence for decades, and is fostered through strong faculty and student leadership. In the fall of 2000, the Office of Multicultural and Cross Cultural Programs was established to help integrate and develop these leadership efforts. Events such as our Gospel Celebration, Latino Night, and Multicultural Festival encourage members of our community to discover the richness of God's diverse creation. Furthermore, all students must complete a cross cultural requirement in order to graduate.

Our goal is to create an academic community persistently and increasingly marked by ethnic diversity among students, faculty, and staff. We seek to foster positive relationships among all groups on campus. Our desire is for all students to experience the gift of interaction with those who come from different racial and ethnic backgrounds.



### Chapel Schedule

[www.greenville.edu/campus/calendar](http://www.greenville.edu/campus/calendar)



### Greenville Free

### Methodist Church

[www.greenvillfmc.org](http://www.greenvillfmc.org)

**Student Association**[www.greenville.edu/studentlife/gcsa](http://www.greenville.edu/studentlife/gcsa)

We hope that these experiences will stretch students and propel them towards greater emotional and intellectual maturity, so that they can better live lives of character and service.

**Student Government**

Every traditional student at Greenville is a member of the Student Association. Acting under a representative constitution, this group elects major officers annually and representatives to Student Senate each semester. Senate members are elected from the various residence halls, from among the commuting students, from the classes, and at large.

**Student Senate** has committees responsible for social and cultural activities, publications, student relations, and academic affairs. The President of the Student Association is an ex-officio member of the Faculty Council, and many other students serve on the numerous standing committees of the College. These experiences of delegating and accepting responsibility form an important part of the total educational experience.

**Athletics**

Through its long history, the Athletic Department has emphasized what it can do for students, not what students can do for the College. This explains the absence of athletic scholarships, which might have "bought" athletic fame. At Greenville the athlete is a student, and many students turn out to be fine athletes.

Intercollegiate participation is available in seven sports for men: baseball, basketball, cross-country, football, soccer, tennis, and track; and in seven sports for women: basketball, track, softball, tennis, volleyball, soccer, and cross-country. The College belongs to the *"\_blank"* **National Collegiate Athletics Association (NCAA)**, Division Three, the *"\_blank"* **St. Louis Intercollegiate Athletic Conference (S.L.I.A.C.)** and the *"\_blank"* **National Christian College Athletic Association**. All players must meet eligibility and physical examination requirements.

A full program of intramural sports provides athletic involvement for a large number of students. Among the activities are basketball, flag football, indoor soccer, softball, and volleyball. The Greenville College Fitness Center is also available. This facility has an aerobics room, exercise and weight training equipment, and a lap pool.

**Music**

Music is a tradition at Greenville not limited to music majors. For 75 years the **Greenville College Choir** has taken an annual spring tour in addition to weekend trips. Membership is by audition, and voice lessons are encouraged. This elite vocal group has a reputation for fine choral performances in music ranging from Bach to contemporary composers. The **College Band** has established its place as a performing and touring group. Within the concert band are several ensembles and a "pep band" known for its game time appearances. Other opportunities for musical involvement are available with Chamber Singers, Chorale, and String Ensemble.

The College has a preeminent Contemporary Christian Music program. The Department sponsors a number of contemporary Christian **praise and worship ensembles**. Each semester several **Lab Bands** are chosen by audition. Other ensembles formed by interested students, if approved by the Music Department, may represent the College in churches, youth groups, and other public performances.

The **Agape Music Festival** is a highlight of the spring semester. The Festival is a Christ-centered, student-run ministry with the primary goal of spreading the gospel of Jesus Christ through contemporary Christian music. Agape strives to present quality, live music; build and promote positive relationships with a broad community; display the diverse educational programs of Greenville College; and provide the student staff with hands-on music business experience. Over three hundred students, including staff and volunteers, each year are involved in planning and managing this event that

**Department of Music**[www.greenville.edu/academics/departments/music](http://www.greenville.edu/academics/departments/music)

attracts thousands of people from all over the country. Recent bands performing at this festival include Jars of Clay, Superchic[k], Rebecca St. James, and Michael W. Smith.

## Publications

Expression through the written word and the graphic arts is essential to the communication and preservation of news and ideas. The College sponsors two regular publications with maximum freedom of expression within the canons of responsible journalism. A Student Publications Board appoints editors for the student newspaper and the yearbook.

**The Papyrus** is a student newspaper covering campus events and expressing student views. Qualified volunteers selected by the editor fill positions on the staff. Experience here has led several students toward careers in journalism.

**The Vista** is a traditional yearbook. A pictorial sampling of student life, the Vista has won several awards in recent years. The artistic quality of photographs taken by the student staff has been outstanding.

## Broadcasting

WGRN-FM provides listening pleasure for the campus and surrounding communities. It also gives occupational pleasure to students involved in the programming and production. The station broadcasts all day, into the evening, and over the weekends. Mostly music, programming also includes live broadcasts of home basketball and football games, news and interviews, and taped broadcasts from several sources of religious programming. Sunday morning worship services are broadcast from community churches.

## Drama

**The Factory Theatre**, named for its location in a former glove factory (now called **Kelsey Building**), is the place where students learn the art of acting and play production. In recent years multiple performances have been given of "Fiddler on the Roof", "Much Ado About Nothing", "Charlotte's Web", and "The Grapes of Wrath". Student-directed one-act plays have also been produced.



### Vista Online

[wgrn.greenville.edu/publications/vista](http://wgrn.greenville.edu/publications/vista)



### WGRN Radio

[wgrn.greenville.edu](http://wgrn.greenville.edu)



### Factory Theatre

[www.greenville.edu/academics/departments/com/theatre](http://www.greenville.edu/academics/departments/com/theatre)



U N D E R G R A D U A T E   P R O G R A M

# UNDERGRADUATE PROGRAM

## Student Admission Policy and Requirements

Greenville College, in full compliance with Title VI of the Civil Rights Act of 1964 and with the laws of the State of Illinois, does not discriminate in its admission policies on the basis of handicap, race, creed, color, sex, or national origin. Requirements, types of admission, and conditions of admission that the College expects applicants to meet are explained below.

### Traditional Program

Greenville College is a Christian college of liberal arts and sciences. The College provides faculty, staff, and students a place where living and learning can be experienced in a Christ-centered environment. While the College does not require students to be Christians, students are required to abide by a lifestyle standard. Individuals interested in attending Greenville College may visit our website at [www.greenville.edu/admissions](http://www.greenville.edu/admissions) or request application materials by contacting:

Office of Admissions  
Greenville College  
315 East College Avenue  
Greenville, Illinois 62246  
1-800-345-4440

To be considered for admission one must submit a completed application form accompanied by a \$25 application fee; an academic reference from a high school counselor, teacher, or college professor; a personal reference preferably from a pastor or youth pastor; an official high school transcript; official transcripts from any college previously attended (a college catalog including course descriptions needs to be submitted for any transfer work); and official ACT or SAT scores. High school students are welcome to apply for admission at the completion of their junior year.

Admission to Greenville College is competitive. While an exact course distribution is not required, the College recommends that applicants have four years of English, two years of foreign language, one year each of algebra and geometry, one year of a laboratory science, and one year of American history. However, each applicant is considered for admission by evaluation of his/her academic record, SAT or ACT scores, and personal and academic references presented to the College in support of the application. The College reserves the right to request a personal interview prior to the admission decision.

In addition to the \$25 application fee, applicants will be expected to pay a \$200 Tuition Deposit after notification of acceptance. The deposit is fully refundable until May 1 for students applying for fall semester, and December 1 for students applying for Interterm or spring semester. The deposit confirms the student's intention to enroll in the College, reserves a place for the student in the student body, and provides the student the opportunity to register for classes.

### ACT or SAT Test Scores

Students who have not taken the ACT or SAT examination should ask their high school counselor for information about testing dates and locations, or write directly to:

American College Testing Program  
P.O. Box 168  
Iowa City, Iowa 52240  
<http://www.act.org>

Or, College Entrance Examination Board  
P.O. Box 592  
Princeton, New Jersey 08540  
<http://www.collegeboard.com>



### Admissions

[www.greenville.edu/admissions](http://www.greenville.edu/admissions)



### Application Online

[www.greenville.edu/admissions/application](http://www.greenville.edu/admissions/application)



### General Admissions Information

[www.greenville.edu/admissions/general\\_information](http://www.greenville.edu/admissions/general_information)

The results of these tests are used for admission and academic advising. Students taking either of these tests will be given an opportunity to select specific colleges to receive their test scores. The scores must be either sent directly to the College from ACT or SAT headquarters or sent as an official label on an official copy of the high school transcript. (The ACT is required for enrollment for standardized testing purposes.) In an effort to assist students who may not have access to ACT testing, the ACT is provided on campus on the first day of orientation in the fall semester.

### **Mathematics Proficiency and Developmental Mathematics**

A student must demonstrate high school mathematics proficiency in order to complete a college level mathematics course which is required for graduation. Students may demonstrate proficiency in one of the following ways:

1. Score above the 30<sup>th</sup> percentile on the mathematics portion of the ACT or SAT
2. Pass a mathematics proficiency exam (normally offered during orientation in the fall semester)
3. Complete MTH 090 (Developmental Mathematics) with a grade of C or better
4. For transfer students, complete a college intermediate algebra course or a higher level mathematics course with a grade of C or better

### **International Students**

International students, and other students for whom English is not their native language, are required to demonstrate proficiency in English and satisfy the regular admissions requirements and procedures. The English language requirement of the College will be met when the applicant has submitted proof of a score of 500 or better on the paper-based TOEFL, 173 on the computer-based TOEFL, or completed level 109 at an ELS Language Center. A complete set of educational credentials with English translations, if necessary, is required before eligibility for admission can be determined. An affidavit of financial responsibility is required before the I-20 form is issued.



### **Transcript Request Form**

[www.greenville.edu/academics/records/transcript.shtml](http://www.greenville.edu/academics/records/transcript.shtml)

### **Transfer Students**

Students planning to transfer to Greenville College from a community or junior college, Bible College, or four-year institution should follow each of the steps outlined above. Students admitted with a grade point average less than 2.0 on a 4.0 scale will be placed on academic probation. Official transcripts should be sent from each institution previously attended. Transfer students who have earned the Associate in Arts or Science degree from an accredited community college prior to enrollment at Greenville will be considered as having met most of the lower division General Education requirements of the College (refer to the section on General Education in Academic Information for details). The Associate in Arts or Science degree may not include remedial credits.

### **Transfer Credit**

The following policies govern the acceptance of transfer credit for transfer students and for Greenville College students who complete work at other institutions:

Transfer credit is not accepted from a junior college after the student has earned 66 or more credits.

Credit for course hours with a grade of D will be accepted if there is corresponding credit with a grade of A or B from the same institution. The courses to be transferred must average C or better from each institution and apply to the student's program at Greenville. Credit is accepted for college level courses, but not for remedial courses or special courses such as orientation or speed-reading.

A maximum of 66 semester credits may be accepted from accredited junior colleges and Bible schools, including a maximum of 30 credits in Bible and religion courses or in any other area of special concentration.

Only courses that are academic in nature and purpose will be accepted for transfer. Vocational training courses such as welding, plumbing, and appliance repair—offered primarily to prepare trainees for manual skills jobs—are not accepted. Some vocational courses that are academically oriented, such as an anatomy course in a nurse assistant program, will be accepted (up to 30 credit hours). Any vocational course approved by the Registrar in consultation with the Division Chair to meet a General Education requirement is not counted toward the 30-credit limit.

A grade of C or better is necessary for acceptance of each course completed through correspondence. No more than 30 semester credits earned through correspondence and/or extension credits may be applied toward graduation.

The Registrar must approve all requests for permission to count a correspondence course for credit from another institution.

Courses presented from unaccredited institutions will be evaluated on an individual basis, subject to validation by the successful completion of two semesters at Greenville, by examination, or other means.

Credit for courses completed through the armed forces will be granted according to the recommendations of the Commission on Accreditation of Service Experiences.

Transfer work will not affect the student's Greenville College grade point average but will be factored in when computing final graduation honors.

### **Conditional Admission**

In an attempt to recognize the differing backgrounds of students and to allow for differing rates of intellectual maturity, the College makes the following exceptions to the academic requirements stated above for a limited number of students:

Requirements at the high school level are waived for students who have completed at least one full year of college with a C average or better in baccalaureate level courses.

Previous low academic achievement will not be weighed negatively for veterans of the United States Armed Forces and other mature students who have been out of school for several years. Results of the General Education Development high school equivalency test may be required for students who have not graduated from high school.

High school graduates not meeting grade point or course distribution requirements may be admitted by special action of the Admissions Committee subject to participation in a special tutoring program and/or review of their grades after one semester at Greenville.

Transfer students with less than a C average may be admitted on academic probation by special action of the Admissions Committee if there is reason to expect an improvement in academic performance at Greenville College.

### **PASS Program**

The PASS (Professional Assistance for Student Success) program provides special academic assistance for students needing some additional academic support. Students are admitted into the program as a condition of their admission to Greenville College. The program is designed to provide accountability, academic support, and to promote student success. For more information contact the Academic Enrichment Center



**Pass**

[www.greenville.edu/  
learningresources/pass](http://www.greenville.edu/learningresources/pass)

### **Credit-In-Escrow Program**

Greenville College offers a special program that will permit superior high school students who have completed the junior year to qualify for college credit before graduation from high school. The program provides an opportunity for these students

to enroll in Summer School for regular academic study and to receive advanced placement credit. Full college credit will be granted when the student graduates from high school and is matriculated at the College.

### **Special Admission**

Those persons who wish to continue academic credit toward degrees or licenses, attain qualifications for advancement, or improve cultural and informational areas of study may be admitted as Special students. Students who cannot attain admission to a full-time degree program may be considered for Special admission.

### **Guest Admission**

Students enrolled in degree programs and in good standing at another college or university who wish to complete one or more courses at Greenville College to transfer the credits back to that institution may be given guest admission. Guest admission requires approval and recommendation from the student's present college.

### **Saint Louis Christian College**

A "two-plus-two" plan allows students from St. Louis Christian College (SLCC) to transfer credits from SLCC to Greenville College under a special "articulation" agreement between the two institutions. The agreement, signed by the presidents of both institutions in May 2002, enables students who complete the Associate of Arts General Studies degree at SLCC to enter Greenville College and normally complete a Bachelor's degree program in two additional years. SLCC students who enroll in this cooperative program at SLCC will complete 40 credit hours in General Education, 20 credit hours in Biblical education, and five credit hours in professional education. Students then enter Greenville College with junior-level standing. Further information may be obtained by contacting the admissions office of either institution.

### **Advanced Placement**

Students who enter Greenville College with Advanced Placement scores of 3, 4, or 5 in areas equivalent to Greenville College courses will be given credit. The credit will appear on the transcript and be treated the same as transfer credit. There is no charge for Advanced Placement credit. The following table includes the examinations, passing scores, hours of credit allowed, and Greenville College course equivalencies.

<u>AP Test</u>	<u>Passing Score</u>	<u>Credits</u>	<u>Course Equivalency</u>
Art: History	3,4,5	3	ART 251
Biology	3,4,5	8	BIO 110, 212
Chemistry	3,4,5	8	CHM 111,112
Computer Science A	3,4,5	3	CIS 105
Computer Science AB	3,4,5	4	CIS 210
Economics: Micro	3,4,5	3	MGT 203
Economics: Macro	3,4,5	3	MGT 204
English Language & Composition	3,4,5	3	ENG 101
English Literature & Composition	3 4,5	3 6	ENG 101 ENG 101, 201
European History	3,4,5	3	HST 101
French Language	3,4,5	4	FRN 201
French Literature	3,4,5	3	FRN 330
German Language	3,4,5	3	GER 201
Government & Politics United States	3,4,5	3	POL 210
Mathematics:			
Calculus AB	3,4,5	4	MTH 115
Calculus BC	3 4,5	4 8	MTH 115 MTH 115,116
Music Theory	3,4,5	4	MUSG 103, 103E

(If music placement exam waives additional levels, credit will be given.)

Physics B	3,4,5	4	PHY 120
Physics C: Mechanics	3,4,5	4	PHY 120
Physics C: Electricity & Magnetism	3,4,5	4	PHY 210
Psychology	3,4,5	3	PSY 101
Spanish Language	3,4,5	4	SPN 220
Spanish Literature	3,4,5	4	SPN 150
U.S. History	3,4,5	3	HST 201

### Placement Examinations

Four academic departments give placement examinations at the beginning of the school year and waive course requirements for acceptable scores. The Departments are Biology, Mathematics, Modern Languages, and Music (for theory placement).

### College Level Examination Program

Students at Greenville College may attain credit for coursework through participation in the College Level Examination Program (CLEP). A student may not secure credit by examination after auditing the course in that discipline. A fee of \$20.00 per credit hour is charged for placing credit by examination on the academic transcript. No grade is assigned; therefore, it has no effect on the student's grade point average. Credit by examination does not count toward the residency requirements of the College. The maximum number of CLEP credits allowed to count toward degree requirements is thirty-two hours.

General Education credit will be awarded for scores of 50 or higher in the following areas:

<u>Examination</u>	<u>Courses</u>
Humanities	ENG 201 Introduction to Literature HUM 211 Introduction to Fine Arts*
Mathematics	MTH 105 Mathematical Ideas
Natural Science	SCI 101 Biological Science SCI 102 Energy & the Environment*

\*Credit will be awarded for HUM 211 and SCI 102 based on a score of 80<sup>th</sup> percentile or higher.

Subject Examinations may be used to earn specific credit in a course offered by the College:

<u>Examination</u>	<u>Course</u>
American Government	POL 210 American Government
Amer. History I: Early Colonization to 1877	HST 201 American History
Or History of U.S. II-1877 to present	ENG 303,304* American Literature
American Literature	ENG 201 Introduction to Literature
Analysis & Interpretation of Literature	CHM 111,112* General Chemistry
Chemistry	BIO 110,112* General Biology
General Biology	PSY 212 Developmental Psychology
Human Growth & Development	MGT 211 Financial Accounting
Intro to Accounting	EDU 325 Educational Psychology
Intro to Educational Psychology	PSY 101 General Psychology
Introductory Psychology	SOC 101 Principles of Sociology
Introductory Sociology	MGT 204 Principles of Macroeconomics
Principles of Macroeconomics	MGT 203 Principles of Microeconomics
Principles of Microeconomics	FRN 101,102** Elementary French
College French	GER 101,102** Elementary German
College German	SPN 101,102** Elementary Spanish
College Spanish	
West Civil I: Ancient Near East to 1648	HST 101 Western Civilization
Or West Civil II to present	

\*A score at the 80<sup>th</sup> percentile or above qualifies for six to eight hours of credit.

\*\*A score at the 65<sup>th</sup> percentile or above is required for four hours of credit and 85<sup>th</sup> percentile or above for eight hours of credit.

Credit based on work or other voluntary experience may be considered based on a request by a student. A petition available from the Records Office must be completed and submitted to the Registrar for consideration. The decision for such advanced placement would be the prerogative of the Registrar in consultation with the head of the department in which the course is given.

## **GOAL Program**

To be admitted to the GOAL program, a student must have

- A minimum of 60 (maximum 82) transferable semester credits of prior college work with a cumulative grade point average of 2.0 or above.
- A minimum of three years of full-time work experience.
- Official transcripts from all colleges/universities attended.
- A writing sample verifying competency in college writing skills.
- Two letters of reference.
- A certificate of immunization (for GOAL students attending class on the Greenville College campus only).

### **Types of Admission**

Full-Admission: Student has met all requirements

Provisional Admission: Students who have a grade point average of less than 2.0 on previous college credit must petition for provisional admissions. If provisional admission is granted, completion of all four courses in Term 1 with grades of C or better will give the student full admission and eligibility to continue into Term 2.

### **Transfer Credit**

A maximum of 30 vocational, technical, or Bible credits can be accepted toward this bachelor's degree. Courses presented from unaccredited institutions will be evaluated on an individual basis.

Credit is not accepted for remedial or developmental coursework.

### **Transcript Evaluation**

The GOAL Academic Director provides an assessment of the student's academic history upon receipt of official transcripts, military records (DD214), and other ACE-accredited instruction. Once the evaluation is complete, the student will receive an unofficial transcript evaluation for review in preparation for enrollment in GOAL. It is not necessary to have an application on file for the student to request a transcript evaluation.

# STUDENT CHARGES AND PAYMENT INFORMATION

## Zero Balance Policy: 2003-2004

The "Zero Balance Policy" requires that the balance due on a student's account must be paid in full prior to the beginning of each semester. Students who have registered for classes will receive a billing statement prior to the beginning of the semester and will be expected to pay their balance due in full by August 15 for the fall semester/term and by January 12 for the spring semester/term<sup>1</sup>. The only exceptions are those students whose costs are completely covered by their financial aid packages, or those who have set up a monthly payment plan through Tuition Management Systems (TMS). Students who fail to pay their account prior to the beginning of the semester will NOT be allowed to enroll as a student at Greenville College until their account is paid in full or they have set up a payment plan with TMS.

Due to Greenville College's "Zero Balance Policy," the College will not allow any student with a delinquent account to register for subsequent terms. Because a transcript of a student's record is the property of Greenville College and is not the property of the student, the College will not release a student's transcript or diploma until all outstanding indebtedness is satisfied.

## Payment of Semester Charges

Students are expected to pay their accounts in full prior to the beginning of each semester/term of enrollment. Students may use financial aid (scholarships, grants, and loans) as payment. Annual financial aid documents must be on file in the Student Financial Services Office prior to the beginning of each term.

Charges for tuition, fees, and living costs are payable according to one of two methods of payment – cash payment or the Tuition Management Systems monthly payment plan which is an interest-free monthly payment option.

**Payment in Full** – Payment is due in FULL prior to the beginning of each semester. Greenville College accepts cash, check, money orders, and ALL major credit cards including VISA / MASTERCARD / DISCOVER / AMERICAN EXPRESS.

**Tuition Management Systems (TMS)** – This is a monthly payment plan that spreads the payments for the year's charges over a ten-month period. Payments are due on either the 1<sup>st</sup> or 15<sup>th</sup> of each month, July through April. The student or parent is responsible for contacting TMS to set up and maintain their payment plan. There is no interest charged on this plan. There is a yearly enrollment fee charged by TMS.

Greenville College understands that education expenses are easier to pay when spread over predictable, interest-free monthly payments. Our **Interest-Free Monthly Payment Option**, offered in partnership with Tuition Management Systems, is an alternative to large annual or term payments and helps limit borrowing. The Interest-Free Monthly Payment Option is available for a small enrollment fee. This service includes convenient interest-free monthly payments; 24-hour full interactive access to account information through Tuition Management Systems' web site [www.afford.com](http://www.afford.com); toll-free automated account information through InfoLine and personal account service Monday through Saturday. For more information contact a Tuition Management Systems Education Payment Counselor at 1-800-722-4867 or check out the web site: [www.afford.com](http://www.afford.com).

<sup>1</sup> If parent/student does NOT receive a bill, please contact the Business Office. Payment is still required by the due dates listed above.



## Financial Aid

[www.greenville.edu/financialaid](http://www.greenville.edu/financialaid)



## A guide to Financial Aid

[www.greenville.edu/financialaid/guide](http://www.greenville.edu/financialaid/guide)



## Payment Options

[www.greenville.edu/financialaid/finance7.shtml](http://www.greenville.edu/financialaid/finance7.shtml)

**Problem Accounts**

Students must meet all financial obligations to Greenville College in order to maintain continued enrollment or to graduate. Each semester/term the student's account must be paid in full, including tuition, fees, room and board, fines, and any other financial obligation. Students with delinquent accounts can expect the following:

1. Registration for a succeeding semester/term will not be allowed.
2. Transcripts will not be issued.
3. Diploma will be held.

**Financial Aid**

The College Student Financial Services Office assists students and parents in finding resources necessary to finance annual/semester charges. Whereas the primary responsibility for payment rests with the student and his/her family, financial aid is available to supplement the resources of families who cannot afford the entire cost of education.

Financial aid is available to all qualified students. Eligibility for most programs is based on financial need, as determined through filing the Free Application for Federal Student Aid (FAFSA). Other funding is available in recognition of meritorious achievement in high school or in college.

In the awarding of financial aid, Greenville College does not discriminate on the basis of race, creed, sex, color, national origin, or physical handicap.

**Federal Financial Aid Programs**

Greenville College students benefit from government funding in several Federal Programs. Additional information can be found on the web sites: [www.ed.gov/studentaid](http://www.ed.gov/studentaid) and [www.greenville.edu](http://www.greenville.edu)

Federal PELL Grant	Federal Direct Subsidized Student Loan
Federal SEOG Grant	Federal Direct Unsubsidized Student Loan
Federal Perkins Loan	Federal College Work Study
Federal Direct Parent Loan	

**Illinois State Financial Aid Programs**

Greenville College students from Illinois benefit from funding in the following Illinois State programs. Additional information can be found on the web sites: [www.isac-online.org](http://www.isac-online.org) and [www.greenville.edu](http://www.greenville.edu)

ISAC MAP Grant
Illinois Incentive for Access (IIA) Program Grant
Merit Recognition Scholarship
ITEACH Teacher Shortage Scholarship
Minority Teachers of Illinois Scholarship
Robert Byrd Honors Scholarship

**Satisfactory Academic Progress**

Students receiving financial aid assistance must meet specific academic progress requirements in order to maintain eligibility. Satisfactory academic progress requires that a student must accumulate a minimum number of credit hours over a maximum number of enrollment periods. Refer to the Academic Probation section of this catalog (page 52) for detailed information.

Satisfactory Academic Progress evaluation is made for all students at the end of each academic year. Students may receive financial aid for no more than two consecutive semesters while on Academic Probation. A student facing a third semester of Academic Probation will not be eligible for financial aid until minimum requirements of the Probation policy are met.

**Appeal**

A student has the right to appeal financial suspension if the student feels that he/she has complied with the requirements of the satisfactory academic policy or that there are factors such as undue hardship due to the death of a relative, student injury or illness or other special circumstances that should be considered. In order to appeal a decision, the student must submit a written request to the Director of Student Financial Services, including supporting evidence to validate the appeal. The review will be considered by a representative committee. The student will receive notice of the decision within ten days.

**Traditional Program****Summary of Costs for Full-Time Students** **2003-2004****Tuition**

Band Rate (12-17 hours)	\$15,666
Above 17 hours (per credit hour)	\$440
Full-Time Audit (per credit hour over 17 hours)	\$20

**Room**

Traditional (Burritt, Dallas, Holtwick, Janssen, & Joy)	\$2,634
Intermediate (College Avenue Apartment, Kinney, Tenney, & Houses)	\$2,782
Tower Apartment	\$3,520

**Board**

Interterm Board*	\$250
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**Mandatory Fees**

Library	\$10
Student Association	\$100

**Music Fees**

Applied Group	\$175
Group	\$275
Private	\$375

**Other Fees**

Parking Permit	\$25
Health Insurance	\$300
Athletic Insurance	\$220
Key Deposit	\$10

**Estimated Fees**

Books (Available at Family Christian Bookstore)	\$600
Graduation Cap, Gown, and Tassel (Available at Family Christian Bookstore)	\$30

**\*Interterm Tuition & Fees:**

Tuition and room costs for Interterm (Three-week January session) are included in the cost for the fall and spring semesters. Any student who attends Greenville College, full time, for the fall and/or spring semesters need only to pay for books, supplemental course fees, and meals if living in College housing during Interterm. Supplemental course fees (e.g. for travel costs) cannot be refunded after the start of Interterm. Students who enroll at Greenville College for Interterm but not for either the fall or the spring semester of the same academic year must pay Interterm tuition. The Interterm tuition charge is the same as the May Term tuition charge. For students only enrolling in the 2004 Interterm this will be \$220 per credit hour.

Other Fees	2003-2004
<b>Part-time Tuition</b>	
1-6 Credit Hours	\$330/credit hour
6.5-11.5 Credit Hours	\$660/credit hour
Part-time Audit (per credit hour)	\$30
<b>May Term Tuition &amp; Fees</b>	
Tuition	\$220/credit hour
Room ( <i>if taking course</i> )	\$200
Room ( <i>if working only</i> )	\$50 – May \$200 – June \$200 – July \$200 – August
<b>Driver Education Program</b>	
CLEP – per test	\$54
CLEP – per credit posting	\$20

### Off-Campus Study Programs: 2003-2004

Greenville College has allocated \$90,000 for students to be involved in off-campus programs for the 2003-04 school year. Depending upon the combination of costs for off-campus program participants, it is estimated that up to twelve (12) students may study off-campus and be supported by institutional financial aid.

An Off-Campus Study Committee will meet to review the pool of students who have been accepted for off-campus study through the application process of the individual programs. This Committee will determine which students will be allowed to participate, based on published criteria, in an off-campus program with institutional aid.

Costs for all off-campus programs will be the greater of GC's tuition, room and board **or** the program's tuition, room, board, and fees. Students, if approved for off-campus study by the Committee, may carry institutional aid to only one program. Students have the option of participating in one or more off-campus programs without institutional aid.

Students attending Greenville College under reciprocal tuition waiver agreements will not be allowed to apply institutional aid to off-campus programs. Dependents of Greenville faculty, administration, and staff may use the tuition benefit (according to institutional policy) for one semester off-campus program according to the above guidelines.

### Withdrawal and Refund

Students withdrawing from Greenville College prior to 60% of semester completion will have charges and eligible financial aid pro-rated, effective the official date of withdrawal from the College. Students who withdraw beyond 60% of semester completion are responsible for full charges for the semester. Refunds of financial aid will be issued to the qualifying student/parent within 30 days of the date of withdrawal. Prompt payment of any remaining charges is required.

There is no provision for rebates to students for any "missed periods" in the semester, or who forgo the opportunity to take a class during January Interterm.

## Greenville College Scholarship Programs

In addition to Federal and State Financial Aid, traditional students may qualify for one or more of the following scholarships awarded by Greenville College. A student's family must complete the Free Application for Federal Student Aid (FAFSA) to qualify for the following scholarships.

### Alumni Dependent Grant

Children of Greenville College alumni

Award amount: \$500 per year, renewed annually by maintaining a 2.0 GPA.



### Scholarship Competitions

[www.greenville.edu/financialaid/scholarships](http://www.greenville.edu/financialaid/scholarships)

### Art Scholarship

For Art majors - up to \$1,500/year. Contact the Art Department for information on a Portfolio review.

### Boyer Christian Leadership Scholarship

For students who have been recognized as a National Merit Finalist or Semifinalist.

Award amount: Three-fourths of tuition, renewed annually by maintaining a 3.30 GPA.

### Christian Service Dependent Scholarship

Dependents of active or retired ministers or missionaries who are full-time employees of the church and whose primary income is derived from the church. Consideration is also given to dependents of parents who teach in a Christian school.

Award amount: Up to \$2,500 per year, renewed annually by maintaining a 2.0 GPA.

### Church Partnership Scholarship

Any full-time undergraduate student with support from a local congregation.

Award amount: Local church elects to support the student; Greenville College will match a minimum of \$200 and up to \$1,000 of support provided by the church.



### Church Partnership Program

[www.greenville.edu/financialaid/finance2.shtml](http://www.greenville.edu/financialaid/finance2.shtml)

### Dean's Scholarship

A competitive award for students with a cumulative high school GPA of 3.3 on a 4.0 scale and a score of 22 to 26 on the ACT or 1030 to 1210 on the SAT.

Award amount: \$6,000, renewed annually by staying in good standing with Greenville College and maintaining a 3.25 GPA. Each participant who is invited to compete for this scholarship receives a \$3,000 Dean's Scholarship.



### Greenville Area Scholarship

[www.greenville.edu/financialaid/finance3.shtml](http://www.greenville.edu/financialaid/finance3.shtml)

### Dollars for Scholars Matching Scholarship

Recipients of scholarship assistance through the Dollars for Scholars organization.

Award amount: Greenville College is a Collegiate Partner of Citizen's Scholarship Foundation of America and the Dollars for Scholars (DFS) family of community scholarship foundations. Greenville College will match DFS awards up to \$750 per student.

### Free Methodist Youth Scholarship

Members or active participants in Free Methodist church programs.

Award amount: \$500 per year, renewed annually by maintaining a 2.0 GPA.

### Greenville College Endowed Scholarships

Awarded to students with financial need after other sources of aid have been applied.

Recipients will be asked to write letters of appreciation to donors.

Award amount: Up to \$4,000 per year.

### Honors Scholarship

Awarded to freshmen, not participating in competition events, based on a combination of class rank, ACT/SAT scores and GPA.

Award amount: \$2,000-\$3,500 per year, renewed if the student maintains a 3.25 GPA and stays in good standing with Greenville College.

**International Student Scholarship**

International students who show financial need.

Award amount: Up to \$5,000 per year, renewed annually by maintaining a 2.5 GPA.

**Leadership Scholarship**

Awarded to full-time students who have a cumulative GPA of at least 2.5 on a 4.0 scale and a minimum of 20 on the ACT and 950 on the SAT.

Award amount: Up to \$4,000 per year, renewed annually with continued participation in Leadership/Service activities and by maintaining a 2.5 GPA.

**Minority Education Scholarship**

Minority students who declare an education major and have a 2.7 GPA on a 4.0 scale and a minimum of 20 on the ACT or 950 on the SAT.

Award amount: Up to \$2,500 per year, renewed annually by maintaining a 2.7 GPA.

**Music Participation Scholarship**

Non-majors who participate in the concert band or a string ensemble.

Award amount: \$500 per year. Audition required.

**Music Scholarship**

Awarded to students who major in music. Audition required.

Award amount: Up to \$2,500 per year.

**Out-of-State Tuition Grant**

Full-time students with financial need - legal residence outside of Illinois.

Award amount: Up to \$4,000 per year.

**Phi Theta Kappa Scholarship**

Community College transfer students with membership in the Phi Theta Kappa Honor Society.

Award amount: Up to \$4,000 per year, renewed annually if the student maintains a 3.25 GPA and stays in good standing with Greenville College.

**President's Scholarship**

A competitive award for students with a cumulative high school Grade Point Average (GPA) of 3.3 on a 4.0 scale and a minimum score of 27 on the ACT or 1210 on the SAT.

Award amount: \$7,000, renewed annually by staying in good standing with Greenville College and maintaining a 3.3 GPA. Each participant who is invited to compete for this scholarship receives a \$4,000 President's Scholarship.

**Sibling Scholarship**

Awarded to each additional sibling attending Greenville College.

Award amount: \$500 per year, renewed annually by maintaining a 2.0 GPA.

In the awarding of financial aid, Greenville College does not discriminate on the basis of race, creed, sex, color, national origin, or physical handicap.

**Student Employment**

Greenville College hires each year approximately 350 students through the campus employment or Federal College Work Study (FCWS) program. Students with FCWS eligibility are given priority consideration in job placement. As an equal opportunity employer, the College will employ students without regard to race, color, creed, sex, or national origin.

The types of jobs usually available are custodial, maintenance, dining commons assistance, laboratory assistants, and secretarial positions. Campus employment application materials are available upon request from the Student Financial Services

**Student Employment**

[www.greenville.edu/financialaid/finance5.shtml](http://www.greenville.edu/financialaid/finance5.shtml)

Office. Students are responsible for securing employment through direct contact with departments on campus.

A limited number of off-campus positions are available in the community each year. Information for those positions is available through the Career Services Office.

## GOAL Program

### GOAL Tuition

<b>2003-04</b>	<b>\$4,256 per term</b>
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#### **Additional Fees**

1. Application fee (non-refundable) of \$25.
2. The evaluation of Learning Experience Essays is \$90 per essay.
3. Posting prior Learning Assessment credits (includes Learning Experience Essays, CLEP scores, and formal training experiences) to student's official transcripts is \$20 per credit hour.
4. CLEP administration fee is \$54 per exam.
5. Graduation fee is \$50.

#### **Financial Aid**

Funding from four major student financial aid programs is available in this degree program. Financial aid applicants must be fully or provisionally admitted to the College, be a U.S. citizen or permanent resident, maintain satisfactory progress while completing the program of study, and meet the specific eligibility requirements of each financial aid program.

There are two grant programs, the Federal Pell Grant Program and the Monetary Award Program (MAP), governed by the Illinois Student Assistance Commission (ISAC), for Illinois residents only. In addition, there are two educational loan programs, the Federal Direct Subsidized Loan Program and the Federal Direct Unsubsidized Loan Program. With the exception of the Unsubsidized Loan Program, financial aid from these sources is based on financial need. Eligibility for grant and loan programs is determined after completion of the Free Application for Federal Student Aid (FAFSA).

For both the MAP (Illinois residence only) and the Pell Grant Program, the maximum award amount varies depending upon the student's financial need. The payment of MAP is restricted to only tuition, whereas the Pell Grant may be used for any educationally-related expenses.

Greenville College is a participant in the William D. Ford Federal Direct Loan Program. Loan proceeds come directly from the federal government through the College to a student account. Interest rates, repayment terms, etcetera, parallel Federal Stafford Loan regulations.

GOAL students may borrow up to the cost of each term (minus grants and scholarships) through subsidized and/or unsubsidized loans at a variable interest rate not to exceed 8.25 percent. An additional \$1,500 per term is available in subsidized and/or unsubsidized loan for program or living expense costs. Both programs offer deferred repayment options and an extended repayment period of up to ten years depending on total amount borrowed. Four percent of the amount borrowed is retained by the government for guarantor and processing fees.

For more specific program information as well as financial aid application packets, students should contact the Student Financial Services Office. All students who believe they will need assistance to meet their educational costs are strongly encouraged to

apply for financial aid. Ideally, students should begin the process of applying for financial aid at the same time they begin the process of applying for admission to Greenville College. However, students whose financial situation changes after beginning the program of study should contact the Office of Student Financial Services for assistance as soon as possible.

### **General Financial Regulations**

All tuition and fees must be paid in accordance with the payment option selected. The Financial Agreement Form represents an application for the payment option selected. The application is subject to the final approval of the Student Accounts Office. This decision can be made only upon the fulfillment of required documentation and payments applicable to the option chosen. Student will be eligible for payment options only after satisfactory resolution of all outstanding balances due the College.

Any student in default on a Federal Student Loan Program (Direct, Stafford [GSL], Perkins [NDSL], PLUS, ICL, or Consolidated Loan) is not eligible to select financial aid or Greenville College monthly payment options.

Students have primary responsibility for their entire tuition and other fees even when the financing is arranged through a third party (i.e., employer, student loan).

Students contract for course on a term-by-term basis. Courses will not be billed nor transcribed separately. Tuition will not be refunded for any courses not completed, unless within the tuition refund policy.

A finance charge of one percent per month will be assessed on outstanding balances more than 30 days old unless otherwise designated by the selected payment option. The College will not waive any late fees unless it is determined that the College is primarily responsible for the delinquency or that extraordinary circumstances warrant such a waiver.

Students who are having problems with tuition payments, or have questions regarding their outstanding balance should contact the Student Accounts Office as soon as possible. Failure to receive a bill does not relieve students of their fiscal responsibilities.

### **Payment Plan Options**

The cost of pursuing educational goals at Greenville College is affordable. It is important, however, that students understand not only the costs associated with the program but also the financial means by which they can meet those costs.

Greenville College offers students a number of flexible financing options for paying tuition and fees, including an option for those students whose employers offer tuition assistance programs.

Full Payment Tuition Plan – Students paying in full for the entire program by the registration meeting receive a five percent discount on the total tuition cost. (Note: The discount does not apply to course material fees, learning experience essay fees, or miscellaneous fees.)

Term Plan – One-third of the total cost, less financial aid, is paid at the beginning of each term. Payment for the term is due at the Registration Meeting.

Monthly Payment Plan – Students may arrange a monthly payment plan administered by the Tuition Management Systems (TMS). The College will help the student determine costs after financial aid. The student's total cost is then split into 10-16 equal monthly payments, beginning on the date of the registration meeting. Monthly payments will be due on the first of each month. The cost of this plan is \$100, but there are no interest charges. TMS will mail you a monthly statement in advance of each payment due date.

**Tuition Reimbursement** – Charges, by term, are due at the beginning of each term. Students who qualify for employer reimbursement may use student loans or personal funds to cover the cost of Term One, receiving reimbursement dollars to apply to subsequent terms. Final employer reimbursement dollars can then be used to pay the initial loan (government or personal) in full. Those fees not reimbursable by the company must be paid using one of the payment plans. Students must provide a copy of the company reimbursement policy and verification of eligibility prior to enrollment. The GOAL program will work with students and employer to provide additional information needed to facilitate business reimbursement.

### **Method and Procedure for Payment**

Payments may be made by check or money order made payable to Greenville College. The College also accepts Visa, MasterCard, Discover, and American Express.

Payments may be made in person at the GOAL Office on campus or mailed to:

Greenville College – GOAL Program  
315 East College Avenue  
Greenville, Illinois 62246

Returned checks and charge card rejections create administrative cost for the College. Therefore, a charge will be assessed for each occurrence. Any check returned for any reason will be subject to a returned check fee.

The College reserves the right to require either cash or cashier's check payments for any student whose account reflects a prior history of dishonored checks, and/or rejected charge card payments.

### **Program Withdrawal Refund Policy**

Greenville College adheres to a fair and equitable refund policy consistent with regulations set forth by the State of Illinois and the U.S. Department of Education. This policy applies to students who withdraw from the College. In order to receive a refund on charges, students must officially withdraw in writing to the GOAL office. Consult the GOAL Student Handbook for the refund schedule.



A C A D E M I C   I N F O R M A T I O N

# ACADEMIC INFORMATION

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## Academic Honesty Statement

Students on a Christian college campus are expected to do all academic work with integrity. This means that they should practice academic honesty without exception. The College takes this so seriously we ask all incoming students to sign a statement guaranteeing that they understand the notion of academic integrity and will conform to the policies described below.

All forms of academic dishonesty, which include cheating and plagiarism, are inappropriate on our campus. Cheating and plagiarism are variations on a theme: both involve offering the work of another as one's own. Students cheat and/or plagiarize when they:

- Give or receive aid from another student or another person during a test, quiz, or homework assignment when they were told to work alone.
- Use notes or books when taking a quiz or test (either in a class or on-line) unless an instructor has given permission to use them.
- Copy all or part of another student's work—an exam, worksheet, homework assignment, essay, speech, musical composition, web production, etc.—and submit it as their own work.
- Copy all or part of any published or copyrighted source such as a book, periodical article, or musical composition and submit it as their own work.
- "Cut and paste" information from a digital source such as a CD-ROM or web page and submit it as their own work.
- Steal ideas or conceptual frameworks from another source and submit them as their own without giving proper credit to the source.
- Submit other people's work as their own (e.g., a roommate's term paper or one purchased over the Internet).
- Ask someone else to complete a writing project for them and revise and edit the work in such a way that they are not really the one responsible for the final document. (Please note: GC's faculty often encourage students to share their work in progress with others, in fact, the College even pays writing tutors to help students think through revising an assignment. This is simply a good habit for any scholar that we fully endorse. What we do not want students to do is let another person take over and complete an academic task that is their own responsibility.)

This list is not exhaustive, but should give a clear idea of what constitutes academic dishonesty. *In general terms, academic dishonesty occurs when people knowingly or unknowingly take credit for words or ideas that are not their own in work that is produced for a class, presentation, publication, or other public domain. All forms of cheating and plagiarism involve intellectual theft, and thou shalt not steal!*

Students are responsible to use appropriate quotation marks whenever they use words from another source. They must cite sources for ideas that originated with others. They are responsible to learn the specific documentation methods required in their chosen academic disciplines. Whenever they are in doubt about how to cite sources or use others' writings in their own, they should ask a professor.

At GC, academic dishonesty has severe consequences. If instructors discover any instance of cheating or plagiarism, they are well within their rights to assign a failing grade for that assignment or for the course. Furthermore, they must report the student to the department head and the Office of Academic Affairs. This office will forward the information to the appropriate deans. If a second instance of academic dishonesty occurs, the student will normally receive a failing grade for the course, and the case



Academics

[www.greenville.edu/academics](http://www.greenville.edu/academics)

will be forwarded to the Vice President for Academic Affairs for review and possible further disciplinary action. A student may be expelled from the institution for repeated or extreme violations of academic integrity. Appeals can be handled through the normal judicial process.

### **Family Educational Rights and Privacy Act**

Greenville College accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from students' education records without the written consent of the student. Exceptions include personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. Within the Greenville College community, only those members, individually or collectively, acting in the students' direct educational interest are allowed access to student educational records. These members include personnel in the Office of Student Development and academic personnel within the limitation of their "need to know" as determined by the Registrar.

At its discretion, Greenville College may provide "directory information" in accordance with the provisions of the Act. The College construes the following information to be "directory information": parents' names and addresses, the student's name, campus and home addresses, telephone numbers, date and place of birth, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, denominational or religious preference, the most recent previous school attended, and for members of athletic teams, height, weight and position played. The College also considers photographs (non-captioned) to be Directory Information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the Registrar's Office. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Non-directory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. The Registrar's Office at Greenville College has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admissions, personal, and academic files. Students wishing to review their education records must give a written request to the Registrar listing the item or items of interest. Only records covered in the Act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Physicians of the student's choosing, however, may review health records.

Students *may not* inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student.

### Academic Enrichment Center

The Academic Enrichment Center offers academic support services to all students on the Greenville College campus. The services are based on the premise that all students benefit from some type of academic support and that those students who are successful in college are those who have learned to take charge of their own learning and utilize available resources to attain their academic goals. The purpose of the Academic Enrichment Center is to supplement the classroom experience and to serve as a resource to both student and faculty by offering the following:

Peer Tutoring for General Education Courses

Writing Lab Tutors

Academic Counseling

Study Skills

Reading Assessment

Accountability

Limited Services for Students with Disabilities

Off-Campus Study Opportunities



AEC

[www.greenville.edu/  
learningresources/aec](http://www.greenville.edu/learningresources/aec)

### Services for Students with Disabilities

Greenville College is committed to providing the best college education possible. The Academic Enrichment Center (AEC) strives to provide strong academic support services for all students who require specialized accommodations. This includes students with physical and learning disabilities. The AEC makes accommodations based on the student's individual needs to the best of the Colleges' resources. The AEC will work in partnership with the student to further his or her educational goals. This includes all students in the undergraduate and graduate programs.

The AEC can provide the following accommodations for students with special needs:

- Extended time for tests
- Readers for tests
- Note takers
- Advocacy
- Assistance in obtaining books on tape
- Tutoring
- Some assisted technology devices for the visually impaired

A student who requires these accommodations needs to have official documentation on file with the Academic Enrichment Center. This documentation may be a letter from a physician or professional on letterhead, a report from the student's last psychological evaluation from high school, a high school Individual Educational Plan (IEP), or other sources. A list of accommodations that the student has used in the past would be helpful in planning for the student's educational needs.

### Grading System

The letter system of grading is used with the following descriptions:

A—Superior scholarship

B—Scholarship distinctly above the average

C—Satisfactory achievement

D—Passing quality

F—Failure

**I**—A temporary grade indicating that work is incomplete at the end of the term, that the cause of the delay was out of the control of the student, and that the instructor and the student have arrived at a plan for work to be completed. Upon recommendation of the instructor, incomplete work at the end of the term will be recorded as an "I." A written plan of completion must be submitted to the Records Office at that time. The grade may be changed to any other grade by the end of the following semester. Unless the instructor submits another grade, a grade of F will automatically be assigned. The Registrar must approve extensions beyond the close of the following semester.

**W**—Students withdrawing from a course after the first two weeks but during the first ten weeks are given a W grade regardless of the quality of their work. No grade is given for withdrawing during the first two weeks. A grade of F will be given if a student withdraws after the tenth week of a course. For more information, see the later section to withdraw from a course.

### **Pass/Fail Courses**

Some courses such as student teaching and some practica are available to students on a satisfactory (pass)/unsatisfactory (fail) basis of evaluation. Satisfactory means a grade equivalent of "C-" academic performance or better was earned. Credits earned with an evaluation of satisfactory contribute toward graduation and are recorded as "S" on the transcript. A grade of unsatisfactory is recorded as "U," and does not count toward graduation. In either case, the credits are not included in the GPA.

Students may elect to take a course pass/fail. This option may be used in only one course per year, and the course may not be a General Education requirement or part of the student's major. To take a course on this basis, a form must be filled out in the Records Office during the first two weeks of the semester.

### **Quality Points**

For the purpose of determining scholastic standing and awarding honors, the following number of quality points for the grade indicated is recorded:

Grade	Quality Points	Grade	Quality Points
A	4.0	C+	2.2
A-	3.8	C	2.0
B+	3.2	C-	1.8
B	3.0	D+	1.2
B-	2.8	D	1.0
		F	0

### **Grade Point Average**

Grade point average (GPA) is a measure of academic achievement and is the quotient of quality points divided by "GPA credit." GPA credit is all credit attempted at Greenville including courses marked F but excluding pass/fail courses, courses marked "W." If a student retakes a course, only the course in which the highest grade was earned will be counted towards the GPA. "Degree credit" includes credit accepted in transfer as well as earned at Greenville with a passing grade.

The College GPA is computed only on courses taken in residence at Greenville. When a course is repeated, the highest grade is used in determining grade point average. GPA is affected only when both the original and the repeated course are taken at Greenville.

### **Classification of Students**

Students who have earned:

FRESHMAN:	0-29.5 credits
SOPHOMORE:	30-59.5 credits
JUNIOR:	60-92.5 credits

SENIOR:	93 or more credits
GUEST/SPECIAL:	Any student not on a regular course of study leading to a degree
FULL-TIME:	Any student taking at least 12 credits per semester
PART-TIME:	Any student carrying less than 12 credits per semester

### Class Absences

Students at Greenville College are expected to comply with the attendance policy established for each course. Instructors are responsible for clearly communicating the attendance policy in each course, and may consider attendance in evaluating students' performance, or as a source of information for use in counseling individual students.

### Graduation Application Procedures

Degrees are awarded and diplomas are distributed three times during the year: May, August, and December. All students wishing to earn a degree from Greenville College must complete a graduation application. Applications are available from the Records Office, and are due by October 15 prior to graduating.

Students must submit an application even if they are not participating in graduation ceremonies. Students who have been linked socially to the graduating class but who have not met all requirements may participate ("walk") in the commencement ceremony if the following conditions are met:

1. The student must file a graduation application indicating how all requirements will be met by the close of the following fall semester.
2. The student must have at least a 2.0 GPA at commencement.
3. No grade of incomplete from a prior semester may be carried at commencement.
4. Applications must be received by the Registrar by October 15 prior to graduation weekend.
5. GOAL students must have completed all coursework of Terms I and II by April 1 of the commencement year.

Students approved for such special participation in commencement will be given diplomas only upon the completion of all requirements. To be eligible for academic honors at commencement, students must have completed all requirements. Academic honors for others will be reflected on the transcript when requirements are completed at the next regularly scheduled date for conferral of degrees.

The application deadline for December graduation is October 15. There is no winter commencement ceremony; all requirements must be completed by the end of the fall semester. Students wishing to participate in a ceremony should wait for the following May graduation.

### Earning a Second Degree

Greenville College offers three undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and a Bachelor of Music Education (B.M.E.). Students occasionally wish to earn more than one of these degrees. In order to earn two degrees, the following requirements must be met:

1. All of the regular requirements for the degree must be met.
2. The major for the second degree must be from a different department or the requirements for the second major must be substantially different and lead to a different degree.
3. At least 16 credits must be earned beyond the minimum needed to receive one degree (for a total of 142 credits).

Note that earning multiple degrees is not the same thing as having multiple majors. Students having multiple majors in programs that lead to a single degree (e.g., Bachelor

of Arts) would not receive multiple degrees. For example, a student majoring in both English and Religion would not be earning two degrees, as both of those majors lead to a B.A. The only time that multiple majors can lead to multiple degrees is when all three criteria above are met. The earning of multiple degrees, therefore, is based on different (and generally more extensive) requirements than those that lead to the completion of multiple majors.

Some examples:

- (A) A student wishes to double major in Psychology and Management. The Psychology major leads to the B.A. degree. The student may take the Management major that leads to a B.S. degree. If the student receives 126 hours (the minimum to receive one of the degrees), and fulfills the requirements for each major, plus an additional 16 hours (142 total), he/she may receive both a B.A. and a B.S.
- (B) A student may wish to earn a B.S. degree with a major in Accounting and a B.A. degree with a major in Management. These are two separate degrees. Again, if the total credit hours are sufficient (126 + 16), and the requirements for both majors have been fulfilled, the student can receive both degrees.
- (C) A student wishes to earn both a B.A. degree and a B.S. degree with a major in Management. This is not acceptable, because the degrees are not in different majors.
- (D) A student wishes to triple major in Mathematics, Biology, and Chemistry. The student would still earn only a single degree, even if that student earned 142 or more hours, because all three degree programs lead to a single degree, B.A.
- (E) A student completed the requirements for majors in Art and Digital Media. Art leads to a B.A. degree, and Digital Media leads to a B.S. degree. Though the student completed all the requirements for both majors, he/she only completed 135 hours of coursework. The student is not eligible for both B.A. and B.S. degrees because the required number of hours (142) was not completed. Both majors will be listed on the transcript, but both degrees will not. The student must choose which of the two degrees to be listed on the official academic record.

### Career Services Center

The Office of Career Services provides comprehensive services to help students and alumni gain self-knowledge and develop a better understanding of the world of work in order to implement career goals. Career counseling is available to assist students with life/career issues such as choice of major, career alternatives, career transitions, and preparation for the job search. Orientation sessions are offered to help acquaint students with all the services provided. Workshops are offered each semester on resume writing, interviewing skills, and job search strategies. In the Career Services Resource Center, students can obtain information about occupations, career fields, resume writing, job search strategies, interviewing techniques, graduate schools, labor market trends, employer information, and job openings. Full-time, part-time, co-op, internship, and summer employment opportunities are coordinated and posted by the office. Students interested in exploring career related interests, and in gaining professional work experience, can participate in the resume referral program for co-op, internship, and full-time positions. The Office coordinates job fair activities to assist students in obtaining professional employment. In addition, the Office coordinates on-campus recruiting and interviewing with a wide variety of employers. The Office also coordinates the Illinois Board of Higher Education Cooperative Education Program Grant. Important information and links are available on the College web page at [www.greenville.edu/learningresources/career](http://www.greenville.edu/learningresources/career). The Office is located in the Ruby E. Dare Library.

### Transcripts

Upon the written request of a student, the Registrar's Office will issue an official transcript of credits. The first transcript is issued without cost while a fee of \$1.00

must accompany each succeeding request for currently enrolled students or \$5.00 for former students. Students with an unpaid account or note with the College, or any other College authorized agency including local banks, will not be furnished a transcript of credit or receive a diploma until the account or note has been paid in full.

Transcript requests along with appropriate payment may be sent to:

Records Office  
Greenville College  
315 E. College Avenue  
Greenville, IL 62246-0159

Alternatively, a faxed (618-664-9775) request will be accepted with adequate credit card information for charges.

### Traditional Program

#### Degree Requirements

The College offers three undergraduate degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Music Education (B.M.E.)

All three degrees require that students complete all of the following requirements in order to graduate:

- **126 total credits**. These credits will consist of courses fulfilling major and General Education requirements as well as electives.
- **At least 32 upper division credits**. Upper division credits are those numbered 300 and above.
- **All of the requirements for an academic major**. At least eight credits in the major must be upper division.
- **The General Education requirements appropriate for that degree**. These vary slightly by type of degree. They are listed in the section entitled General Education Requirements. (pg 41)
- **The residency requirement**. Students must either complete three-fourths of the total credits required for graduation at Greenville College or must complete 40 of the last 60 credits at GC.

Students must also achieve the following grade point average requirements in order to graduate:

- An overall Grade Point Average (GPA) of at least 2.00 on all work taken while enrolled at Greenville College.
- A 2.00 GPA on work within the chosen major (Education majors must have a 2.75.)

A student's chosen major typically determines which degree requirements they must complete in order to graduate. For example, all students who choose to major in Psychology must complete the specific major and General Education requirements for a Bachelor of Arts degree. All students who choose to major in Digital Media must complete the major and General Education requirements for a Bachelor of Science degree. Those majoring in Music Education must complete the requirements for the major and for a Bachelor of Music Education degree. Some majors allow students the ability to choose which degree they will earn. When students have a choice about which degree they will earn within a major, this option is listed with the descriptions of specific majors in the "Majors & Minors" section of the Catalog (starting on page 66).

The essential differences among the course requirements for the different degrees relates to language requirements and professional internship experiences. Students earning a Bachelor of Arts degree must demonstrate "intermediate" competency in a foreign language. Students earning a Bachelor of Science or Bachelor of Music Education degree must complete a professional internship such as Student Teaching or a practicum. Consult individual major programs for details.

Students may elect to complete the requirements for more than one major.

A minor is not required for graduation, but students may elect to complete one or more. To earn a minor, a student must achieve a GPA of at least 2.0 for courses taken in the field. If minors are offered by a department, the requirements are listed after the major requirements in the "Majors & Minors" section of the Catalog.

### **Major Requirements**

To earn any bachelor's degree, a student must complete all of the requirements for a major field of study (i.e. a "major"). Specific requirements for each major are listed in "Majors & Minors" section of the Catalog. Majors may consist of as few as 24 required hours (e.g., Spanish) and as many as 90 (Music Education).

The selection of a major should generally be made by the end of the sophomore year. However, students interested in majoring in very demanding majors like Music Education or other Secondary Education programs would be wise to get started earning major credit earlier in their college career.

After a major field of study is selected, a faculty member from the major department will become the student's academic advisor. The advisor must be consulted for guidance about course selection as well as information about careers and graduate education.

### **Greenville College Major Fields of Study:**

 <b>Majors</b> <a href="http://www.greenville.edu/academics/programs.shtml">www.greenville.edu/academics/programs.shtml</a>	<ul style="list-style-type: none"> <li>· Accounting</li> <li>· Art</li> <li>· Biology</li> <li>· Biology Education</li> <li>· Business Administration (second major only)</li> <li>· Chemistry</li> <li>· Chemistry Education</li> <li>· Church Music</li> <li>· Communication: Mass Communication Emphasis</li> <li>· Communication: Public Relations Emphasis</li> <li>· Communication: Speech Communication Emphasis</li> <li>· Communication: Theatre Emphasis</li> <li>· Computer Science</li> <li>· Contemporary Christian Music</li> <li>· Criminal Justice</li> <li>· Digital Media</li> <li>· Early Childhood Education</li> <li>· Elementary Education</li> <li>· English</li> <li>· English Education</li> <li>· Environmental Biology</li> <li>· French</li> <li>· History Education</li> <li>· History and Political Science</li> <li>· Individually Tailored Education Plan</li> <li>· Management</li> </ul> <ul style="list-style-type: none"> <li>· Management Information Systems</li> <li>· Marketing</li> <li>· Mathematics</li> <li>· Mathematics Education</li> <li>· Media Promotions</li> <li>· Modern Languages</li> <li>· Music</li> <li>· Music Education</li> <li>· Ministry: Pastoral Emphasis</li> <li>· Urban/Cross Cultural Emphasis</li> <li>· Philosophy</li> <li>· Physical Education</li> <li>· Physics</li> <li>· Physics Education</li> <li>· Psychology</li> <li>· Psychology/Religion</li> <li>· Recreation: Adult Fitness Emphasis</li> <li>· Leadership Emphasis</li> <li>· Management Emphasis</li> <li>· Religion</li> <li>· Social Work</li> <li>· Sociology</li> <li>· Spanish</li> <li>· Spanish Education</li> <li>· Special Education</li> <li>· Youth Ministries</li> </ul>
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**An Orientation to Greenville College's Liberal Arts Focus**

Greenville College provides education focused on the liberal arts and sciences. Because of this, students must complete not only a major, but also a General Education curriculum. These are not courses the faculty added as afterthoughts. These courses are seminal in Greenville College's efforts to educate students who can live lives of character and service. Liberal learning will introduce students to transformative ideas, skills, and values that they will, we hope, embrace for life-long learning. Required courses expose students to multiple views and perspectives to enable them to respond with maturity to the complexities of the contemporary world and its cultural, religious, and ideological diversity.

All degrees require students to complete General Education courses. These courses are divided into two categories: Core and Distributed. **Core requirements** are those that are deemed to be fundamental to the Christian liberal arts focus of Greenville College. The content of these courses compels students to think about ideas from interdisciplinary perspectives. The **Distributed requirements** are offered in a variety of fields. They are required for two reasons. First, they are designed to help students develop essential skills that are attributes of all well-educated people such as critical thinking and communication skills. Second, they provide students with introductions to the humanities, the natural sciences, the social sciences, and physical fitness. These courses are designed to give students knowledge of and respect for the wholeness of God's creation and human efforts to understand that creation.

**General Education Requirements**

The General Education requirements for each degree are presented in the table following the explanation of the Core and Distributed requirements. The table indicates that there are different requirements for students seeking B.A., B.S., and B.M.E. degrees. There are also different requirements for students who arrive to Greenville College's campus with less than 60 hours of credits, those with 60 or more hours of college credit, and those with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree. Because the different degrees and different categories of students result in a diverse set of requirements, students are advised to study the table and read this section carefully. They should also speak with their advisors about their specific General Education requirements.

When specific courses are required of students they are listed in the table. For example, the specific course COR 401: Capstone Seminar in Advanced Integrative Studies is listed in the table. The "X" in each column of the table indicates that this specific course must be taken by all students who seek to graduate from Greenville College, regardless of their status when they enter and regardless of the degree that they seek. Detailed descriptions of these and all courses offered at the College are listed alphabetically in the Undergraduate Course Listings later in Catalog.

Sometimes specific courses are not required. For example, the table shows that a Cross Cultural Course or Experience is required of all students who seek a degree from GC. They do not have to take a specific course entitled "Cross Cultural Course or Experience." Instead, they may choose from a variety of courses that fulfill this requirement. These are listed and explained below.

**Core Requirements** – Courses fundamental to the Christian liberal arts focus of Greenville College. Most students are required to take four Core courses. These include COR 101: Cornerstone Seminar: Foundations in the Liberal Arts Tradition (3 credits); COR 102: Introduction to Christian Thought and Life (3 credits); COR 201: Foundations of Science (3 credits); and COR 401: Capstone Seminar: Advanced Integrative Studies (2 credits).

<sup>1</sup> The current General Education curriculum was adopted by the Faculty in May of 2000.



**Core Courses**  
[www.greenville.edu/gened](http://www.greenville.edu/gened)

Transfer students who arrive at Greenville College with 60 or more credits or an A.A. or A.S. degree are exempt from taking COR 101 and COR 102. However, these transfer students still must take COR 201 and COR 401. Their first fall semester on campus they must also take COR 301: Liberal Arts and Christian Thought (3 credits).

**Distributed Requirements** – Courses that promote skill development and provide introductions to the humanities, natural sciences, social sciences, and physical fitness.

*Required Courses:* The faculty requires most students to take five specific General Education courses in addition to the Core. These include COM 101: Speech Communication (3 credits); ENG 101: Research and Writing (3 credits); HPR 101: Wellness: Basic Concepts (1 credit); HPR 102: Wellness: Physical Fitness (1 credit); and HST 101: Western Civilization (3 credits). Students arriving on campus with an A.A. or A.S. degree are *not* required to take these courses. B.M.E. students are not required to take HPR 102 but must take all others.

*Required Areas of Study:* Students are required to study in a number of additional areas in order to complete their General Education requirements. These are *areas* of study as opposed to specifically required courses. In each of these areas, students may choose among a number of different course options. These are listed by area below.

### **Biblical Studies**

All students, except those entering with an A.A. or A.S. degree, must complete the Biblical Studies requirement. They may do so by taking any three-credit course designated as a Biblical Studies course, (a course that focuses on a particular Biblical genre, book, or testament of the Bible). Currently, the following courses can meet this requirement:

- REL 205: Old Testament Survey
- REL 215: New Testament Survey
- REL 270: Wisdom and Poetic Literature of the Old Testament
- REL 321 Pentateuch
- REL 322 Prophets
- REL 352 Pauline Epistles
- REL 353 Synoptic Gospels

Other courses (such as REL 199 or 399 open titled courses) may also fulfill the Biblical Studies requirement. Students interested in these alternative courses must check with their advisors and the Records Office to ensure that they will fulfill the Biblical Studies requirement.

### **Cross Cultural Course or Experience**

All students are required to have a minimum of one course or experience that engages them in extensive cross cultural (CC) learning. A course may meet the cross cultural learning requirement either because of its content or because of the context in which the course is offered. Meeting this requirement does not necessarily mean taking an extra course. These CC courses may be either within or outside the major or may meet another General Education requirement. CC courses may also be specially designed for Interterm and May Term courses. A student may also fulfill the CC requirement by participating in one of the international programs of the Council for Christian Colleges & Universities (CCCU) or similar pre-approved study abroad experience.

All CC courses or experiences must meet five or more of the eight criteria listed below. The course must:

1. Focus on a cultural group or groups other than the predominant culture group of the United States.

2. Provide a significant knowledge base regarding a different culture or cultures and, in so doing, emphasize the importance of developing a comprehensive worldview.
3. Explain ethnocentrism and its role in the development of perceptions and reality.
4. Focus on the alternative views of reality and perceptions of the cultural group(s) studied: beliefs, values, customs, language, non-verbal communication, etc.
5. Include the study of the accomplishments of the culture(s) being considered.
6. Strive to develop empathy toward the group or groups studied.
7. Address the issues of cultures in conflict between and within nations.
8. Develop an understanding of social and cultural change.

Current catalog courses that meet the CC requirement include:

- ART 355: Art History: Non-Western
- ENG 318: Cross cultural Studies for TESOL
- FRN 320: French Civilization
- FRN 323: Le Monde Francophone
- HST 202: Eastern Civilization
- HST 310: History of Latin America
- MGT 351: International Business
- SOC 112: Anthropology
- SOC 302: Diversity Issues
- SOC 360: Sociology of Cities
- SPN 320: Espana & Civilization
- SPN 380: El Drama Hispanico

## Fine Arts

### Fine Arts

Students seeking a B.A. or B.S. degree are required to complete the fine arts requirement. Students must complete HUM 211: Fine Arts (three credits) or a combination of an art history and music listening course. If students elect a combination of art and music courses to complete this requirement, they must take any of a number of art history courses (for two or three credits) and MUS 209: Music Listening (two credits). Eligible Art History courses include ART 251: Art History: Introduction and Survey (maybe taken for two or three credits); ART 252: Art History Survey II (three credits); ART 352: Nineteenth Century Art History (three credits); ART 353: Twentieth Century Art History (three credits); or ART 355: Non-Western Art History (three credits). Students who enter with an A.A. or A.S. degree are not required to complete the Fine Arts Requirement. B.M.E. students should take the combination of art history and music listening in order to fulfill this requirement.

### Foreign Language

Students pursuing a Bachelor of Arts degree who enter Greenville College without an A.A. or A.S. degree must complete the foreign language requirement. To do this, they must demonstrate "intermediate" competency in French, German, Spanish, Greek, Latin, or some other approved foreign language. They can demonstrate their competency by passing three semesters (12 credit hours including courses numbered 101, 102, and 201) of one of the languages listed earlier, or by passing a proficiency examination at the intermediate level. Students should consult the Head of the Department of Modern Languages for more information about competency testing.

### Health, Physical Education, and Recreation (HPR) Activities

Most students pursuing B.A. or B.S. degrees must complete two HPR activity credits in order to graduate. HPR activities courses are usually 0.5 credit courses offered for seven weeks of each semester. Students may choose

from a variety of courses, including HPR 200 *Leisure Sports*, or any HPR course numbered 202-205, 212, or 213, entitled Individual or Team Sports.

Students who enter with an A.A. or A.S. degree are not required to complete the HPR activities requirement. B.M.E. students and those pursuing a B.S. in any of the eight Secondary Education programs are only required to complete one credit of HPR activities. One of the activities courses must include Self-Defense.

Students participating in a varsity sport or cheerleading for a complete season may waive one credit of the activity requirement. Students who participate in more than one varsity sport may waive a maximum of two credits in this manner. Varsity athletes or cheerleaders do not earn HPR activity course credit for their athletic participation, they waive the activity requirement. In other words, participation in a varsity sport or cheerleading does not help student accumulate credits towards graduation but will help them fulfill this requirement. The waiver applies only to HPR activity credits, not HPR 101 or HPR 102 requirements.

Veterans or students over 25 years of age when entering Greenville College may also waive the HPR Activity credits. The HPR 101 and HPR 102 requirements still must be completed. *This only applies to students entering Greenville College for the first time.*

Only two credits of HPR activities courses may be applied to the graduation requirement of 126 credits.

### **Literature**

Most students pursuing B.A. or B.S. degrees must complete the Literature requirement by successfully completing a three-credit multi-genre literature course. Students who transfer to Greenville College with A.A. or A.S. degrees are exempt from this requirement. Students pursuing a B.M.E. degree can meet the Literature requirement in conjunction with the Biblical Studies requirement described earlier.

Courses that fulfill the literature requirement include ENG 201: Introduction to Literature, and ENG 243: Masterpieces of World Literature. It is highly recommended that student majoring in Early Childhood, Elementary, and/or Special Education should take ENG 350: Children's Literature. Students pursuing B.S. degrees in one of eight Secondary Education programs may fulfill this requirement by completing ENG 351: Adolescent Literature. Other approved multi-genre literature courses not listed here may also fulfill the Literature requirement; contact the head of the English Department for more information.

### **Mathematics or Quantitative Reasoning**

All students except those entering Greenville College with A.A. or A.S. degrees must complete the mathematics or quantitative reasoning requirement. These courses are offered for either three or four hours of credit. Any mathematics course numbered 101 or higher will meet the requirement, as will PSY 202: Statistics or SOC 202: Statistics (both three credits).

### **Laboratory Science**

All students except those entering Greenville College with A.A. or A.S. degrees must complete at least one laboratory science course. Students pursuing a B.A. or B.S. degree in any area other than in Secondary Education must also complete a second laboratory science course. Laboratory science courses are three or four credits.

When students are required to take two laboratory science courses, they must ensure that they are from two different departments. The list below provides a guide for identifying natural science courses taught in the appropriate departments:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> <li>Any course with a BIO prefix that includes a laboratory section.</li> <li>SCI 101: Biological Science</li> </ul>	<ul style="list-style-type: none"> <li>Any course with a CHM prefix that includes a laboratory section.</li> <li>SCI 104: The Molecular World</li> </ul>	<ul style="list-style-type: none"> <li>Any course with a PHY prefix that includes a laboratory section.</li> <li>SCI 102: Energy and the Environment</li> <li>SCI 105: Planets and Stars</li> <li>SCI 310: Exploring the Universe</li> </ul>

The table above shows that students can complete a requirement for two laboratory science courses by taking, for example, SCI 101 and SCI 104, because SCI 101 is a biology course and SCI 104 is a chemistry course. Students cannot complete the requirement for two laboratory sciences by taking, for example, SCI 102 and SCI 105, because both of these are taught in the Physics Department. Students should consult the Records Office or their advisor whenever they are confused about which science courses will allow them to complete the laboratory science requirement.

### **Philosophy**

All students except those entering with an A.A. or A.S. degree must complete the Philosophy requirement. They may do so by taking any three-credit course in philosophy. All Philosophy courses are designated by the prefix PHL. Typically, students will take PHL 201: Major Issues in Philosophy, PHL 250: History of Philosophy I, or PHL 251: History of Philosophy II.

### **Psychology**

All students except those entering with an A.A. or A.S. degree must complete the psychology requirement. They may do so by taking any three-credit psychology course except PSY 202: Statistics. Often students take either PSY 101: General Psychology, or PSY 220: Psychology for Living to complete this requirement.

### **Sociology**

Students completing a B.A. or B.S degree in an area other than Secondary Education must fulfill the Sociology requirement unless they enter Greenville College with an A.A. or A.S. degree. This requirement can be fulfilled by the successful completion of any three-hour Sociology course except SOC 202: Statistics. Students typically take SOC 101: Principles of Sociology, SOC 103: Social Problems, or SOC 112: Anthropology to complete this requirement.

### **Upper-Division Writing Intensive Course within a Major**

All students must complete an upper division “Writing Intensive” (WI) course within their major field of study. These courses fulfill the General Education requirement for a Writing Intensive course, but, because they fulfill major

requirements as well, do not increase the required credit hours for General Education. The courses listed below are WI courses:

- ART 353: Art History: The Twentieth Century
- BIO 410: Seminar in Biology
- CHM 409: Seminar in Chemistry
- CIS 365: Computer Science Theory
- COM 410: Communication Seminar
- EDU 305: History and Philosophy of Early Childhood Education
- ENG 456: English Seminar
- HST 305: Twentieth Century America\ "mgt409"
- MGT 409: Business/Economics Seminar
- MTH 212: Linear Algebra
- MUS 310: Music History II
- PHL/REL 310: Philosophy of Religion
- PHY 409: Seminar in Physics
- PSY 350: Psychological Systems
- SOC 380: Sociological Theory

	CREDIT HOURS	Required of new or transfer students arriving at GC with fewer than 60 credits who seek a:				Required of transfer students entering with 60 or more credits but no A.A. or A.S. degree who seek a:				Required of transfer students entering with a A.A or A.S. degree who seek a:
		B.A.	B.S.	B.M.E.	B.A.	B.S.	B.M.E.	B.A.	B.S.	
<b>CORE REQUIREMENTS</b>										
COR 101: Cornerstone Seminar: Foundations in the Liberal Arts Tradition	3	X <sup>1</sup>	X <sup>1</sup>	X <sup>1</sup>	-	-	-	-	-	-
COR 102: Introduction to Christian Thought and Life	3	X	X	X	-	-	-	-	-	-
COR 201: Foundations of Science	3	X	X	X	X	X	X	X	X	X
COR 301: Liberal Arts and Christian Thought	3	-	-	-	X	X	X	X	X	X
COR 401: Capstone Seminar: Advanced Integrative Studies	2	X	X	X	X	X	X	X	X	X
<b>DISTRIBUTED REQUIREMENTS</b>										
<b>Required Courses</b>										
COM 101: Speech Communication	3	X	X	X	X	X	X	X	X	-
ENG 101: Research and Writing	3	X	X	X	X	X	X	X	X	-
HPR 101: Wellness: Basic Concepts	1	X	X	X	X	X	X	X	X	-
HPR 102: Wellness: Physical Fitness	1	X	X	X	-	X	X	-	-	-
HST 101: Western Civilization	3	X	X	X	X	X	X	X	-	-
<b>Required Areas of Study</b>										
Biblical Studies	0-3	X	X	X <sup>5</sup>	X	X	X <sup>5</sup>	X	X <sup>5</sup>	-
Cross Cultural Course or Experience	3-4	X	X	X	X	X	X	X	X	X
Fine Arts	0-12	X	X	X	X	X	X	-	-	-
Foreign Language Competency at Intermediate Level	2	X	-	X	-	X	-	-	-	-
HPR Activities	3-4	X	X <sup>2</sup>	X <sup>3</sup>	X	X <sup>2</sup>	X <sup>3</sup>	-	-	-
Laboratory Science (One area of science)	3-4	X	X	X	X	X	X	-	-	-
Laboratory Science (A second area of science)	3	X	X <sup>4</sup>	-	X	X <sup>4</sup>	-	-	-	-
Literature	3	X	X	X <sup>5</sup>	X	X	X <sup>5</sup>	-	-	-
Mathematics or Quantitative Reasoning	3	X	X	X	X	X	X	-	-	-
Philosophy	3	X	X	X	X	X	X	-	-	-
Psychology	3	X	X	X	X	X	X	-	-	-
Sociology	3	X	X <sup>4</sup>	-	X	X <sup>4</sup>	-	-	-	-
Upper Division Writing Intensive Course within Major	-	X	X	X	X	X	X	X	X	X
<b>MINIMUM REQUIRED CREDITS</b>		<b>63</b>	<b>51</b>	<b>40.5</b>	<b>60</b>	<b>48</b>	<b>37.5</b>	<b>11</b>	<b>11</b>	<b>11</b>

**B.A.** Bachelor of Arts   **B.S.** Bachelor of Science   **B.M.E.** Bachelor of Music Education   **X** indicates that a course is required. - indicates that the course is not required.

<sup>1</sup> Transfer students with two sequential writing courses, may waive the COR 101 requirement.

<sup>2</sup> Students majoring in secondary education need only one HPR Activity credit, 1/2 credit of which must be Self Defense.

<sup>3</sup> B.M.E. students are only required to take one HPR 200 course entitled Self Defense in order to fulfill their HPR Activity requirement.

<sup>4</sup> Not required for students majoring in one of the eight secondary education programs leading to the B.S. degree. See the Guide to Teacher Education for more details.

<sup>5</sup> B.M.E. students can take a single Biblical Literature course that satisfies both the Literature and Biblical Studies requirement.

### Academic Advising

Academic advising is a critically important component of the student's education. For that reason, all students at Greenville College have an advisor and should meet regularly with this individual. Advisors can help students make the adjustment to college life, select a major, and select among course options to help them attain their desired professional or graduate school goals. Advisors may also help students understand requirements of accrediting agencies and the state, when their chosen profession is governed by these external bodies. Students should make it a priority to meet regularly with their advisor.

All incoming first time freshmen students will have as their advisor the instructor for their chosen "Cornerstone Seminar," COR 101: Foundations in the Liberal Arts Tradition. This advisor/instructor is specially trained to help the student adapt to GC life. At the end of their first semester, students who have officially declared a major will be assigned a new advisor within that major area. Students can declare a major by filling out the appropriate form in the Records Office. If students are undecided about a major, they will retain their COR 101 instructor as their advisor.

Transfer students will be assigned advisors in their chosen major. When transfer students come to GC undecided about their majors, they will be assigned an advisor who specializes in helping students think through appropriate majors.

Advisors play a key role in the registration process. They help students select appropriate courses within a major and within the General Education curriculum. They also advise students when students desire to add, drop or withdraw from one or more courses, take independent studies, or change majors. Students cannot register or make schedule changes without the signature of their advisor.

Though advisors play a key role in helping students make good academic choices, the student is ultimately responsible for his or her own progress towards a degree. Students must take steps to ensure that they have prepared for each advising session. They must be aware of the graduation requirements for their chosen major and degree, and must monitor their progress towards that degree.

To prepare for advising sessions, students should read this Catalog carefully. They should pay attention to the General Education requirements and the requirements in their chosen major. They should read course descriptions and, using the Catalog and the "Schedule of Courses" published by the Records Office, prepare a tentative class schedule. This advising "homework" will help students get the most out of advising sessions, and ensure that they make appropriate progress towards their college degree.

This Catalog is a very important tool for students. It should serve as the first source when students have questions about courses, majors, or graduation requirements. Students may also find helpful information about majors in departmental guides or handbooks. For example, students choosing majors in Education should consult the **Teacher Education Guide**. Those in music-related majors will find important information in the **Music Department Policies and Procedures Handbook**. If the departmental guides or handbooks and the Catalog disagree, students and advisors should seek clarification about the official requirements from the Registrar.

### The Individually Tailored Education Plan

The Individually Tailored Education Plan (ITEP) offers students an opportunity to design a uniquely personalized college program. It is particularly useful to students who want to take advantage of the interdisciplinary strengths of Greenville's liberal arts curriculum. Requirements include the following:

1. 126 credits. At least 48 credits must be at the upper division level.
2. A concentrated major (32 credits of which must be in one department) of 48

credits, allocated among two or more departments.

3. All course selections must be made with the consultation and approval of the faculty advisor, and be approved by the Office of Academic Affairs. The plan must be submitted and approved no later than the beginning of the first semester of the senior year.
4. The program of courses is expected to reflect emphases of breadth and depth of study, and is to be developed in relation to the student's needs and interests as measured against the goals of the College.

### **Academic Terms**

The College has four academic terms each year: fall semester, Interterm, spring semester, and May Term. Under this calendar of study, students normally take fifteen credits each semester. The fall semester typically begins the first week of September and ends immediately before the Christmas vacation. Spring semester typically begins the first week of February and ends the third week of May.

In between these two 15-week semesters, students return in January for Interterm. Interterm is an intense period for special academic study when a student focuses on only one three-credit course. The purpose of the Interterm is to create a short-term block of time that provides the College with an opportunity for introducing more flexibility into the curriculum. Interterm courses may be applied to General Education, major, or minor requirements. Students also have the opportunity during this period for brief off-campus study experiences. An Interterm course list is published each year identifying the courses to be offered.

May Term typically begins the last week in May and lasts for three weeks. The May Term functions as an integral part of the academic program of Greenville College. In general, the courses offered correspond closely with those offered during the regular semester. As occasion demands, however, additional courses are provided. Likewise, in order to allow students as wide a selection as possible in certain fields, some courses are given on an alternate year basis. A May Term course listing is published each year identifying the coursework to be offered during this abbreviated term.

### **Student Load**

Academic credit is measured in semester hours. A semester consists of 15 weeks of instruction and examination.

A minimum of 12 credits during the fall and spring semester constitutes full-time enrollment for that term. For purposes of financial aid, a student taking 12 credits is considered full-time. Students wishing to enroll for more than 18 credits must have above a 3.00 GPA and special permission of the Dean of Instruction. Faculty advisors consult every student at least once each semester to ensure that they are making satisfactory academic progress and to help plan their course of study.

### **Registration**

Registration days are held in the spring for the following academic year, including Interterm. First-time freshmen and new transfer students have opportunity during the summer to register for their courses, and advisors are available to assist them during special Drive In Days.

*The student's choice of courses, once made and filed, should be permanent for the semester.*

### **Independent Study**

Any student in good academic standing may, with the approval of the instructor, the department head, and the Dean of Instruction, enroll for a full or partial course in a given subject matter. A minimum of 40 hours per credit must be devoted to a special project under the supervision of the instructor. Independent study offers students the opportunity to explore areas that may develop into a departmental honors project.

**Cooperative Education**

Co-op programs are designed to integrate academic learning with paid, planned, and supervised work experience. Any student in any major, or those undeclared, may enroll in a co-op. A co-op is considered to be an experiential learning opportunity and is appropriate for students who want to explore their career interests. Many employers recruit from their co-op programs when hiring full-time candidates. Full-time students who have completed a minimum of 28 credit hours and a minimum GPA of 2.0 are eligible to earn academic credit for co-op work experiences. Students may choose to work part-time (parallel co-op) or full-time (alternating co-op) during the academic year or summer session. A minimum of two credits are required per placement and a maximum of 12 credits for co-op can be earned. Some academic departments require students to complete a co-op/internship related to their academic major. Co-op experiences coordinated through the Office of Career Services can be used to fulfill academic internship requirements. Career Services also coordinates the Illinois Board of Higher Education Cooperative Education Program Grant which helps to fund co-op experiences for Illinois resident students who are placed with Illinois employers.

Students must enroll in either the Career Services co-op course (GS 298) or the internship/practicum course for their respective academic program. Students enrolled in GS 298 receive either pass or fail grades. Students complete a minimum of 40 hours of work for each enrolled credit. Students enrolled in course number 405 within the individual academic departments usually earn grades. An internship/practicum is generally considered to be pre-professional experiential learning and is appropriate for students who have completed minimum departmental prerequisites. Internships/practica are normally a defined part of an academic major and therefore must be approved by the appropriate department. Departmental requirements vary and students are expected to fulfill the necessary requirements, e.g., research papers, summary paper, and additional work hours per credit.

**Auditing**

Any student may audit a course. Students auditing a course should attend class, but do not have to complete assignments. They receive no college credit. Audited courses appear on the transcript with either a grade of T (successful audit) or N (unsuccessful audit). Grades for audited courses do not affect the student's GPA.

Students may not audit courses in which individual instruction from a faculty member is fundamental to the class. Courses that may not be audited include, but are not limited to: Independent Studies, Applied Music Lessons, Art Studio, Practica or Internships, Student Teaching, Cooperative Education, Honors Research and Thesis, and Departmental Reading Courses.

Students earning College Scholar honors may audit one course free of charge every semester while maintaining this status. Other full-time students wishing to audit a course will be charged \$20 for every credit over 17 hours. Part-time students will be charged \$30 per audited credit.

Courses that are audited do not count toward full-time status for financial aid or sports eligibility.

**Making Changes in Schedules**

Those students who must change their schedules after a term has begun are permitted to do so, but only during prescribed periods. Before requesting schedule changes, students must consult with and receive the signature of their academic advisor and relevant course instructors. Faculty members may facilitate the schedule change process, but the student must personally complete and turn in the required forms with the necessary signatures to the Records Office.

**ADDING COURSES:** During fall and spring semesters, students are permitted to add a course during the first five days of the term without instructor's permission. During the second five days of the term, students are permitted to add a course only

with the permission from the instructor. After the tenth day of the term, students will not be allowed to add a course unless a student-generated petition is approved<sup>1</sup>.

Only under exceptional circumstances such as prolonged illness or death in the family would a petition to add a course late be received favorably. Any student seeking exceptional consideration must complete the petition form and receive approval from the course instructor, the student's advisor, and the Dean of Instruction. Petition forms are available in the Records Office.

Students may add a course during Interterm or May Term only in the first two days of class. Adding a course during the first day can occur without instructor's permission. Adding a course the second day requires the instructor's permission. Again, course additions after this period are considered exceptional and require approval of a student-generated petition, as described in the previous paragraph.

**DROPPING COURSES AND WITHDRAWING FROM COURSES:** Students who wish to be released from a course after a term has begun have two options, depending on the timing of their request. **Dropping** is permitted during the first ten class days in a fall or spring semester. **Withdrawing** is permitted from the eleventh day through the end of the tenth week of the fall or spring semester. After the tenth week of a semester students *may not* drop or withdraw, and must complete a course. If they do not complete the course, students will receive whatever grade the instructor deems appropriate.

During Interterm and May Term, dropping is permitted during the first two days of the term. Withdrawing is permitted from day three through ten.

Exceptions to this policy will only be permitted in exceptional circumstances such as prolonged illness or death in one's immediate family. A student who wishes to be considered for an exceptional drop or withdrawal must complete a petition form available in the Records Office and receive approval from the Dean of Instruction.

Dropping and withdrawing are very different. The table below outlines important differences between the two.

#### Frequently Asked Questions about Drops and Withdrawals

QUESTION	DROP	WITHDRAWAL
When can I do this?	First 10 days of fall or spring semester, first two days of Interterm and May Term	Day 11 through week 10 of a Fall or Spring semester, Days 3 – 10 of Interterm and May Term
Will the course appear on my transcript?	No	Yes, with a grade of "W"
Will this affect my GPA?	No	No
Will it reduce the number of credits for which I am registered?	Yes	No
Will this reduce my bill?	Possibly, if no other course is added	No
Will this affect my financial aid package?	Possibly	No
Will this make me ineligible to play sports?	Possibly, check with your coach	Possibly, check with your coach

<sup>1</sup> Select music ensembles, lab bands, or courses related to theatrical participation are exempt from this policy and may be added after the first ten days of classes with the instructor's signature.

**TO DROP A COURSE:** To drop a course, students must complete a Drop Slip (available in the Records Office) and obtain the signature of their advisor. This is permitted only in the first ten days of the fall or spring semesters or only the first two days of Interterm or May Term.

**TO WITHDRAW FROM A COURSE:** To withdraw from a course, students must complete a Withdrawal Slip (available in the Records Office) and obtain the signature of their advisor *and* course instructor. During the fall and spring semesters, this is permitted from the eleventh day through the end of the tenth week of classes. During Interterm and May Term, this is permitted from the third to the tenth day of the term.

**INSTRUCTOR-INITIATED DROPS AND WITHDRAWALS:** Students who have never attended, who cease to attend, or who do not submit required work in an enrolled course may be dropped or withdrawn upon recommendation of the instructor through the first six weeks of the semester. The recommendation must be made in writing to the Registrar when the instructor seriously questions the student's intent to pursue the course. This policy is designed to help remind students of their academic commitments.

If the instructor acts within the first ten days on which classes are held during a semester, or the first two days of Interterm and May Term, the request would be treated as a request to drop a course. Dropped courses are deleted from the student's schedule, will not appear on the transcript, and the student's course load for that semester will be reduced by the appropriate number of credits.

If the instructor acts between the eleventh day and the end of the sixth week of the fall or spring semester, the request would be treated as a withdrawal. If the instructor acts between the third and sixth day of Interterm or May Term, the request would be treated as a withdrawal.

If the student is withdrawn from the course, a grade of W will be listed on the transcript. For more details on drops and withdrawals, see the appropriate sections above.

Instructor-initiated withdrawals after the sixth week of a semester (or sixth day of Interterm and May Term) are not allowed.

The Registrar has the responsibility to approve or to deny instructor-initiated requests for drops or withdrawals. If the Registrar approves such a request, the student will be notified of such action in writing.

Students may appeal any instructor-initiated drop or withdrawal. Appeals for reinstatement into a class must be submitted in writing to the Registrar within one week after the notification to drop or withdraw was sent to the student.

**DROPPING OR WITHDRAWING FROM ALL COURSES:** Students wanting to drop or withdraw all the courses for which they are enrolled must, unless they qualify for an administrative withdrawal (see next section), personally drop or withdraw from their courses. The procedures for this are described in the earlier sections on "To Drop a Course" and "To Withdraw from a Course."

If the student acts early enough to drop all courses, no courses for that term will be recorded on the student's transcript. If the student is too late to drop, but is still permitted to withdraw, all courses will be included on the student's transcript and will be given the grade of W. For more information on timing of drops and withdrawals, see the table entitled "Questions about Drops and Withdrawals."

Students receiving financial aid who drop or withdraw from all courses will have obligations to the government and/or lenders even if they attended only a single day of the term. Contact the Financial Aid Office for more information. See also the Catalog section entitled "Student Charges and Payment Information."

Students withdrawing from all courses must complete an Exit Interview in the Student Development Office before they leave campus.

**ADMINISTRATIVE DROPS AND WITHDRAWALS:** Students are sometimes prohibited from initiating drops or withdrawals because of the following circumstances:

1. Extreme illness of the student or an immediate family member. The illness must be documented by a physician.
2. Death in the immediate family. The death must be documented by a physician or coroner.
3. Required call to active military duty. The call to active duty must be documented by a letter from a branch of the military.

In any of these cases, students or the agents acting on their behalf may request an administrative drop or withdrawal from some or all courses. This request must be submitted in writing and include appropriate documentation. This request should be submitted to the Registrar.

Drops will be permitted in the first ten days in which classes are taught in a semester, or first two days of Interterm or May Term. Withdrawals may be permitted after that period. Note that students receiving financial aid will have obligations to the government and/or lenders even if they attended only a single day of the term. Contact the Financial Aid Office for more information. See also the Catalog section entitled "Student Charges and Payment Information."

### **Academic Probation**

Satisfactory academic progress is critical to the college experience. Therefore, an academic probation system exists to inform students when they are at academic risk. "Low grade" reports are sent to students six weeks into each semester. This letter informs students that continuation of present academic behavior could result in placement on academic probation at the end of the semester.

A student must have a cumulative GPA of 2.00 or higher to graduate. Students falling below that average are failing to make satisfactory progress toward graduation, and are placed on academic probation at the beginning of the next semester.

Exceptions to the 2.00 standard:

1. Because students may need time to get accustomed to college level work, individuals completing their first semester of full-time enrollment remain off probation if their cumulative GPA is 1.5 or higher.
2. Students completing their second semester of full-time enrollment remain off probation if their cumulative GPA is 1.75 or higher.
3. Part-time students, who have never had a semester of full-time enrollment and who further have not yet attempted their 13th credit of work, remain off probation with a cumulative GPA of 1.5 or higher. Any part-time students, who have attempted 13 but have not yet attempted 25 credits, remain off probation with a cumulative GPA of 1.75 or higher.
4. In order to remain off academic probation, freshman transfer students must have a 1.75 GPA at the end of their first semester at Greenville College. All other transfer students must have a 2.00 GPA at the end of their first semester at Greenville College.

A student is removed from academic probation when the cumulative GPA meets the above criteria.

Any student on academic probation or eligible for academic probation will be reviewed and is subject to academic dismissal. Students on probation must develop a "Learning Contract" detailing their responsibilities and restrictions. The contract could include but would not be limited to: restricting academic and non-academic activities, required attendance at study sessions, meeting with a faculty advisor, regular ses-



### Departmental Honors

[www.greenville.edu/academics/dephonor](http://www.greenville.edu/academics/dephonor)

sions with an upper division student, retaking certain classes, and academic performance during the upcoming semester at an established level.

Normally, a student facing a third semester of academic probation will be dismissed. At least one semester must elapse before a dismissed student may apply for readmission to the College.

### Academic Honors Awards

Traditional Greenville College students are eligible to receive honors as outlined below.

The **Dean's List** is published at the end of each semester. Names of full-time students having the following grade point average for the semester appear on the roll: freshmen and sophomores, 3.25; juniors and seniors, 3.50.

The Office of Academic Affairs designates **College Scholars** each semester from those students whose names appear on the Dean's List. In order to qualify for the distinction of College Scholar, the student must have been on the Dean's List at least three consecutive semesters. Transfer students may qualify for College Scholar recognition after two consecutive semesters on the Dean's List at Greenville College if they were on the honor roll at their previous school. Students who are designated as College Scholars have the privilege of auditing a course without charge each semester they continue their academic achievement.

**Departmental Honors**, announced at commencement, represent at least two semesters of research and writing. A student thesis is approved by a three-member faculty committee after an oral examination. Copies of all student theses are bound and housed in the College library. Students interested in completing an honors thesis must satisfactorily meet the following requirements:

- a. Candidates must have maintained a "quality index" of 3.00 for the four years of college work and must not have fallen below an average of 3.00 in the department in which honors are being sought. Upon recommendation of a department head, seniors who do not meet this requirement may be permitted to engage in a study with the understanding that honors will not be recorded unless their cumulative quality point average is 3.00 by the time they graduate, or unless they achieve a 3.35 quality point average in their senior year.
- b. Candidates must secure the approval of the head of the department chosen for honor work and must notify the Office of Academic Affairs of the intention to enroll in departmental honors prior to October 1 of the senior year. This program may be initiated only within the candidate's major field of study.
- c. Students may begin honors research in the second semester of the junior year by taking **HON 389 Junior Departmental Honors Research** for one or two credits. Seniors take **HON 489 Senior Honors Research** and **HON 490 Departmental Honors Thesis**. Expectations of these courses are described in the "Instructions for Preparation of Departmental Honors Theses" available from the Departmental Honors Coordinator or the Greenville College website.
- d. Senior candidates must submit, by April 1, a computer-printed thesis on the topic assigned for study and investigation and, before May 1, must appear before the committee in charge for an oral examination on the thesis and over the work of the department in general. Final binding copies are due by May 1 for Thesis Projects to be included in the Commencement program and for consideration for Special Honors (later submissions will be listed on the transcript only).

### Honors Societies

Membership in **Alpha Kappa Sigma** honor society of the Association of Colleges and Secondary Schools of the Free Methodist Church is granted, by vote of the faculty, to

those students completing the senior year who excel in scholarship, character traits, and extracurricular activities. The purpose of the organization is to promote the development of character and leadership, to stimulate a spirit of service, and to create an enthusiasm for excellence in scholarship. Election to membership represents one of the highest honor awards given by any Free Methodist college or secondary school.

### **Department Honors Societies**

**Beta Beta Beta**, a national honor society for students of biological sciences, promotes scholarship, the understanding of scientific truth, and research. Membership is composed of any Biology major with a B average in their biology classes and a 2.5 GPA overall.

**Chi Beta Sigma**, the GC business club, is open to any business major or minor with a 2.5 GPA. The club offers students a chance to grow professionally through monthly activities including guest speakers, visits to different companies, and other activities. Members can take part in business ventures which raise funds for the club.

**Kappa Delta Pi** is an international education honors society for students who have completed 50 semester credit hours; have completed or have programmed 12 semester hours of Professional Education courses; and have a minimum GPA of 3.0 for all courses taken. The purpose of the society is to promote excellence in and recognize outstanding contributions to education by hosting monthly activities such as guest lecturers.

**Lambda Pi Eta** is an international communication honors society for students who have completed 60 semester credit hours; have a minimum GPA of 3.0 for all courses taken; have a 3.25 GPA in communication courses; and have completed an equivalent of 12 semester hour in communication studies.

**Phi Alpha Theta** is an international honor society for students who have a minimum of 12 hours of history, with a grade point average of 3.1 or above in those courses. Phi Alpha Theta promotes the study of history by bringing together students, teachers, and writers of history together both socially and intellectually. Over 180 history students have been inducted into Phi Alpha Theta during the past forty years.

### **Final Honors**

By vote of the faculty, "cum laude" may be awarded at commencement to those students who have attained high distinction (3.50) in general scholarship during the last two years of their college course. "Magna cum laude" and "summa cum laude" may be awarded to those students who have maintained a superior scholarship record for the entire four years of college. A quality point average of 3.85 is required for "magna cum laude" while a 3.95 average is necessary for "summa cum laude." To qualify for "summa cum laude" a student must also successfully complete the Departmental Honors Program. To be eligible for final honors a student must have carried 12 hours each semester in residence for the last two years of college coursework. Transfer students who have a minimum of 60 hours of Greenville College work are eligible to be considered for all final academic honors. Both transfer college and Greenville College work will be considered in computing the GPA for honors eligibility. Students who have met the scholarship standard but not the other requirements may be granted "honorable mention."

The "President's Citation" is awarded each year to the graduating senior who has demonstrated the highest academic achievement in the context of a Christian liberal arts program.

### **Honors Program**

In addition to qualifying for academic honors, qualified students may apply for admission to the Greenville College Honors Program. The Honors Program, often referred to as a "value added" enrichment of the College's already strong curriculum, encour-



### **Honors Program**

[www.greenville.edu/honors](http://www.greenville.edu/honors)

ages learning, character development, and service in an environment which is academically invigorating and supportive. The Program components include "honors" sections of several General Education courses<sup>2</sup>, special honors seminars and courses (see HON in the Course Listing for descriptions), a senior Department Honors Thesis, and participation in a variety of cultural, social, and service experiences available only to members.

All students admitted to the Honors Program automatically become members of the Honors Society, the "extra-curricular" student organization within the Program which elects student officers who assist with the planning and implementation of the aforementioned activities and other community building opportunities.

The Honors Program is affiliated with the National Collegiate Honors Council and the Honors Council Illinois Region and cooperates with other institutions of the Council for Christian Colleges & Universities by encouraging student participation in a wide range of semester off-campus academic programs. Locally, the Honors Program is administered by a director who is assisted by an Honors Council composed of faculty and students.

For information about admission qualifications and procedures, contact the Honors Program Office which is located in Ruby Dare Library, Room 215, or telephone (618) 664-6610.

#### **Academic Testing**

The College uses some out-of-class testing for assessment purposes. In an effort to verify educational outcomes, the College administers various surveys and tests to students. These measures are used to determine the level of educational development for individual students and to help the institution improve its instructional programs. Although the exams do not earn credit or waivers, students should take them seriously because results are used in academic advisement, program development, and assessment studies.

#### **Off-Campus Semester Programs**

Greenville College makes available to students opportunities to earn credit through off-campus study. Students are encouraged to consider spending at least one semester gaining the enrichment of cross cultural experience or learning in an unusual environment. In all of the programs listed below students remain enrolled through Greenville College. Costs for all off-campus programs will be the greater of Greenville College's tuition room and board or the program's tuition, room and board. Some programs require additional travel costs.

Most of the off-campus study programs are available to juniors and seniors with a minimum GPA of 2.75. For further information regarding academic requirements, financial arrangements, and schedule planning contact the Academic Enrichment Center.

Individual courses within the off-campus study programs are subject to change. Please consult the program catalogs available at the Academic Enrichment Center for current course listings.

Grades for courses taken by Greenville College students in off-campus settings assigned by non-Greenville College instructors are recorded on the transcript but they do not affect the cumulative GPA. Transcripts contain a note describing the grading policy and name the location of off-campus study.

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<sup>2</sup> Honors classes include: COM 101H Honors Speech Communication, COR 101H Foundations in the Liberal Arts Tradition, COR 102H Christian Thought and Life, ENG 101H Honors Research and Writing, ENG 243H Honors Masterpieces of World Literature, PSY 101H Honors General Psychology, SOC 101H Honors Principles of Sociology. Plans are in process to expand the number of Honors sections of other General Education courses.



#### **Honors Program**

[www.greenville.edu/honors](http://www.greenville.edu/honors)



#### **Off Campus**

[www.greenville.edu/learningresources/aec/trips.shtml](http://www.greenville.edu/learningresources/aec/trips.shtml)



#### **CCCU Off-Campus Studies**

[www.bestsemester.com](http://www.bestsemester.com)

**"Greenville in Africa" Semester**

Greenville's first semester program, launched in fall 2002, gives juniors and seniors the opportunity to study in Southern Africa. The group of approximately 20 students begins the semester by spending several days in South Africa (including the world-famous Kruger National Park). The group then travels to its home base in Beira, Mozambique. Beira is the country's second-largest city, located on the coast of the Indian Ocean. "Greenville in Africa" courses included: Ecology of Southern Africa; Post-Colonial African Literature; Seminar on Southern Africa; Religion and African Philosophy; and Poverty and Development. Application information is available from the Academic Enrichment Center.

**Saint Louis Urban Center**

The introduction of Greenville's second off campus semester program is being planned for the fall of 2004. Living in downtown St. Louis, close to the Missouri Botanical (Shaw's) Gardens, the St. Louis Zoo, and Art Museum, students will be exposed to the challenges of an increasingly diverse and multi-cultured world. Courses of study include: City Perspectives, Introduction to Fine Arts, Urban Economics, The Church in the City, Sociology of Cities, and a Service Learning/Internship. Additional information and applications are available from the Academic Enrichment Center.

**American Studies Program (ASP)**

Founded in 1976, the American Studies Program has served hundreds of students from member institutions of the Council for Christian Colleges & Universities (CCCU) as a "Washington, D.C. campus." The ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. They also explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining Biblical reflection, policy analysis, and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to prepare students to live faithfully in contemporary society as followers of Christ. Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

**AuSable Institute of Environmental Studies**

AuSable Institute of Environmental Studies, located near Mancelona, Michigan, is designed to support Greenville College and other cooperating evangelical Christian colleges in courses which focus on Christian stewardship of natural resources. The Institute offers fellowships, scholarships, and travel grants to students; opportunities for service, research, and teaching for faculty; and opportunities to discuss and debate major environmental issues of concern to Christians. (See Biology Course Listings for a list of courses.)

**China Studies Program (CSP)**

The China Studies Program of the Council for Christian Colleges & Universities enables students to engage this large and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

**Christian Center for Urban Studies (CUS)**

Greenville College participates in a cooperative venture with ten Wesleyan-oriented educational institutions which provides opportunities for students to live and learn in the city of Chicago. The academic program focuses on study of urban life and systems through classes and seminars and on internship placements. Students live at The Olive Branch during their time in Chicago. Program options include regular semesters or Interterm.

**Contemporary Music Program (CMP)**

The Contemporary Music Program of the Council for Christian Colleges & Universities provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMP offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study, and a practicum. Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

**Daystar University - Kenya**

Through the Christian College Consortium and Messiah College, students from Greenville College may join over 300 African students who study at Daystar University College in Nairobi, Kenya. Students select courses from a number of areas including communications, business administration and management, education, Bible, history, literature, and African culture. All courses are offered in English. Supplemental learning is gained through excursions to museums, art galleries, and various communities around Nairobi. Students live with African students or families and eat in the College dining room. The cost for tuition, room and board, and travel is the same as that charged for tuition and room and board on the Greenville College campus.

**Honours Programme – CMRS, Oxford (HP-O)**

Honors and other highly qualified students have the exciting opportunity to study in England through this Council for Christian Colleges & Universities-sponsored interdisciplinary semester in Oxford. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines including the arts, religion, history, literature and philosophy. In addition to two tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

**Institute for Family Studies - Focus on the Family (IFS)**

Junior or senior students in good standing may spend 15 weeks in Colorado Springs at the Focus on the Family headquarters discovering the causes and cures for fractured families and becoming equipped to reverse current societal trends with positive Christian values. This is accomplished through on-site student programs, classes, and field experiences. Upon satisfactory completion of coursework, students earn up to 16 credits during their semester in the program.

**Latin American Studies Program (LASP)**

Students of Council for Christian Colleges & University colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based

in San Jose, Costa Rica. The LASP introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). Upon satisfactory completion of coursework, students in all concentrations earn 16 semester credits.

#### **Los Angeles Film Studies Center (LAFSC)**

The Los Angeles Film Studies Center is designed to train students of Council for Christian Colleges & Universities institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the LA area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

#### **Middle East Studies Program (MESP)**

This program, based in Cairo, Egypt, allows Council for Christian College & Universities students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

#### **Russian Studies Program (RSP)**

Students in the Council for Christian Colleges & University's RSP are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses, students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. RSP strives to give students broad experience in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Upon satisfactory completion of coursework, students earn 16 semester hours of credit.

**Summer Programme** – Centre for Medieval and Renaissance Studies (CMRS), Oxford  
This program allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) in Oxford, England. This program is sponsored by the Council for Christian Colleges & Universities. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early mod-

ern Europe in a choice of lectures, seminars, and field trips. Upon satisfactory completion of coursework, students earn six to nine semester credits, which are recommended to member institutions by CMRS.

#### **Summer Institute of Journalism (SIJ)**

Council for Christian Colleges & Universities (CCCU) campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, D.C. Each year 15 students are selected to participate in the Institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and provides excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communication professors from CCCU member institutions, take part in field trips, and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news, editing copy and designing layout. The Institute develops students as Christian journalists-- exhibiting both professionalism and legal/ethical integrity. Upon satisfactory completion of coursework, students earn four semester hours of credit.

#### **Professional and Pre-Professional Curricula**

Although the curriculum of Greenville is not organized for specialized technical or professional training and maintains the liberal ideal throughout, provision is made for pre-professional study and limited professional specialization in numerous fields. Information concerning professional and pre-professional work in Engineering, Journalism, Law, Medicine, Religious Education, Social Service, and Teaching may be obtained from the appropriate academic departments.

#### **Engineering 3/2**

A student following the Engineering 3/2 curriculum may receive the degree of Bachelor of Arts from Greenville College and Bachelor of Science in Engineering from one of the university engineering schools with which Greenville is affiliated. The College established a cooperative arrangement with the College of Engineering at the University of Illinois in 1954 and with Washington University in 1988.

The Engineering 3/2 curriculum at Greenville College provides a three-year planned sequence of courses which permits a student to transfer to an engineering school to complete requirements for the engineering degree in any one of the fields of engineering offered. Any engineering graphics required by the program must be acquired prior to transfer or during the initial part of the coursework at the engineering school.

The Engineering 3/2 curriculum prepares the student to specialize in any of the following areas: Aeronautical, Astronautical, Agriculture, Ceramic, Civil, Computer, Electrical, Industrial, Mechanical, Metallurgical, Nuclear, Physics, or Robotics. Early in their program at Greenville College, students should consult with the engineering school of their choice to determine if any special courses are needed prior to transfer.

Upon completion of three years of study at Greenville College (see courses below) and two years at the university school of engineering, the student may apply for two degrees. The first is the Bachelor of Arts degree from Greenville College and the second should be the Bachelor of Science degree in Engineering from the respective university. The student applies for graduation as outlined in the College catalogs.

Students who wish to complete the specialized engineering program at an accredited college of engineering other than the universities indicated above will usually find it possible to do so provided they meet entrance requirements.

The typical sequence of courses for the pre-engineering curriculum is as follows in addition to the General Education requirements of Greenville College (including foreign language). One course of psychology or sociology and COR 401 Capstone Seminar will be waived from the General Education requirements. Knowledge of a foreign language is required.



#### **Engineering**

[www.greenville.edu/academics/departments/physics/physicsengineer.shtml](http://www.greenville.edu/academics/departments/physics/physicsengineer.shtml)

CHM 111 General Chemistry (4 cr)	MTH 217 Multivariable Calculus (3 cr)
CHM 112 General Chemistry (4 cr)	MTH 218 Differential Equations (3 cr)
CIS 140 Introduction to Programming (3 cr)	PHY 120 General Physics I (4 cr)
HST 202 Eastern Civilization (3 cr)	PHY 210 General Physics II (4 cr)
MGT 203 Microeconomics (3 cr)	PHY 220 General Physics III (4 cr)
MTH 115 Introduction to Calculus I (4 cr)*	PHY 318 Theoretical Mechanics (4 cr)
MTH 116 Calculus II (4 cr)*	

\*A student may go to the next mathematics course by passing a proficiency examination. A student who starts with College Algebra and Trigonometry will then delay the Calculus and Physics courses one year.

Students wishing to complete the engineering degree in four years with no degree from Greenville College should transfer after two years. Students would typically complete the Math and Science courses listed above.

### Pre-Legal

The Pre-Law program at Greenville College is not a specific course of study, rather it is the combination of well chosen courses in conjunction with a major. Following the guidelines of the Association of American Law Schools, Greenville College emphasizes broad preparation that includes a selection of courses in business, communication, English, history, political science, philosophy, sociology, and speech. This combination of courses prepares the students to read rapidly with comprehension, write clearly with precision, speak cogently, think critically, and reason logically. This will equip the student for the Law School Admissions Test (LSAT) and the rigors of law school and legal practice.

A student preparing for the legal profession should obtain the B.A. degree. In rare exceptions, a student may gain admission to a college of law after having completed 90 semester hours in a liberal arts college.

### Pre-Medical Curriculum

Students considering medicine follow a program for the B.A. degree and usually select a major from one of the natural sciences. A high GPA and high scores on the MCAT (Medical College Admission Test) are necessary to gain admission to medical school. A student should take those courses that will provide proficiency in biology, chemistry, and physics. Students should include additional courses as recommended by the medical school(s) to which they plan to apply. High school preparation should include a strong background in science and math.

The following is a list of courses recommended for pre-medical students at Greenville College:

BIO 110 General Biology (4 cr)	CHM 201 Organic Chemistry (4 cr)
BIO 305 Genetics (4 cr)	CHM 301 Organic Chemistry (4 cr)
BIO 320 General Physiology (4 cr)	CHM 315 Biochemistry (4 cr)
BIO 330 Vertebrate Morphogenesis (4 cr)	MTH 115 Calculus I (4 cr)
BIO 340 Cell Biology (4 cr)	PHY 120 General Physics I (4 cr)
BIO 360 Microbiology (4 cr)	PHY 210 General Physics II (4 cr)
CHM 111 General Chemistry (4 cr)	

Additional courses that will strengthen a student's preparation for medical school include:

BIO 115 General Botany I (4 cr)	CHM 321 Physical Chemistry (4 cr)
BIO 303 Parasitology (4 cr)	PHY 192 Electronics (4 cr)
BIO 316 Invertebrate Zoology (4 cr)	PSY 210 Experimental Psychology (3 cr)
CHM 305 Quantitative Chemical Analysis (4 cr)	PSY 320 Physiological Psychology (3 cr)



### Pre-Medicine

[www.greenville.edu/academics/departments/biology/premed.shtml](http://www.greenville.edu/academics/departments/biology/premed.shtml)

**Pre-Medical Technology**

[www.greenville.edu/academics/departments/biology/allied.shtml](http://www.greenville.edu/academics/departments/biology/allied.shtml)

**Pre-Nursing**

[www.greenville.edu/academics/departments/biology/nursing.shtml](http://www.greenville.edu/academics/departments/biology/nursing.shtml)

**GOAL**

[www.greenville.edu/goal](http://www.greenville.edu/goal)

For those students who plan to seek admission to a school in a medical-related field such as dentistry, physical therapy, optometry, or veterinary, the same basic curriculum would be followed. Adjustments in accordance with special admissions requirements for these schools can be made.

**Pre-Medical Technology**

To qualify for entering specialized training in medical technology, at least three years of properly selected college work must be taken. Some schools require four years of college work for admission. Satisfactory completion of 12 months of specialized training in an approved school of medical technology after earning credits in the following prescribed courses at Greenville College qualifies the student to receive a B.A. degree.

Since the 12 months of work in medical technology includes considerable biology, that work will be counted as equivalent to two courses of biology toward a major in biology. The additional chemistry in medical technology training will be counted as one course toward the chemistry major. The chemistry major will strengthen a student's preparation for the biochemistry emphasis in the medical technology program.

**Pre-Nursing Curriculum**

Greenville College prepares students for entrance into the clinical years of a nursing program. The College has a curriculum agreement with St. John's College of Nursing in Springfield.

Students complete a minimum of two years study at the Greenville campus before spending a final two-year period in the clinical training at the college of nursing to which they are accepted. Graduates receive a Bachelor of Science in Nursing (B.S.N.) degree from the college where they complete their study. A three-two plan is available in which the student completes Greenville's General Education requirements along with the pre-nursing curriculum before transferring to the nursing college. The student transfers back enough credit to graduate from Greenville with biology major. The student in five years then is awarded the B.S.N. degree from the college of nursing and the B.A. degree with a major in biology from Greenville College.

**GOAL PROGRAM****Adult Education Program—GOAL**

The GOAL Program (Greenville College Opportunities in Adult Learning) offers working adults an opportunity to complete their undergraduate education. Adults who are 25 years or older, have three to five years of work experience, and have 60 or more semester credit hours, are eligible to apply for admission to the program. Courses are offered at ten classroom sites throughout central and southern Illinois.

A Bachelor of Science degree is earned with a major in Organizational Leadership following the successful completion of the program components that include regular attendance at all scheduled courses, participation in the coursework, and completion of the portfolio and research projects. The student's work and life experiences are related to modern management and leadership theory to produce a productive and useful learning environment. Once a week evening classes are conducted for 18 months.

**Degree and Major Requirements**

To earn the Bachelor of Science degree, the student must:

1. Satisfy Greenville College General Education requirements through one of the following options
  - a. Present a transcript documenting an earned Associate of Arts or Associate of Science from an accredited college.

- b. Satisfy the following distributed requirements
  - i. Humanities – 12 semester credit hours
  - ii. Mathematics or Science – 9 semester credit hours
  - iii. Social Science – 9 semester credit hours
  - iv. Religion – 3 semester credit hours (met in program)
  - v. Communication – 3 semester credit hours (met in program)
  - vi. Philosophy – 3 semester credit hours (met in program)
2. Successfully complete 120 semester hours of credit including the 38 credits required by the program
3. Achieve a cumulative grade point average of at least 2.00 for all coursework completed at Greenville College.

### **Withdrawal Policy from a Course**

Students can initiate a withdrawal from a course by submitting a Course Withdrawal Form or contacting the GOAL office prior to the third night of the course. Student can withdraw from the Applied Research Project by submitting a Course Withdrawal Form or contacting the GOAL office prior to session 39 (the end of Term 2) for Applied Research Project I and II (chapters 1 & 2), and session 63 for Applied Research Project III (chapters 3 & 4).

Students cannot initiate a withdrawal from a course by informing an instructor of their plans. While it is appropriate to notify an instructor of the intention to withdraw from a course, doing so does not constitute a formal withdrawal. Students must submit a Course Withdrawal Form or contact the GOAL office in writing.

### **Withdrawal Policy from the Program**

The College will cancel a student's registration for students who officially withdraw before attending the third class night of the term. This will result in no recording of grades for the term. Students who withdraw after attending the third class night of the term will receive a W grade for all courses remaining in the term. Students initiate an official withdrawal from the GOAL program by submitting a Program Withdrawal Form to the Dean of Adult and Graduate Studies. Students cannot initiate a withdrawal from the program by informing an instructor of their plans.

Non-attendance does not constitute a withdrawal. However, students who never begin the program, or who miss two consecutive class sessions without making prior arrangements with their instructor, or who do not submit required work in an enrolled course, may be administratively withdrawn from a course or the program upon recommendation of the instructor and/or the academic director. The recommendation will be made in writing to the Dean of Adult and Graduate Studies when the instructor and/or the academic director seriously question the intent of the student to continue making academic progress. If the Dean of Adult and Graduate Studies acts to dismiss the student from the class, the registrar will notify the student of the action taken. Appeals of such action are made to the Dean of Adult and Graduate Studies.

### **Academic Review Policy**

The unique nature of the GOAL program necessitates the College to monitor students under a separate policy from the traditional students.

1. Students with less than a 2.00 term grade point average will be placed on automatic probation. The student must attain a C or better for all courses in the following term.
2. To remain in good standing, student are expected to maintain at least a 60 percent completion ratio for any given term and a cumulative grade point average of at least 2.00.
3. Students who miss more than eight hours of class time in one course will be given a grade of F in that course and are expected to retake the course.
4. Students who miss three consecutive class meetings in a term are subject

to administrative withdrawal and must apply for readmission if they wish to complete the program.

5. Students who receive F grades for two or more courses in any term will be dropped at the end of the term in which the student is currently enrolled. If such students wish to complete the program, they must apply for readmission to the program.
6. Students, with provisional admission for academic reasons who are able to complete all four courses in Term 1 with grades of C or better, will receive full admission and be eligible to continue in Term 2.

### **Final Honors**

Final honors are determined when all requirements have been met for the degree. Students who attain a minimum grade point average of 3.50 in their 38 credits of organizational leadership studies will be awarded honors of cum laude. Those earning a grade point average of at least 3.85 in all college work (including work at other institutions) will be awarded magna cum laude. Scholarship of 3.85 must first be earned in the organizational leadership major and then all other coursework is averaged in. If the average is below 3.85 but at least 3.50, honors of cum laude are awarded.

If special permission is granted to participate in commencement with some coursework pending, honors will be held until all work is completed. Honors will be recorded on the transcript to recognize outstanding academic performance.

### **FIRST SEMESTER**

# CALENDAR OF EVENTS 2003-2004

ACADEMIC INFORMATION

Faculty Fall Fellowship—Friday - Sunday  
Faculty and Staff Planning—Monday Friday  
New Student Orientation—Friday - Tuesday  
Enrollment—Monday—Tuesday (\$50 late fee charged after September 2)  
Instruction Begins—Wednesday  
All College Hike—Wednesday (Evening classes meet)  
Class Retreats  
Fall Break (night classes meet)  
Homecoming Week  
Homecoming/Parents Weekend  
Thanksgiving recess begins—Tuesday 10:30 p.m.  
Thanksgiving recess ends—Monday 7:30 a.m.  
Finals—Monday 6:30 p.m.—Friday 12:00  
Semester ends—Friday

August 22-24  
August 25-29  
August 29-September 2  
September 1-2  
September 3  
September 17  
September 19-21  
October 13  
October 13-19  
October 17-19  
November 25  
December 1  
December 15-19  
December 19

## INTERTERM

Instruction begins—Monday  
Martin Luther King Day—College Celebration  
Enrollment for spring semester (Continuing students  
\$50 late fee charged after January 22)  
Instruction ends—Friday

January 5  
January 19  
January 21-22  
January 23

## SECOND SEMESTER

Enrollment for new students and students not on campus during Interterm (\$50 late fee charged after January 28)  
Instruction begins—Wednesday  
Spring vacation begins—Friday 5:30 p.m. (approx 7<sup>th</sup> week)  
Spring vacation ends—Monday 7:30 a.m.  
Good Friday (no classes, offices closed)  
Travel Day (no classes, evening classes meet)  
Common Day of Learning/Assessment Day  
Finals—Friday—Wednesday  
Senior Grades Due Noon on Wednesday  
Baccalaureate/Commencement—Saturday and Sunday

January 28  
January 28  
March 12  
March 22  
April 9  
April 12  
April 22  
May 13-19  
May 19  
May 22-23

## MAY TERM

Instruction begins—Monday  
Memorial Day—No Classes  
Session ends—Friday

May 24  
May 31  
June 11



## Calendar of Events

[www.greenville.edu/campus/calendar](http://www.greenville.edu/campus/calendar)

# CALENDAR OF EVENTS 2003-2004

## First Semester

Faculty Fall Fellowship—Friday - Sunday	August 20-22
Faculty and Staff Planning—Monday - Friday	August 23-27
New Student Orientation —Friday - Tuesday	August 27-31
Enrollment—Monday - Tuesday (\$50 late fee charged after August 31)	August 30-31
Instruction Begins—Wednesday	September 1
All College Hike—Wednesday (Evening classes meet)	September 15
Class Retreats	September
Fall Break (night classes meet)—Monday	October 4
Homecoming/Parents Weekend	October 9-10
Thanksgiving recess begins—Tuesday 10:30 p.m.	November 23
Thanksgiving recess ends—Monday 7:30 a.m.	November 29
Semester ends—Friday 5:30 p.m.	December 17

## INTERTERM

Instruction begins—Monday	January 3
Martin Luther King Day- College Celebration	January 17
Enrollment for spring Semester (Continuing students \$50 late fee charged after January 20)	January 19-20
Instruction ends—Friday	January 21

## SECOND SEMESTER

Enrollment for new students and students not on campus during Interterm (\$50 late fee charged after January 26)	January 26
Instruction begins—Wednesday	January 26
Spring vacation begins—Thursday 5:30 p.m.	March 24
Good Friday (offices closed)	March 25
Spring vacation ends—Monday 7:30 a.m.	April 4
Senior Grades Due Noon on Wednesday	May 18
Semester ends—Friday 5:30 p.m.	May 20
Baccalaureate/Commencement—Saturday and Sunday	May 21-22

## SUMMER SCHOOL

Session begins	May 23
Memorial Day Observed—No Classes	May 30
Session ends	June 10



C U R R I C U L U M

# MAJORS & MINORS

 COURSE LISTING  
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## Art Department

[www.greenville.edu/academics/departments/art](http://www.greenville.edu/academics/departments/art)

### ACCOUNTING (described under Management)

#### ART

Associate Professor – Steve Heilmer (Department Head)

Assistant Professor – Lara Scott

Instructor and Bock Museum Curator – Sharon Davis

A restored eight-foot portrait of the College's first president hangs in the foyer of Hogue Hall. The likeness was painted in 1894 by Mrs. Anna Sanford Brodhead, first chairperson of the newly instituted Art Department. In recent years the tradition has been continued as courses are designed to develop in the liberal arts student an intelligent appreciation of our art heritage and to encourage development of high standards for aesthetic judgment and production. Art majors are exposed to a broad range of courses while specializing in one area, such as painting, sculpture, graphic design, or ceramics.

With the move into the new Maves Art Center facility, the long anticipated consolidation of the Art Department into one location has begun promising unprecedented opportunities for students and community. Six thousand square feet serves the upper level with a new digital media studio, a drawing and painting studio, a new museum quality gallery, and an art history classroom with state of the art projection technology. The lower level, of an additional 6,000 square feet, greatly improves spaces for sculpture, ceramics, senior studios, and includes a woodshop.

Students preparing for careers in art are expected to achieve a professional level of artistic production with a senior project that includes an exhibition of work and optional research. Both faculty and students regularly exhibit in local, state, and regional competition.

Art graduates are well prepared for graduate work, graphic art, or studio art. The Art Department emphasizes the need for craftsmanship and technical understanding of art materials and methods while at the same time encouraging individual creative expression. Although Art Education is no longer offered as a degree, students may pursue an endorsement in art to complement their certification.

**Major Requirements**—Thirty-six credits, eight of which must be upper division. Art majors are required to submit a portfolio of their work and have a conference with the art faculty after completion of the basic 15-credit course sequence or its equivalent (ART 111, 112, 113, 211, and 251). At the conclusion of the review, students may be admitted as an art major, not admitted, or in certain cases granted one probationary semester, at the end of which his/her work would be considered for a second time. All majors will organize and hang a senior exhibition of their work which must meet the approval of the art faculty. The Art major leads to the Bachelor of Arts degree.

#### ART REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	62
Major	36
Elective	28
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### Art Major Requirements

ART 111 Design (3 cr)

ART 112 Sculpture (3 cr)

ART 113 Drawing I (3 cr)

ART 211 Painting I (3 cr)

ART 251 Art History: Introduction & Survey I (3 cr)

ART 252 Art History: Survey II (3 cr)

ART 300 Drawing II (3 cr)

ART 400 Advanced Studio (3 cr)

12 credits of art electives including 2 credits upper division

#### Art Minor Requirements

ART 111 Design (3 cr)

15 credits of art electives including 4 credits of upper division

Professors - William B. Ahern (Department Head), James M. Lang  
Associate Professors - Robert L. Snyder  
Assistant Professors – Eugene A. Dunkley

The Department of Biology is committed to excellence. Our mission is two-fold. First is to prepare biological scientists who demonstrate open-minded inquiry, integrity, service, and stewardship of God's creation. The second is helping the liberal arts student to better understand and appreciate their role in God's created order. We see this commitment as an affirmation of the mission of Greenville College.

A broad introduction to the concepts and principles of the important areas of modern biology is fundamental. South Central Illinois provides nature's huge laboratory for the Greenville College Biology Department. Prairie, woodland, wetland areas, and aquatic areas such as Governor Bond Lake and Carlyle Reservoir are within easy reach for field studies. The Ayers Field Station, located a few miles north of the College, provides students with opportunities to gain hands-on field experience. In addition, the AuSable Institute for Environmental Studies, located near Traverse City, Michigan offers a setting of forests, wetlands, lakes, and wild rivers where students can take summer or Interterm courses dealing with stewardship of created resources.

Graduates of the Department of Biology have gained excellent preparation for medical and other professional schools in the health sciences as well as admission to graduate programs in a variety of biological fields. Others are prepared for bachelor level positions in research laboratories, conservation, and high school teaching.

Biology majors are encouraged to do independent work through course honors, biological problems, departmental honors, or the biology practicum.

**Biology Major Requirements**—32 credits of Biology and eight credits of Chemistry. The Biology major leads to a Bachelor of Arts degree.

BIO 110 General Biology I (4 cr)  
BIO 115 General Botany (4 cr)  
BIO 212 Issues in Biology (4 cr)  
BIO 340 Cell Biology or  
    BIO 370 Basic Ecology (4 cr)  
BIO 410 Seminar (2 cr)  
Two upper division biology lab courses (8 cr)  
Biology Electives (6 cr)  
CHM 111 General Chemistry I (4 cr)  
CHM 112 General Chemistry II (4 cr)

It is strongly recommended that all Biology majors take at least one semester of mathematics, statistics, computer science, physical science, or physics.

**Environmental Biology Major Requirements**—48 – 57 credits, depending on the emphasis. The Environmental Biology major leads to a Bachelor of Science degree.

#### **Naturalist/Interpreter Emphasis (48 credits)**

BIO 110 General Biology (4 cr)  
BIO 115 General Botany (4 cr)  
BIO 212 Issues in Biology (4 cr)  
BIO 215 Survey of the Plant Kingdom (4 cr)  
BIO 309 Vertebrate Behavior & Natural History (4 cr)  
BIO 370 Basic Ecology (4 cr)  
BIO 405 Practicum (8 cr)\*

 COURSE LISTING  
Pages 122-126



#### **Biology Department**

[www.greenville.edu/academics/departments/biology](http://www.greenville.edu/academics/departments/biology)

#### **BIOLOGY EDUCATION REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	60
Major	40
Elective	26
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**BIOLOGY****ENVIRONMENTAL BIOLOGY  
(Naturalist/Interpreter)  
REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	48
Major	48
Elective	30
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

BIO 410 Seminar (2 cr)  
 CHM 111 General Chemistry (4 cr)  
 CHM 112 General Chemistry (4 cr)  
 SCI 102 Energy and Environment (3 cr)  
 PSY/SOC 202 Statistics (3 cr)

\*Students may take two approved courses through AuSable Institute of Environmental Studies to meet the practicum requirement, or students may take a combination of BIO 405 Practicum and a course through AuSable to fulfill the requirement.

**Graduate Studies Emphasis (57 cr)**

BIO 110 General Biology (4 cr)  
 BIO 115 General Botany (4 cr)  
 BIO 212 Issues in Biology (4 cr)  
 BIO 215 Survey of the Plant Kingdom (4 cr)  
 BIO 309 Vertebrate Behavior & Natural History (4 cr)  
 BIO 370 Basic Ecology (4 cr)  
 BIO 405 Practicum (12 cr)\*  
 BIO 410 Seminar (2 cr)  
 CHM 111 General Chemistry (4 cr)  
 CHM 112 General Chemistry (4 cr)  
 CHM 201 Organic Chemistry (4 cr)  
 PHY 120 General Physics (4 cr)  
 PSY/SOC 202 Statistics (3 cr)

\*Students may take three approved courses through AuSable Institute of Environmental Studies to meet the practicum requirement, or students may take any combination of BIO 405 Practicum and courses through AuSable to fulfill the requirement.

**Biology Education Major Requirements**—44 hours plus 41 credits of Professional Studies in Education. The Biology Education major leads to a Bachelor of Science degree.

BIO110 General Biology (4 cr)  
 BIO 115 General Botany I (4 cr)  
 BIO 212 Issues in Biology (4 cr)  
 BIO 215 Survey of Plant Kingdom (4 cr)  
 BIO 250 Human Anatomy/Phys (4 cr)  
 BIO 305 Genetics (4 cr)  
 BIO 350 Science Curriculum Projects (2 cr)  
 BIO 360 Microbiology (4 cr)  
 BIO 370 Basic Ecology (4 cr)  
 BIO 410 Seminar (2 cr) (WI)  
 CHM 111 General Chemistry (4 cr)  
 CHM 112 General Chemistry (4 cr)  
 SCI 102 Energy and the Environment (3 cr)  
 SCI 105 Planets & Stars (3 cr)

**BIOLOGY EDUCATION  
REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	44
Major	50
Elective	41
Education	0
<b>Total Credits to Earn Degree</b>	<b>135</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**Required Professional Studies Courses:**

EDU 101 Introduction to Educational Practices (3 cr)  
 EDU 202 Cultural Conflicts in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading & Writing Across the Curriculum (4 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Student Teaching (12 cr)

## BUSINESS (described under Management)

### CHEMISTRY

Associate Professor—H. Darrell Iler (Department Head)  
Assistant Professor—Mark Ehrhardt

CHEMISTRY

The faculty of the Department of Chemistry assumes that through the study of chemistry one can understand another aspect of God's creation. Consequently, chemistry logically becomes a part of the College's concept of Christian education.

The Department offers curricula designed for those planning to enter graduate study in chemistry, chemistry teaching, or work in chemical industry. Its curriculum also serves those planning such careers as engineering, medical technology, dentistry, or medicine. A recent study of Greenville's chemistry graduates (1985-2000) revealed that more than 80% have either received or are currently working towards advanced degrees.

As a foundation for work in industry or graduate study in chemistry, a student needs mathematics through multivariable calculus and differential equations, a year each of college physics, general chemistry, organic chemistry, and physical chemistry, plus a semester each of quantitative analysis, research participation, and chemistry seminar. Students are actively engaged with the faculty in research. Involvement gives students experience valuable both for graduate study and for employment in the chemical industry, as well as for high school teaching.

The Chemistry Department views computers as an integral part of the learning process, both as an aid in learning concepts and as a part of our modern computerized laboratory instrumentation.

**Major Requirements** - The major requirements are a minimum of 30 credits in chemistry and other courses as listed below. Students with a double major in biology and chemistry may substitute CHM 310 and 315 for CHM 321 and 322 and a mathematics requirement of MTH 113 or 115 or equivalent. Recommended options are CHM 315, 342, 351, 401 and a computer programming course. The Chemistry major leads to the Bachelor of Arts degree.

CHM 111 General Chemistry (4 cr)  
CHM 112 General Chemistry (4 cr)  
CHM 201 Organic Chemistry (4 cr)  
CHM 301 Organic Chemistry (4 cr)  
CHM 305 Quantitative Chemical Analysis (4 cr)  
CHM 321 Physical Chemistry (4 cr)  
CHM 322 Physical Chemistry (Mod Phys) (4 cr)  
CHM 409 Seminar in Chemistry (2 cr) (WI)  
MTH 115 Introduction to Calculus I (4 cr)  
MTH 116 Calculus II (4 cr)  
MTH 217 Multivariable Calculus (3 cr)  
MTH 218 Differential Equations (3 cr)  
PHY 120 General Physics I (4 cr)  
PHY 210 General Physics II (4 cr)

**Chemistry Education Major Requirements**—54 hours of Chemistry, Mathematics, and Physics combined plus 41 hours of Professional Studies course requirements in Education. The Professional Studies course requirements are listed elsewhere, in the *Guide to Teacher Education*. The Chemistry Education major leads to a Bachelor of Science degree.

 COURSE LISTING  
Pages 126-128



**Chemistry Department**  
[www.greenville.edu/academics/departments/chemistry](http://www.greenville.edu/academics/departments/chemistry)

#### CHEMISTRY REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	57
Major	52
Elective	17
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**Chemistry Specialization Requirements:**

- CHM 111 General Chemistry (4 cr)
- CHM 112 General Chemistry (4 cr)
- CHM 201 Organic Chemistry (4 cr)
- CHM 301 Organic Chemistry (4 cr)
- CHM 305 Quantitative Chemical Analysis (4 cr)
- CHM 321 Physical Chemistry (4 cr)
- CHM 322 Physical Chemistry (Mod Phys) (4 cr)
- CHM 350 Science Curriculum Projects (2 cr)
- CHM 409 Seminar in Chemistry (2 cr)
- MTH 115 Introduction to Calculus I (4 cr)
- MTH 116 Calculus II (4 cr)
- MTH 217 Multivariable Calculus (3 cr)
- MTH 218 Differential Equations (3 cr)
- PHY 120 General Physics I (4 cr)
- PHY 210 General Physics II (4 cr)

**Required Professional Studies Courses:**

- EDU 101 Introduction to Educational Practices (3 cr)
- EDU 202 Cultural Conflicts in the Classroom (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 316 Reading & Writing Across the Curriculum (4 cr)
- EDU 330 Behavior Management (3 cr)
- EDU 340 Measurement and Evaluation (3 cr)
- EDU 342 Middle School Curriculum and Instruction (3 cr)
- EDU 400 Early Experience (1 cr)
- EDU 412 Clinical Practice Secondary (6 cr)
- EDU 421 Student Teaching (12 cr)

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## COMMUNICATION

Professor—Cecelia D. Keener  
Associate Professor—Cary L. Holman  
Assistant Professor—Veronica Ross (Department Head)

## COMMUNICATION

The Mission of the Communication Department of Greenville College is to strive to improve public and interpersonal communication knowledge and proficiency, enhance student appreciation and skills in the arts through theatre, and develop student abilities in the mass media while discerning our public's needs. We challenge students to seek their place in the world by offering a variety of courses that stretch their thinking processes as they develop appropriate leadership qualities.

Graduates with a major in the Communication Department have excellent preparation for the mass media, the ministry, law, teaching, business, theatre, public relations, personnel work, sales, community service work, and much more.

**The Communication Major** requires 36 hours of credit. Four emphases are available: 1) Mass Communication, 2) Public Relations, 3) Speech Communication, and 4) Theatre. The Communication major leads to the Bachelor of Arts degree.

**The Mass Communication Emphasis** develops radio, journalism, and speaking skills. WGRN, the College FM station, serves as a learning lab for Mass Communication. It operates 24 hours a day, seven days a week, and is run almost entirely by students. The station also airs over the world wide web.

Requirements—The equivalent of 24 credits from the following list, COM 410 Communication Seminar (2 cr), and 10 credits of electives from the Department:

COM 101 Speech Communication (3 cr)  
COM 126 Studio Recording Techniques (2 cr)  
COM 140 Radio Station Operation (2 cr)  
COM 226 Fundamentals of Journalism (3 cr)  
COM 227 Feature/Magazine Writing (3 cr)  
COM 232 Broadcast Writing (3 cr)  
COM 240/340 Radio Broadcast Practicum (1-2 cr)  
COM 255 Intro to Mass Communication (3 cr)  
COM 301 Persuasion/Argumentation (3 cr)  
COM 303 Small Group Communication (3 cr)  
COM 305 Voice and Diction (2 cr)  
COM 350 Broadcast Management (2 cr)  
COM 355 Issues in Mass Communication (3 cr)  
COM 360 Interviewing (3 cr)  
COM 405 Internship in Radio, Broadcast Management, Television, or Journalism (1-3 cr)  
COM 410 Communication Seminar (2 cr) (WI)

**The Public Relations Emphasis** provides the student with concepts, skills, and experience to become a Public Relations Practitioner in all facets of the field.

Requirements—The equivalent of 24 credits from the following list, COM 410 Communication Seminar (2 cr), and 10 credits of Public Relations electives:

COM 101 Speech Communication (3 cr)  
COM 140 Radio Station Operation (2 cr)  
COM 201 Advanced Public Speaking (3 cr)  
COM 226 Fundamentals of Journalism (3 cr)

 COURSE LISTING  
Pages 131-134



**Communication Department**  
[www.greenville.edu/academics/departments/com](http://www.greenville.edu/academics/departments/com)

## COMMUNICATION

COM 232 Broadcast Writing (3 cr)  
COM 301 Persuasion/Argumentation (3 cr)  
COM 303 Small Group Communication (3 cr)  
COM 304 Communication Theory (3 cr)  
COM 306 Introduction to Public Relations (3 cr)  
COM 307 Adv Interpersonal and Gender Communication (3 cr) (CC)  
COM 308 Applied Public Relations (3 cr)  
COM 360 Interviewing (3 cr)  
COM 405 Internship in Public Relations, Promotions, Special Events (1-3 cr)  
COM 410 Communication Seminar (2 cr) (WI)

The **Speech Communication Emphasis** is a generalist degree and prepares the student for graduate school or a position in Human Resources, Personnel Management, or any field in person-to-person communication.

Requirements—The equivalent of 24 credits from the following list, COM 410 Communication Seminar (2 cr), and 10 credits of electives from the Department:

COM 101 Speech Communication (3 cr)  
COM 121 Acting (3 cr)  
COM 201 Advanced Public Speaking (3 cr)  
COM 255 Intro to Mass Communication (3 cr)  
COM 301 Persuasion/Argumentation (3 cr)  
COM 303 Small Group Communication (3 cr)  
COM 304 Communication Theory (3 cr)  
COM 305 Voice and Diction (2 cr)  
COM 307 Advanced Interpersonal and Gender Communication (3 cr) (CC)  
COM 320 Dramatic Arts (3 cr)  
COM 321 Oral Interpretation (3 cr)  
COM 360 Interviewing (3 cr)  
COM 405 Internship (1-3 cr)  
COM 410 Communication Seminar (2 cr) (WI)

The **Theatre Emphasis** provides training through classroom study and participation in dramatic productions. The plays are performed in the Factory Theatre.

Requirements—The equivalent of 24 credits from the following list, 10 credits of Theatre electives, and COM 410 Communication Seminar (2 cr):

COM 121 Acting (3 cr)  
COM 224/324 Theatre Workshop (1-3 cr)  
COM 225/325 Actors Workshop (1-3 cr)  
COM 305 Voice and Diction (2 cr)  
COM 320 Dramatic Arts (3 cr)  
COM 321 Oral Interpretation (3 cr)  
COM 322 Dramatic Literature (3 cr)  
COM 323 Play Directing (3 cr)  
COM 405 Internship in Theatre (1-3 cr)  
COM 410 Communication Seminar (2 cr) (WI)  
COM/ENG 450 Age of Shakespeare (3 cr)

### Communication Minor Requirements

Any 18 hours, beyond COM 101, may be taken in the Communication Department to receive a minor. Eight hours must be upper division.

### Theatre Minor Requirements

COM 121 Acting (3 cr)  
COM 320 Dramatic Arts  
12 credits (8 must be upper division) electives in Drama



## Theatre

[www.greenville.edu/academics/departments/com/theatre/](http://www.greenville.edu/academics/departments/com/theatre/)

### COMMUNICATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	63
Major	36
Elective	27
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**COMPUTER SCIENCE (described under Information Science and Technology)**

**CONTEMPORARY CHRISTIAN MUSIC (described under Music)**

**CRIMINAL JUSTICE (described under Sociology and Social Work)**

## EDUCATION

Professors—Edwin Blue (Department Head and Director of Teacher Education), Kenneth P. Schmidt (Coordinator of Elementary Education), John L. Wright (Coordinator of Secondary Education)

Assistant Professors—Debra Noyes (Coordinator of Early Childhood Education), Marilyn Richards (Coordinator of Special Education), Kathryn Taylor (Director of Field Experiences, Clinical and Credentials Analyst)

Instructor – Karlene Johnson (Coordinator of Science Education)

Greenville College has served the needs of new teachers since 1929. This legacy continues today as we prepare teacher candidates to meet the demands of teaching as we enter the 21st century. In keeping with the institutional mission, the program theme notes that Greenville is “preparing teachers to serve in a culturally diverse world.” The theme both informs and guides the structure and delivery of program opportunities. It is manifested in our goal to help future teachers to reflect critically on the process of teaching, their relationships to students, and the role of education in a pluralistic society.

The program of Teacher Education includes a planned sequence of courses in professional preparation for teaching. The coursework includes field and clinical assignments within public or accredited private schools to provide candidates with a balance of theoretical and practical experiences. Students interested in Teacher Education should enroll in EDU 101: Introduction to Educational Practice no later than the Interterm of the freshman year.

Students wanting to major in Education must be admitted to the program. An application should be submitted at the beginning of the sophomore year. A minimum cumulative GPA of 2.7 is required for admission. Students must also be admitted into the professional internship and student teaching. Application should be made during the first semester of the junior year. Criteria for admission include written recommendations from the major department and the Education Department, and a grade point average of 2.75 in each of the following: all college coursework, professional education coursework, and coursework in the major area of concentration.

Candidates admitted to the professional internship (student teaching) must complete EDU 400 - Early Experience and the appropriate clinical methods course prior to student teaching. Candidates must apply to student teach during the fall semester of the junior year. Student teachers are placed with qualified cooperating teachers and follow the schedule of the designated school district for the duration of the experience. At least three weeks of full teaching responsibility are assigned for each student teaching placement. College consultants serve as liaisons for the College and supervisors of the experience. Conferences and seminars dealing with student teaching are required and held concurrently.

The program is accredited by the Illinois State Board of Education, which participates in an interstate certification agreement with 37 other states and the District of Columbia. Institutional memberships include the American and Illinois Association of Colleges for Teacher Education, the Illinois Association of Colleges for Teacher Education in Private Colleges, the American and Illinois Association for School, College and University Staffing, and the Association of Christian Schools International.



## Teacher Education

[www.greenville.edu/academics/departments/education](http://www.greenville.edu/academics/departments/education)

## EDUCATION

 COURSE LISTING  
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Teacher candidates may complete requirements for any of the twelve certifiable areas offered by Greenville College. Requirements for all teaching majors are detailed in the *Guide to Teacher Education*, which is available in the Teacher Education Office. The following pages list requirements for Early Childhood Education, Elementary Education, the professional studies component of Secondary Education majors, and Special Education. Secondary Education specializations in specific areas such as Biology or Music are described within their respective departments.

The **Early Childhood Education Major** provides a course of study leading to certification to teach children from birth through third grade. This major requires that students complete 75 hours of credit. As an option, Early Childhood Special Education approval requires the completion of an additional three hours of credit. Students completing this major are eligible for a Bachelor of Science degree.

#### EARLY CHILDHOOD EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	54
Major	75
Optional	3
Elective	0
<b>Total Credits to Earn Degree</b>	<b>127</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### Early Childhood Education Major Requirements:

- EDU 101 Introduction to Educational Practice (3 cr)
- EDU 202 Cultural Conflict in the Classroom (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 300 Early Childhood Methods (3 cr)
- EDU 301 Early Childhood Curriculum (3 cr)
- EDU 305 Issues and Trends in Early Childhood Education (3 cr)
- EDU 307 Seminar in Early Childhood Education (1 cr)
- EDU 310 Child/Family/Community Relations (3 cr)
- EDU 312 Teaching of Reading (3 cr)
- EDU 330 Behavior Management (3 cr)
- EDU 351 Teaching Language Arts in Elementary/Middle School (3 cr)
- EDU 352 Teaching Social Studies in Elementary/Middle School (3 cr)
- EDU 355 Teaching Mathematics in Elementary/Middle School (3 cr)
- EDU 356 Teaching Science in Elementary/Middle School (3 cr)
- EDU 399 Elementary Art and Music Methods (3 cr)
- EDU 400 Early Experience (1 cr)
- EDU 401 Clinical Practice Elementary (4 cr)
- EDU 405 Student Teaching Primary (6 cr)
- EDU 407 Preprimary Student Teaching (6 cr)
- EDU 417 Language Development (3 cr)
- EDU 418 Assessment of Exceptional Children (3 cr)
- GEO 101 Introduction to Geography (3 cr)
- HST 201 American History (3 cr)
- POL 210 Political Science (3 cr)

Students wishing to earn an **Early Childhood Special Education** approval must complete the following course as well as those courses listed above.

EDU 399 Early Childhood Special Education Methods (3 credits)

The **Elementary Education Major** is a program designed for preparation to teach kindergarten through grade eight with a middle-school endorsement. The Elementary Education major requires 61 hours plus an additional 18-21 hours for a middle-school endorsement. Middle-school endorsements may be earned in Language Arts, Social Studies, and Science. Students completing this major are eligible for the Bachelor of Science degree.

#### Elementary Education Major Requirements:

- EDU 101 Introduction to Educational Practice (3 cr)
- EDU 202 Cultural Conflict in the Classroom (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 312 Teaching of Reading (3 cr)
- EDU 318 Corrective Reading (3 cr)

EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational Measurement and Evaluation (3 cr)  
 EDU 351 Teaching Language Arts in Elementary/Middle Schools (3 cr)  
 EDU 352 Teaching Social Studies in Elementary/Middle Schools (3 cr)  
 EDU 355 Teaching Mathematics in Elementary/Middle Schools (3 cr)  
 EDU 356 Teaching Science in Elementary/Middle Schools (3 cr)  
 EDU 399 Elementary Art and Music Methods (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 401 Clinical Experience Elementary (4 cr)  
 EDU 404 Student Teaching (8 cr)  
 GEO 101 World Geography (3 cr)  
 HST 201 American History (3 cr)  
 POL 210 American Government (3 cr)  
 HPR 355 Physical Education for Special Populations (3 cr)

## EDUCATION

**The Professional Studies Component for all Secondary Education Majors** must be completed if students wish to be certified to teach at the high school (9-12) level with a middle school endorsement. Certifiable areas include Biology, Chemistry, English, Mathematics, Music, Physics, Physical Education, History, and Spanish. Required courses for each of these majors are listed in the Guide to Teacher Education. Students wishing to graduate with a Secondary Education major must complete 41 hours of education classes and a minimum of 32 hours in a major area of specialization, and this major leads to a Bachelor of Science degree.

### Professional Studies for Secondary Majors:

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Conflict in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (4 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Student Teaching (12 cr)  
 Major Area of Specialization (minimum 32 cr)

### ELEMENTARY EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	54
Major	61
Elective	11
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

### SECONDARY EDUCATION REQUIREMENTS AT A GLANCE

See the Department of Specialization for details.

**The Special Education Major** is a course of study leading to LBS 1 certification. The program requires the completion of 73 hours, and leads to a Bachelor of Science degree.

### Special Education Major Requirements:

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Conflict in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 312 Teaching of Reading (3 cr)  
 EDU 318 Corrective Reading (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 351 Teaching Language Arts in Elementary/Middle Schools (3 cr)  
 EDU 352 Teaching Social Studies in Elementary/Middle Schools (3 cr)  
 EDU 355 Teaching Mathematics in Elementary/Middle Schools (3 cr)  
 EDU 356 Teaching Science in Elementary/Middle Schools (3 cr)  
 EDU 399 Elementary Art and Music Methods (3 cr)

## EDUCATION

EDU 400 Early Experience (1 cr)  
EDU 401 Clinical Practice Elementary (4 cr)  
EDU 406 Student Teaching Elementary Special Education (6 cr)  
EDU 408 Student Teaching Secondary Special Education (6 cr)  
EDU 413 Adaptive Strategies in Special Education (3 cr)  
EDU 414 Problems and Characteristics of Learning Disabled Students (3 cr)  
EDU 415 Problems and Characteristics of Socially, Emotionally Disturbed Students (3 cr)  
EDU 418 Assessment of Exceptional Children (3 cr)  
EDU 419 Secondary School Programs/Adolescents with Disabilities (3 cr)  
EDU 420 Methods and Materials for Special Education (4 cr)  
EDU 490 Seminar in Special Education (1 cr)  
EDU 496 Reading in Special Education (Elective 1 cr)  
HPR 355 Physical Education for Special Populations (3 cr)

### SPECIAL EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	54
Major	73
Elective	0
<b>Total Credits to Earn Degree</b>	<b>127</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**Specialized Areas:** Persons completing specialized K-12 programs in Music, Physical Education, and Special Education shall be issued certification according to their preference. Options include either initial Elementary and Secondary Certificates or the Special K-12 Certificate with appropriate special certificate designations. Specific course requirements for these and all Teacher Education majors are found in *The Guide to Teacher Education*.

## ENGLISH

Professors—Dale F. Martin (Department Head), Sandra E. Salguero-Schmidt, John L. Wright  
Associate Professors—Donna Hart, S. Bradley Shaw

As part of the larger mission of the College, the English Department helps students think critically, write articulately, read discerningly, and communicate creatively. To meet these institutional objectives, the Department offers introductory courses in the study of writing and literature: students usually satisfy two General Education requirements by successful completion of an expository writing course (ENG 101) and a course in literary analysis (ENG 201 or 243).

A full course of study in English enables students to interpret and synthesize complex information, communicate with competence and creativity, and employ versatile research and problem-solving skills. Thus, the English major has always served as a foundational liberal arts degree that offers exceptional pre-professional training for a wide variety of vocations. Graduates from Greenville's English program have excelled in careers such as writing, editing, journalism, film and television production, civil service, teaching, library science, the ministry, law, public relations, and business.

Advanced courses in literature emphasize not only the acquisition of an integrated fund of knowledge about English, American, Continental, and non-western literature, but also an understanding of the various critical approaches to literary texts and authors. In particular, these courses engage and explore the relationship between literature and the Christian faith.

Students preparing for careers in elementary, secondary, or higher education will supplement these courses in literary history and analysis with courses that explore the linguistic, rhetorical, and historical dimensions of the English language.

Students anticipating careers in writing, editing, and the media are encouraged to construct a sequence of journalism and creative writing courses that culminates in an internship experience in writing (ENG 405). The internship offers practical experience in the marketplace, and the writer's workshop cultivates a portfolio of the student's best compositions and publications.

In order to provide students with opportunities to develop their writing, communication, management, and creative skills, the Department sponsors two student publications—the *Papyrus*, the weekly campus newspaper, and the *Vista*, the campus yearbook. Scriblerus, a cadre of creative writers selected through an anonymous competition, has been active on the campus for over 60 years.

A liberal arts **English Major** requires completion of 33 credits in English. The student, in close collaboration with his or her advisor, has latitude in determining which English courses may be chosen to meet the 33 required credits. However, certain restrictions apply. No more than 10 credits earned through production and practicum courses (ENG 131, 331, and 405) may be applied to the 33 credits required. Students anticipating graduate work in English should be aware that a reading knowledge of a foreign language is frequently required. Students interested in one of the following tracks will select courses from the appropriate list (with the advisor's assistance) and fill out their program with elective English courses. The English major leads to a Bachelor of Arts degree.

### Track in English Language and Literature:

- ENG 201 Introduction to Literature (3 cr)
- ENG 243 Masterpieces of World Literature (3 cr)
- ENG 245 Post-Colonial African Literature (3 cr)
- ENG 340 American Literature to 1875 (3 cr)



### English Department

[www.greenville.edu/academics/departments/english](http://www.greenville.edu/academics/departments/english)

## ENGLISH

 COURSE LISTING  
Pages 141-145

ENG 341 American Literature since 1875 (3 cr)  
 ENG 344 British Literature to 1800 (3 cr)  
 ENG 345 British Literature Since 1800 (3 cr)  
 ENG 440 Topics in British Literature (3 cr)  
 ENG 450 Age of Shakespeare (3 cr)  
 ENG 451 British Novel (3 cr)  
 ENG 452 American Novel (3 cr)  
 ENG 456 English Seminar (2 cr) (WI)

Track in Journalism and Creative Writing:

COM 232 Broadcast Writing (3 cr)  
 ENG 226 Fundamentals of Journalism (3 cr)  
 ENG 131/331 Newspaper & Yearbook Prod (1-3 cr)  
 ENG 227 Feature & Magazine Writing (3 cr)  
 ENG 324 Writing Fiction and Poetry (3 cr)

Track in Teaching English to Speakers of Other Languages:

ENG 214 Theoretical Foundations of TESOL (3 cr)  
 ENG 315 Historical & Modern Linguistics (3 cr)  
 ENG 317 Methods and Materials for TESOL (3 cr)  
 ENG 318 Cross Cultural Studies for TESOL (3 cr)  
 ENG 417 Assessment and Evaluation in TESOL (3 cr)

The **English Education Major** requires completion of 43 credits in English and Communication plus 41 credits of Professional Studies in Education. Students anticipating a secondary teaching career should consult with the English Education advisor and follow the specific requirements and sequences of the *Guide to Teacher Education*.

**Requirements for English Education Specialization:**

ENG 201 Introduction to Literature (3 cr)  
 ENG/EDU 216 Introduction to Teaching English Language Arts (4 cr)  
 ENG 227 Feature Writing (3 cr)  
 ENG 243 Masterpieces of World Literature (3 cr)  
 ENG 315 Historical and Modern English Linguistics (3 cr)  
 ENG 327 Advanced Composition for Teachers (3 cr)  
 ENG 340 American Literature to 1875 (3 cr)  
 ENG 341 American Literature since 1875 (3 cr)  
 ENG 344 British Literature to 1800 (3 cr)  
 ENG 345 British Literature since 1800 (3 cr)  
 ENG 351 Literature for Adolescents (3 cr)  
 ENG 450 The Age of Shakespeare (3 cr)  
 COM 307 Advance Interpersonal and Gender Communication (3 cr)  
 COM 321 Oral Interpretation of Literature (3 cr)

**Required Professional Studies Courses:**

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Conflict in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (4 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Student Teaching (12 cr)

**English Minor Requirements**

Any 18 hours, beyond ENG 101, may be taken in the English Department to receive a minor. Eight hours must be upper division.

**ENGLISH**

**ENGLISH REQUIREMENTS  
AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	63
Major	33
Elective	30
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**ENGLISH EDUCATION  
REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	47
Major	43
Education	41
Elective	0
<b>Total Credits to Earn Degree</b>	<b>131</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## FRENCH (Described under Modern Languages)

## HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professors—Robert W. Johnson

Assistant Professors—George D. Barber, Lynn A. Carlson, Douglas C. Faulkner, Roy S. Mulholland (Department Head)

The Department of Health, Physical Education, and Recreation participates in the process of equipping persons for redemptive Christian leadership in two ways. First, it encourages students to engage in those continuing, active, healthy, Christian life practices which contribute to wellness. Second, it prepares students for careers in Physical Education and Recreation.

The following are programs offered by the Department: (1) General Education (Wellness/Physical Activities Program); (2) Physical Education major (Teaching and Non-teaching); (3) Recreation major (with emphases in Adult Fitness, Recreation Leadership, and Sports Management). The requisite courses for certification in Driver Education are also offered.

The **Physical Education Major** requires 43 – 45 credits for the Physical Education Specialization and 38 credits of Professional Studies in Education, depending on the type of certification a student is seeking. Depending on the coursework a student takes, he or she can get certification for teaching Kindergarten – grade 12 or grades 6 – 12. The Physical Education major leads to a Bachelor of Science degree.

### Physical Education Specialization:

HPR 107 Skill Lab: Football/Soccer/Volleyball (1 cr)

HPR 108 Skill Lab: Basketball, Softball, Track (1 cr)

HPR 121 History and Philosophy of Health, Physical Education, and Recreation (2 cr)

HPR 207 Skill Lab: Golf/Badminton/Tumbling (1 cr)

HPR 208 Skill Lab: Rhythms, Swim, Tennis (1 cr)

HPR 215 Strategies of Health, Physical Education, and Recreation (2 cr)

Four of the following:

HPR 220 Coaching Football (1 cr)

HPR 221 Coaching Soccer (1 cr)

HPR 222 Coaching Volleyball (1 cr)

HPR 223 Coaching Basketball (1 cr)

HPR 224 Coaching Baseball (1 cr)

HPR 226 Coaching Track & Field (1 cr)

HPR 236 Theory & Technique Individual Sports (3 cr)

HPR 254 Elementary Physical Education (2 cr)\*

HPR 301 Physiology of Exercise (4 cr)

HPR 311 Kinesiology (2 cr)

HPR 320 Curriculum and Evaluation (3 cr)

HPR 325 Psychology of Coaching (2 cr)

HPR 326 Administration of Physical Education & Athletics (6-12) (2 cr)

HPR 335 Athletic Training and CPR (3 cr)

HPR 355 Physical Education for Special Populations (2 cr)

HPR 399 Curriculum (2 cr)

HPR 399 Evaluation (2 cr)

HPR 410 Seminar in Health, Physical Education & Recreation (2 cr)

BIO 250 Human Anatomy and Physiology (4 cr)\*\*

### Required Professional Studies Courses:

EDU 101 Introduction Educational Opportunities (3 cr)

EDU 202 Cultural Conflicts in the Classroom (3 cr)

EDU 280 Exceptional Child (3 cr)



### HPR Department

[www.greenville.edu/academics/departments/hpr](http://www.greenville.edu/academics/departments/hpr)

**HPR**

COURSE LISTING  
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EDU 316 Reading and Writing Across the Curriculum (4 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Experience Secondary (6 cr)  
 EDU 421 Secondary Student Teaching (6\* or 12 cr)  
 EDU 424 Elementary Student Teaching (6\*)

\* Required for K – 12 Certification

\*\* Meets the Science General Education elective requirement

HPR

The **Recreation Major** consists of *Core* and *Emphases* requirements. The core minimally consists of 16 credits. Emphases require an additional 16 credits. Students completing this major are eligible for the Bachelor of Science degree.

#### PHYSICAL EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	44
Major	43-45
Education	38
Elective	0-1
<b>Total Credits to Earn Degree</b>	<b>126-127</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### Recreation Core Requirements

HPR 241 Introduction to Recreation (3 cr)  
 HPR 261 Leading Activities and Events (3 cr)  
 HPR 341 Designing and Directing Projects (3 cr)  
 HPR 361 Program Management (3 cr)  
 HPR 405 Practicum (2-10 cr depending on Emphasis)  
 HPR 410 Seminar in Health, Physical Education & Recreation (2 cr)  
 Although not required, recreation majors may substitute two credits of HPR 107/108/207/208 for the General Education activity requirement.

#### Adult Fitness Emphasis

HPR 301 Physiology of Exercise (4 cr)  
 HPR 305 Exercise Science (2 cr)  
 HPR 311 Kinesiology (2 cr)  
 BIO 113 Health (2 cr)  
 BIO 250 Human Anatomy and Physiology (4 cr)  
 Elective courses as approved by advisor (2 cr minimum)

#### RECREATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	54
Major Core	16
Emphasis	16
Elective	40
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### Recreation Leadership Emphasis:

HPR 430 Readings in Recreation (2 cr)  
 ENG 226 Fundamentals of Journalism (3 cr) - or -  
 ENG 227 Feature & Magazine Writing (3 cr)  
 SS 301 Professional Communications (2 cr)  
 Elective courses as approved by advisor (9 cr minimum)

#### Sports Management Emphasis:

HPR 430 Readings in Recreation (2 cr)  
 CIS 105 Computer Fundamentals (3 cr)  
 ENG 226 Fundamentals of Journalism (3 cr) or  
 ENG 227 Feature & Magazine Writing (3 cr)  
 MGT 211 Financial Accounting I (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 SS 301 Professional Communications (2 cr)

#### Physical Education: Coaching Minor Requirements

BIO 250 Anatomy and Physiology (4 cr)  
 HPR 215 Strategies of HPR (2 cr)  
 HPR 220-226 Coaching Classes (2-4 cr)  
 HPR 301 Physiology of Exercise (4 cr)  
 HPR 311 Kinesiology (2 cr)  
 HPR 325 Psychology of Coaching (2 cr)  
 HPR 326 Administration of PE & Athletics (2 cr)  
 HPR 335 Athletic Training and CPR (2 cr)

## HISTORY AND POLITICAL SCIENCE

Assistant Professor—Richard P. Huston (Department Head)  
Instructor—Scott Neumann

The developments of civilization—social, cultural, political, religious, and economic—must be analyzed and interpreted in order to understand both present and future possibilities for mankind. The History and Political Science Department provides knowledge and perspectives on civilizations and challenges students to reassess their own values and attitudes.

The international history honor society, Phi Alpha Theta, maintains an active chapter on campus.

The **History and Political Science Major** requires students to complete 33 credits. This major leads to a Bachelor of Arts degree.

### Major Requirements:

HST 101 Western Civilization (3 cr)  
HST 201 American History (3 cr)  
HST 250 Historical Method (3 cr)  
POL 210 American Government (3 cr)  
HST 202 Eastern Civilization (3 cr) - or -  
HST 310 Latin America (3 cr)

3-12 credits in Political Science, and 6-15 credits in upper division History for a minimum of 33 credits.

The **History Education Major** requires students to complete 42 credits in History, Political Science, Psychology, and Sociology; and 41 credits of Professional Studies in Education. This major leads to a Bachelor of Science degree.

### History Specialization Requirements:

HST 201 American History (3 cr)  
HST 202 Eastern Civilization (3 cr)  
HST/EDU 199 Introduction to Teaching Social Sciences (3 cr)  
HST 250 Historical Methods (3 cr)  
HST 310 Latin America (3 cr) (CC)  
POL 210 American Government (3 cr)  
PSY 101 General Psychology (3 cr)  
SOC 101 Introduction to Sociology (3 cr)  
SOC 112 Anthropology (3 cr)  
An Economics Course (3 cr)  
A Geography Course (3 cr)  
Two U.S. American History Courses (6 cr)  
An Elective (HST, POL, PSY, or SOC) Course (3 cr)

### Required Professional Studies Courses:

EDU 101 Introduction to Educational Practice (3 cr)  
EDU 202 Cultural Conflict in the Classroom (3 cr)  
EDU 280 Exceptional Child (3 cr)  
EDU 316 Reading and Writing Across the Curriculum (4 cr)  
EDU 330 Behavior Management (3 cr)  
EDU 340 Measurement and Evaluation (3 cr)  
EDU 342 Middle School Curriculum and Instruction (3 cr)  
EDU 400 Early Experience (1 cr)  
EDU 412 Clinical Practice Secondary (6 cr)  
EDU 421 Student Teaching (12 cr)

### History and Political Science Minor Requirements

HST 101 Western Civilization (3 cr)  
HST 201 American History (3 cr)  
A Political Science Course (3 cr)

9 hours of elective courses in either History or Political Science, 8 hours must be upper division



### History and Political Science Department

[www.greenville.edu/academics/departments/history](http://www.greenville.edu/academics/departments/history)

### HISTORY AND POLITICAL SCIENCE

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### HISTORY REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	63
Major	33
Elective	30
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

### HISTORY EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	41
Major	42
Education	41
Elective	2
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## INFORMATION SCIENCE AND TECHNOLOGY

Professor – Gerald Eichhoefer (Department Head)  
Instructor – Deloy Cole

The newly formed Information Science and Technology Department includes the majors Computer Science, Digital Media, and Management Information Systems.

The **Computer Science** major will help prepare students to function as information professionals in a world that is being constantly transformed by technology. This preparation includes the cultivation of analytic and critical thinking skills as well as the ability to work and communicate with others on complex projects. Students will learn to integrate insights into God's creation derived from Computer Science and Information Systems with their Christian understanding of the world and to present themselves as moral and responsible Christian professionals and servant leaders. The Computer Science major emphasizes the theoretical foundations of Computer Science and Information Systems that will allow them, as life-long learners, to keep pace with rapidly changing technology over the course of their careers. Students also learn the technical skills necessary to begin as information professionals following graduation. Students who successfully complete the Computer Science major can expect entry-level professional positions or admission to graduate school upon graduation.

The **Computer Science Major** requires 10 hours of prerequisites (or demonstrated proficiencies) and 41 hours of the major requirements. Optional tracks require an additional 9 - 13 hours. The Computer Science major leads to a Bachelor of Science degree.

### **Computer Science Major Requirements:**

#### **Core prerequisites:**

MTH 115 Calculus I (4 cr) **or**

MTH 111 College Algebra and Trigonometry (4 cr) plus one semester of programming

CIS 105 Computer Fundamentals (3 cr) **or** proficiency

CIS 140 Introduction to Programming (3 cr) **or** proficiency

#### **Core requirements** (consist of courses required by all students for any CIS major):

CIS 210 Programming and Data Structures I (4 cr)

CIS 211 Programming and Data Structures II (4 cr)

CIS 315 Networking and Communications (3 cr)

CIS 330 Database Management (3 cr)

#### **Basic requirements:**

MTH 116 Calculus II (4 cr)

CIS 310 Programming and Data Structures III (4 cr)

CIS 335 System Foundations (4 cr)

CIS 340 Applications System Analysis & Design (3 cr)

CIS 360 Principles of Program Languages (4 cr)

CIS 365 Computer Science Theory (4 cr)

CIS 405 CIS Practicum (4 cr)

#### **Optional Tracks:**

##### **Computer Science Major with Math Track:**

CIS core requirements +

Computer Science basic requirements +

MTH 217 Multivariable Calculus (3 cr)

MTH 218 Differential Equations (3 cr)

MTH 306 Numerical Analysis (3 cr)

### Computer Science Major with Web/Networking Track:

CIS core requirements +  
Computer Science basic requirements +  
CIS 220 Webmaster Fundamentals (3 cr)  
CIS 320 Managing Local Area Networks (3 cr)  
CIS 325 WWW Programming (3cr)  
ART 301 Graphic Design (4 cr)

### Computer Science Minor Requirements

CIS 210 Programming & Data Structures I (4 cr)  
CIS 211 Programming & Data Structures II (4 cr)  
CIS 315 Networking & Communication (3 cr)  
CIS 330 Database Management (3 cr)

One of the following:

CIS 310 Programming & Data Structures III (4 cr)  
CIS 335 System Foundations (4 cr)  
CIS 435 Alternative Programming Paradigms (4 cr)  
CIS 450 Applied Computer Science (4 cr)

### INFORMATION SCIENCE AND TECHNOLOGY

The **Digital Media** major prepares students to become content creators in a world that is constantly being shaped by technology. This preparation includes the cultivation of analytic and critical thinking skills as well as the ability to work and communicate with others on complex interdisciplinary projects integrating digital music and art, web-based digital communications, and computer programming skills.

 COURSE LISTING  
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Students will learn to integrate their Christian world view as an extension of the creative process as revealed in digital content, presenting themselves as moral and responsible Christian professionals. The Digital Media major emphasizes a broad-based, theoretical understanding of the delivery tools, which will allow them, as lifelong learners, to keep pace with rapidly changing technology over the course of their careers. Students also learn the technical skills necessary to begin as content creators following graduation. Students who successfully complete the Digital Media major can expect entry-level professional positions or admission to graduate school upon graduation.

The **Digital Media Major** requires students to complete 37 credits. Students who complete the Digital Media major are eligible to receive the Bachelor of Science degree.

### Digital Media Major Requirements:

MUSG 126 Studio Recording I (2 cr) (Prerequisite: Sophomore standing)  
MUSG 127 Studio Recording II (2 cr)  
CIS 140 Intro to Programming (3 cr) (Prerequisite: CIS105/consent)  
CIS 220 Webmaster Fundamentals (3 cr)  
PHY 110 Light, Sound and Motion (4 cr) (Prerequisite: Finite Math)  
PHY 192 Introduction to Electronics (4 cr)  
ART 230 Graphic Design (3 cr) (Prerequisite: ART111 or 113)  
ART 331 Digital Photography (3 cr)  
DM 250 Web Page Design I (3 cr)  
DM 301 Digital Video (3 cr)  
DM 401 Digital Media Portfolio (3 cr)  
DM 405 Digital Media Practicum/Internship (4 cr)

Students may choose one of the following optional tracks in addition to the courses listed above to be better prepared for specific employment opportunities after college.

#### Art Track

ART 113 Drawing (3 cr)  
ART 330 Digital Imaging (3 cr)

COMPUTER SCIENCE REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Prerequisites	10†
Major	41
Optional Math Track	9
Optional Web/Networking Track	13
Elective	11-24
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

† Some or all of the Prerequisites may be met by demonstrating proficiency. Students capable of demonstrating the required proficiency must complete additional elective credits.



#### Digital Media

[www.greenville.edu/academics/departments/media/digmedia.shtml](http://www.greenville.edu/academics/departments/media/digmedia.shtml)

ART 353 Art History: The Twentieth Century (2 cr)  
DM 402 Digital Video II (3 cr)

#### **Information Systems Track**

MGT 101 Introduction to Business (3 cr)  
CIS 315 Networking & Communications (3 cr)  
CIS 325 WWW Programming (3 cr)  
CIS 330 Database Management (3 cr)  
CIS 340 Applied Systems Analysis & Design (3 cr)

#### **Internet Track**

ART 113 Drawing (3 cr)  
ART 330 Digital Imaging (3 cr)  
MGT 231 Marketing (3 cr)  
CIS 315 Networking & Communications (3 cr)  
CIS 325 WWW Programming (3 cr)

#### **Music Track**

MUSG 185 CCM Seminar (1 cr)  
MUSG 325 Music and Business Survey (2 cr)  
MUSG 326 Studio Recording III (2 cr)  
MUSG 327 Studio Recording IV (2 cr)  
MUSG 376 Rock History (2 cr)  
MUSG 377 Philosophy and Ethics of CCM (2 cr)  
MUSG 385 CCM Seminar (1 cr)  
MUSG 417 Practicum Praise & Worship (1 cr)  
MUSG 419 Senior Project (1 cr)

#### **DIGITAL MEDIA REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	51
Prerequisites	9 <sup>†</sup>
Major	37
Optional Art Track	11
Optional Informational Systems Track	15
Optional Internet Track	15
Optional Music Track	14
Optional Programming Track	23
Elective	6-29
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

<sup>†</sup>Some or all of the Prerequisites maybe met by demonstrating proficiency. Students capable of demonstrating the required proficiency must complete additional elective credits.

#### **Programming Track**

PHY 120 General Physics I (4 cr)  
PHY 210 General Physics II (4 cr)  
CIS 210 Programming and Data Structures I (4 cr)  
CIS 211 Programming and Data Structures II (4 cr)  
CIS 310 Network and Distributed Programming (4 cr)  
CIS 315 Networking & Communication (3 cr)

#### **Digital Media Minor Requirements**

ART 230 Graphic Design (3 cr)  
CIS 140 Introduction to Programming (3 cr)  
CIS 220 Web Master Fundamentals (3 cr)  
DM 301 Digital Video (2 cr)  
DM 310 Media Symposium (2 cr)  
DM 402 Digital Video II (3 cr)  
MUSG 126 Studio Recording I (2 cr)  
MUSG 127 Studio Recording II (2 cr)

Students majoring in **Management Information Systems** graduate knowing how to remember more, think faster, decide things automatically, do many complex tasks simultaneously, and communicate quickly and accurately – all by teaching our machines to do the hard repetitive jobs.

The **Management Information Systems Major** requires students to complete 51 credits. Students have the option of completing a **Web/Networking Track** within the MIS major, which requires 57 hours of credit. Students completing the Management Information Systems major (with or without the Web/Networking Track) are eligible to receive a Bachelor of Science degree.

#### **Management Information Systems Major Requirements:**

CIS 210 Programming and Data Structures I (4 cr)  
 CIS 240 COBOL Programming (3 cr)  
 CIS 315 Networking Data Communication (3 cr)  
 CIS 330 Database Management (3 cr)  
 CIS 340 Applied Systems Analysis and Design (3 cr)  
 CIS 345 Managing Technical People (3 cr)  
 CIS 405 Practicum (4-12 cr)  
 CIS 410 System Administration and Management (3 cr)  
 MGT 101 Introduction to Business (3 cr)  
 MGT 203 Principles of Microeconomics (3 cr)  
 MGT 204 Principles of Macroeconomics (3 cr)  
 MGT 211 Financial Accounting I (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 MGT 367 Quantitative Approaches to Business Problems (4 cr)  
 MGT 409 Business Seminar (2 cr) (WI)  
 MTH 111 College Algebra and Trigonometry (4 cr)

**INFORMATION  
SCIENCE AND  
TECHNOLOGY**

**Management Information Systems Major Requirements with Web/Networking**

**Track:**

ART 230 Graphic Design (3 cr) or  
 DM 250 Web Page Design (3 cr)  
 CIS 210 Programming and Data Structures I (4 cr)  
 CIS 220 Webmaster Fundamentals (3 cr)  
 CIS 315 Networking Data Communications (3 cr)  
 CIS 320 Managing LANs (3 cr)  
 CIS 325 WWW Programming (3 cr)  
 CIS 330 Database Management (3 cr)  
 CIS 340 Application Systems Analysis/Design (3 cr)  
 CIS 345 Managing Technical People (3 cr)  
 CIS 405 Practicum (4-12 cr)  
 CIS 410 System Admin and Management (3 cr)  
 MGT 101 Introduction to Business (3 cr)  
 MGT 203 Principles of Microeconomics (3 cr)  
 MGT 231 Marketing (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 MGT 367 Quant Approaches to Business Problems (4 cr)  
 MGT 409 Management Seminar (2 cr) (WI)  
 MTH 111 College Algebra and Trigonometry (4 cr)

**Management Information Systems Minor Requirements**

MGT 101 Introduction to Business (3 cr)  
 MGT 202 Principles of Microeconomics (4 cr)  
 CIS 240 COBAL Programming (3 cr)  
 CIS 330 Database Management (3 cr)  
 CIS 340 Applications Systems Analysis & Design (3 cr)  
 CIS 410 System Administration & Management (3 cr)

**Management Information Systems Minor Requirements – For Business Majors**

CIS 240 COBAL Programming (3 cr)  
 CIS 330 Database Management (3 cr)  
 CIS 340 Applications Systems Analysis & Design (3 cr)  
 CIS 345 Managing Technical People (3 cr)  
 CIS 410 System Administration & Management (3 cr)

**MANAGEMENT INFORMATION SYSTEMS  
REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	51
Elective	24
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**MANAGEMENT INFORMATION SYSTEMS  
(Web/Networking) REQUIREMENTS  
AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	57
Elective	18
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## THE INDIVIDUALLY TAILORED EDUCATION PLAN

The Individually Tailored Education Plan (ITEP) offers students an opportunity to design a uniquely personalized college program. It is particularly useful to students who want to take advantage of the interdisciplinary strengths of Greenville's liberal arts curriculum. Requirements include the following:

1. 126 credits. At least 48 credits must be at the upper division level.
2. A concentrated major (32 credits of which must be in one department) of 48 credits, allocated among two or more departments.
3. All course selections must be made with the consultation and approval of the faculty advisor, and be approved by the Office of Academic Affairs. The plan must be submitted and approved no later than the beginning of the first semester of the senior year.
4. The program of courses is expected to reflect emphases of breadth and depth of study, and is to be developed in relation to the student's needs and interests as measured against the goals of the College.

## MANAGEMENT

Professors—Donald L. Sheriff, John R. Chism, (Department Head)  
Assistant Professors—Larry Sayler, Norman D. Swanson



Management Department  
[www.greenville.edu/academics/departments/business](http://www.greenville.edu/academics/departments/business)

**We produce graduates who can use resources to help people.** These professionals answer a special calling: to do things—to get important things done. They take good ideas and intentions and give them practical reality by doing them. We produce doers.

**What do these doers do?** As Christians we take special notice of the many forms of human needs—material, social, emotional, or spiritual—and find opportunities to help. We can meet many needs through profit-making endeavors, in which both sides gain. In other cases, we can discover opportunities to collaborate in non-commercial or non-profit ways to help people. But in every case, we must go beyond our good intentions and get the task fully done. Getting it done—meeting people's needs—matters, because we recognize our own deep needs.

## MANAGEMENT

**What contribution does a Christian manager make?** Our Creator designed us as innovative, goal-achieving stewards. We can innovate in two ways: by perceiving unmet needs and by conceiving new, more efficient ways to meet those needs. We can stretch our supply of resources, multiplying the human satisfaction gained from them. God calls us to do this.

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### Management Graduates Will Gain:

1. The ability to get things done—to plan, start, manage, and finish important tasks.
2. A liberal arts education – giving the versatility needed by professional “doers” in a fast-changing world
3. The caring interest of an experienced staff of business professors. We get to know our students well, and our interest in them continues long after they graduate.
4. A carefully planned course of professional education, including the critical thinking, communication, and analytical skills, as well as the basic understandings in economics, marketing, law, and accounting expected of any holder of a Management degree.
5. A focus on a career in which the graduate can make use of new skills and perspectives. This usually includes practical job experience through our practicum program.
6. A Christian philosophy of life, with sensitivity to God's calling and guidance, along with the ability to apply these to career and personal lifestyle.

Management has a purpose: to **Get Things Done**. Our students learn to **choose** things worth doing, **do** them efficiently, and well, and **measure** what they have done. Every graduate of the Department of Management studies each of these three task areas and specializes in one of them.

### Accounting—Measuring what we have done or could do

Accountants explain the truth—simple or complex, pleasant or unpleasant. They provide the understanding management needs...about how much we did, how valuable it really was, how much it cost to do it, and what is available to use for doing more.

**Cooperative Master's program in Accounting:** Accounting majors may participate in our five-year cooperative program with the graduate school at Southern Illinois University at Edwardsville. After four years at Greenville, qualifying students receive a Bachelor of Science in Accounting and transfer immediately to the School of Accountancy at nearby SIU-E. They automatically receive advanced placement in the Master of Science in Accountancy

program, which they can expect to complete in two semesters and two summers (or three semesters). Graduates holding this Masters degree fully qualify to sit for CPA examinations. Continuing financial aid may be available for the entire five years.

### **Business Management—Getting things done, and done well**

Managers use resources—material and human—to get results. They convert inputs into valuable outputs. They do it on time, at the lowest cost possible, and they deliver on their commitments. They make the decisions, lead others in carrying them out, bear the responsibility, and live with the results. The buck stops here.

### **Marketing—Choosing things worth doing**

Marketing, though often confused with the processes of selling or advertising, actually deals with finding and meeting human needs. Before marketers can sell or advertise, they begin by searching for unmet needs. Then they devise innovative ways to meet those needs. Finally they use the communicative processes to inform consumers about their new and satisfying product or service.

### **Explanation of requirements for our various management degrees**

We teach the three areas of management through five different degree programs. Our programs have a **central core** of theory and skills, combined with **specialty courses** to qualify the graduate in the particular field he/she chooses.

- The program in Business Management provides the most basic and the most flexible of our preparations, and it leads either to a Bachelor of Arts or a Bachelor of Science. A student may also choose the similar but smaller Business Administration as a second major, which requires fewer credits but may only be awarded in combination with a major from another department.
- Our Marketing and Accounting programs both lead to a Bachelor of Science degree.

Within the framework of the liberal arts education at Greenville, all of these provide an integration of liberal arts with business, and of theory with practice.

The **Accounting Major** requires the completion of 62 credits. This major leads to the Bachelor of Science degree.

#### **ACCOUNTING REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	62
Elective	13
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### **Accounting Major Requirements:**

MGT 101 Introduction to Business (3 cr)  
MGT 203 Micro Economics (3 cr)  
MGT 204 Macro Economics (3 cr)  
MGT 211 Financial Accounting I (3 cr)  
MGT 212 Financial Accounting II (3 cr)  
MGT 222 Business Law (3 cr)  
MGT 250 Managerial Accounting (3 cr)  
MGT 312 Cost Accounting (3 cr)  
MGT 314 Intermediate Accounting I (4 cr)  
MGT 315 Intermediate Accounting II (4 cr)  
MGT 317 Income Tax Theory (3 cr)  
MGT 318 Auditing (3 cr)  
MGT 319 Tax Applications (1-3 cr)  
MGT 341 Corporate Finance (4 cr)  
MGT 367 Quantitative Approaches (4 cr)  
MGT 405 Practicum (4-12 cr)  
MGT 409 Business Seminar (2 cr) (WI)  
CIS 105 Computer Fundamentals (3 cr)

MTH 106 Finite Mathematics (3 cr)  
PSY/SOC 202 Statistics (3 cr)

The **Management Major** requires completion of 52 credits. It leads to either a Bachelor of Arts degree or a Bachelor of Science degree. Students who wish to receive a Bachelor of Science degree must complete a practicum ranging from 4 – 12 credits (included as part of the 52 credit hours total). Those wishing to complete a Bachelor of Arts degree must take 52 hours of credit in Management courses but must have the equivalent of three semesters of a foreign language and do not have to take a practicum.

**Management Major Requirements:**

MGT 101 Introduction to Business (3 cr)  
MGT 203 Micro Economics (3 cr)  
MGT 204 Macro Economics (3 cr)  
MGT 211 Financial Accounting I (3 cr)  
MGT 212 Financial Accounting II (3 cr)  
MGT 222 Business Law (3 cr)  
MGT 231 Marketing (3 cr)  
MGT 250 Managerial Accounting (3 cr)  
MGT 321 Management of Organizations (3 cr)  
MGT 341 Corporate Finance (4 cr)  
MGT 405 Practicum (4-12)\*  
MGT 409 Management Seminar (2 cr) (WI)  
CIS 105 Computer Fundamentals (3 cr)  
MTH 106 Finite Mathematics (3 cr)  
PSY/SOC 202 Statistics (or SOC 202) (3 cr)  
Electives (6+ credits) from any Career Development Track listed below.

**MANAGEMENT**

\*Practica credit required only for students pursuing a B.S. degree. Those wishing to receive a B.A. degree are not obligated to take a practicum credit.

**MANAGEMENT REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits (For B.A.)	Required Credits (For B.S.)
General Education (For B.S.)*	63	51
Major	52	52
Elective	11	23
<b>Total Credits to Earn Degree</b>	<b>126</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**Career Advancement Packages**

Every Management major must complete our theoretical core, plus six or more hours of elective. They may do this by selecting one or more of the following Career Advancement Packages. Each of them includes at least the required six credits. Students interested in preparing for several career alternatives can include as many packages as they wish. Most of the courses are taught in the spring semester, and with very few schedule conflicts between them.

**Production Management Package:** For those interested in manufacturing or other physical processes such as health care, construction, transportation management, military officer corps, and energy production. Courses: MGT 367 Quantitative Approaches to Business Problems (4 cr), MGT 301 Professional Communication (2 cr), and MGT 321 Human Resource Management (3 cr).

**Human Services Package:** For careers in management of government agencies, Christian ministries, non-profit corporations, schools, and personnel departments. Courses: MGT 321 Human Resource Management (3 cr), MGT 301 Professional Communication (2 cr), COM 360 Interviewing (2 cr), and CIS 345 Managing Technical People (3 cr).

**Entrepreneurial Package:** For creating and launching new ventures, particularly those with global potential. Courses: MGT 335 Intermediate Marketing (3 cr), MGT 347 Investments (3 cr), MGT 351 International Business (3 cr)

**Financial Services Package:** Banking, securities management, corporate financial management. Courses: MGT 347 Investments (3 cr), MGT 321 Human Resource Management (3 cr), MGT 367 Quantitative Approaches to Business Problems (4 cr)

**Financial Sales Package:** Careers in securities brokerage, insurance sales, bank marketing. Courses: MGT 335 Intermediate Marketing (3 cr), MGT 347 Investments (3 cr), MGT 333 Sales and Sales Management (2 cr)

**Urban Management Package:** City government, school district management. Courses: MGT 347 Investments (3 cr), MGT 301 Professional Communication (2 cr), MGT 367 Quantitative Approaches to Business Problems (4 cr)

**Retail Management Package:** MGT 335 Intermediate Marketing (3 cr), MGT 333 Sales and Sales Management (2 cr), MGT 334 Advertising (2 cr)

**Entertainment Event Management Package:** MGT 335 Intermediate Marketing (3 cr), MGT 334 Advertising (2 cr), MGT 301 Professional Communication (2 cr), COM 306 Introduction to Public Relations (3 cr)

The **Marketing Major** requires successful completion of 48 credits. This major leads to the Bachelor of Science degree.

## MANAGEMENT

MARKETING REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	49
Elective	26
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

### Marketing Major Requirements:

MGT 101 Introduction to Business (3 cr)  
MGT 203 Principles of Microeconomics (3 cr)  
MGT 204 Principles of Macroeconomics (3 cr)  
MGT 211 Financial Accounting I (3 cr)  
MGT 212 Financial Accounting II (3 cr)  
MGT 222 Business Law (3 cr)  
MGT 231 Marketing (3 cr)  
MGT 321 Management of Organizations (3 cr)  
MGT 332 Consumer Behavior (3 cr)  
MGT 333 Sales and Sales Management (2 cr)  
MGT 334 Advertising (2 cr)  
MGT 335 Intermediate Marketing (3 cr)  
MGT 405 Practicum (4-12 cr)  
MGT 409 Business Seminar (2 cr) (WI)  
CIS 105 Computer Fundamentals (3 cr)  
MTH 106 Finite Mathematics (3 cr)  
PSY/SOC 202 Statistics (3 cr)

**Business Administration as a Second Major** This major is only for students who have chosen another major outside the Management Department and wish to add to their education by enrolling in Management courses. This second major requires that students complete 36 hours of credit.

### Business Administration as a Second Major Requirements:

MGT 101 Introduction to Business (3 cr)  
MGT 203 Micro Economics (3 cr)

MGT 204 Macro Economics (3 cr)  
MGT 211 Financial Accounting I (3 cr)  
MGT 212 Financial Accounting II (3 cr)  
MGT 222 Business Law (3 cr)  
MGT 231 Marketing (3 cr)  
MGT 321 Management of Organizations (3 cr)  
MGT 341 Corporate Finance (4 cr)  
MGT 409 Management Seminar (2 cr) (WI)  
CIS 105 Computer Fundamentals (3 cr)  
PSY/SOC 202 Statistics (3 cr)

**Business Minor Requirements**

MGT 101 Introduction to Business (3 credits)  
MGT 203 Principles of Microeconomics (3 credits)  
MGT 211 Financial Accounting I (3 credits)  
MGT 231 Marketing (3 credits)  
6 upper division elective credits in either the CIS or MGT Department



**Math Department**  
[www.greenville.edu/academics/  
 departments/math](http://www.greenville.edu/academics/departments/math)

## **MARKETING (described under Management)**

### **MATHEMATICS**

Assistant Professor—George Peters

The Mathematics Department seeks to help students develop an analytical attitude and become more conscious of the value of precise thinking. The students gain appreciation of how mathematics enriches the intellectual life and how it provides models for handling applications to various other fields. Majors are available in Mathematics and in Mathematics Education.

A Mathematics major prepares students to enter graduate school, the computer industry, teaching, scientific research, and the actuarial field. In addition, business, psychology, and the social sciences depend heavily on mathematically aware persons.

The **Mathematics Major** leads to a Bachelor of Arts degree and requires 34 credits of Mathematics and Computer Science including:

MTH 115 Calculus I (4 cr)\*  
 MTH 116 Calculus II (4 cr)\*  
 MTH 212 Linear Algebra (4 cr) (WI)  
 MTH 217 Multivariable Calculus (3 cr)  
 MTH 218 Differential Equations (3 cr)  
 CIS 210 Programming and Data Structures I (4 cr)\*  
 12 credits of upper division Mathematics courses.

\* These courses may be met by AP credit or a proficiency test.

The **Mathematics Education Major** requirements include 34 hours in Mathematics and Computer Science and 44 hours of Professional Studies in Education. Students completing the Mathematics Education major requirements are eligible to receive the Bachelor of Science Degree.

#### **Mathematics Specialization Requirements:**

MTH 115 Calculus I (4 cr)  
 MTH 116 Calculus II (4 cr)  
 MTH 212 Linear Algebra (4 cr) (WI)  
 MTH 217 Multivariate Calculus (3 cr)  
 MTH 218 Differential Equations (3 cr)  
 MTH 301 Probability and Statistics (4 cr)  
 MTH 302 Non-Euclidean Geometry and History (4 cr)  
 CIS 210 Programming and Data Structures (4 cr)  
 MTH 308 Abstract Algebra (4 cr) - or -  
 MTH 319 Advanced Calculus (4 cr)

#### **Required Professional Studies Courses:**

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Conflicts in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading & Writing Across the Curriculum (4 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 344 Middle School Mathematics Methods (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Student Teaching (12 cr)

### **MATHEMATICS**

 COURSE LISTING  
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#### **MATHEMATICS REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	63
Major	34
Elective	29
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### **MATHEMATICS EDUCATION REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	44
Major	34
Education	41
Elective	7
<b>Total Credits to Earn Degree</b>	<b>127</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## MEDIA PROMOTIONS

Program Director: Veronica Ross

The Media Promotions major prepares students to enter the evolving world of media business that is being shaped by technology. This preparation includes the cultivation of analytical and critical thinking skills, as well as the ability to work and communicate with individuals, and within teams, on complex projects.

Students will learn to integrate their Christian world view as they develop and enhance specific strategies for promotion, publicity, management, writing, and delivery of digital media while exemplifying moral and responsible Christian professionalism.

The major emphasizes a broad-based, theoretical understanding while offering technical skills necessary to enter the work force as media promotional specialists. Students who successfully complete the major can expect an entry level position or successful admission to graduate school, within numerous disciplines.

The **Media Promotions Major** requires students to complete 54 hours of General Education courses, 41 credits in the major, and 34 hours of electives. Students who complete the major are eligible to receive a Bachelor of Science degree.

### Media Promotions Major Requirements:

CIS 105 Computer Fundamentals (3 cr)  
COM 301 Persuasion/Argumentation (3 cr)  
COM 303 Small Group Communication (3 cr)  
COM 304 Communication Theory (3 cr)  
COM 306 Introduction to Public Relations (3 cr)  
COM 307 Advanced Interpersonal and Gender Communication (3 cr)  
COM 308 Applied Public Relations (3 cr)  
MGT 101 Introduction to Business (3 cr)  
MGT 231 Marketing (3 cr)  
MGT 321 Management and Organizations (3 cr)  
MGT 333 Sales (2 cr)  
MGT 334 Advertising (2 cr)  
MUSG 325 Music Business Survey (2 cr)  
MP 405 Internship (3 cr)  
MP 410 Seminar (2 cr) (WI)



### Media Promotions

[www.greenville.edu/academics/  
departments/media/mediaprom.shtml](http://www.greenville.edu/academics/departments/media/mediaprom.shtml)

### MEDIA PROMOTIONS

 COURSE LISTING  
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### MEDIA PROMOTIONS REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	54
Major	41
Elective	31
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.



**Modern Languages Department**  
[www.greenville.edu/academics/  
 departments/languages](http://www.greenville.edu/academics/departments/languages)

## MODERN LANGUAGES

Professor—Donald L. Sheriff

Associate Professor—Almeda Lahr-Well (Department Head)

Assistant Professor—Brian Reinhard

Seeking to encourage understanding and appreciation of other peoples and cultures, the Department of Modern Languages makes available elementary and intermediate courses designed to give students skill in communication in the foreign language. Advanced courses improve language ability as well as offer an appreciation of literary masterpieces and cultural backgrounds.

Individualized practice in basic skills is considered essential. The equipment and materials for audio-visual lingual learning experiences and practice are in the audio-visual center.

Graduates in modern languages find careers in teaching foreign languages, teaching English as a second language and in bilingual education; others find their language ability useful in social service organizations, church work, missionary service, government service, business, and library science.

The **French Major** requires 24 credits above the elementary or 101/102 level. Courses have the prefix FRN.

### French Minor Requirements

Any 16 hours above the 100 level may be taken in French for a minor. Eight credits must be upper division, and one upper division course must be in culture and one in literature.

The **Modern Language Major** requires 32 credits above the elementary level in more than one language.

The **Spanish Major** requires 24 credits above the elementary or 101/102 level. Courses have the prefix SPN.

The **Spanish Education Major** requires 44 hours of Spanish Specialization courses and 41 hours of Professional Studies in Education.

### Spanish Specialization Requirements:

SPN 101 Elementary Spanish (4 cr)

SPN 102 Elementary Spanish (4 cr)

SPN 201 Intermediate Spanish (4 cr)

SPN 220 Spoken Spanish (4 cr)

SPN 281 La Casa de Español (1 cr)

SPN 320 Espana y Su Civilizacion (3 cr)

SPN 321 Latin America y Su Civilizacion (3 cr)

SPN 370 La Novela Hispanica (3 cr)

SPN 380 El Drama Hispanica (3 cr)

SPN 381 La Casa de Español (1 cr)

SPN 399 Literatura Peninsular (3 cr)

SPN 399 Advanced Spoken (3 cr)

SPN Semester Abroad (8 cr)

### Required Professional Studies Courses:

EDU 101 Introduction to Educational Practice (3 cr)

EDU 202 Cultural Conflicts in the Classroom (3 cr)

EDU 280 Exceptional Child (3 cr)

EDU 316 Reading & Writing Across the Curriculum (4 cr)

**COURSE LISTING**  
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**FRENCH 145-146**  
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**MODERN  
 LANGUAGES**

**FRENCH REQUIREMENTS  
 AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	54
Major	24
Elective	48
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**MODERN LANGUAGE  
 REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	54
Major	32
Elective	40
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

EDU 330 Behavior Management (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 344 Middle School Mathematics Methods (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Student Teaching (12 cr)

#### Spanish Minor Requirements

Any 16 hours above the 100 level may be taken in Spanish for a minor. Eight credits must be upper division, and one upper division course must be in culture and one in literature.

#### SPANISH REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	54
Major	24
Elective	48
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

#### MODERN LANGUAGES

#### SPANISH EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	44
Major	44
Education	41
Elective	0
<b>Total Credits to Earn Degree</b>	<b>129</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.



## Music Department

[www.greenville.edu/academics/departments/music](http://www.greenville.edu/academics/departments/music)



## Music Major

[www.greenville.edu/academics/departments/music/music.shtml](http://www.greenville.edu/academics/departments/music/music.shtml)

## MUSIC



COURSE LISTING  
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## MUSIC

Associate Professors—Debra Marsch, Jeff Wilson, Christopher P. Woods

Assistant Professors—Yeeseon Kwon, Michael J. Johnson, L. Thomas Stampfli (Department Head), Louise Weiss

Instructors—Lance Lancaster, Shawn D. Young

Many music courses and activities are open to all students as an opportunity to broaden their cultural interests in the field of music, as well as provide the necessary study for the Music and Music Education student. Students may enhance their aesthetic sensitivity by participating in music activities and will develop a discriminating taste for a wide variety of music. Prospective music majors are advised to begin the study of music before entering college.

Music ensembles provide exposure to music literature and opportunities for musical expression and are open to qualified students from the entire campus. The Greenville College Choir (A Cappella Choir) tours annually to national and international destinations. Additional touring ensembles include Chamber Singers, Jazz Vocal Band, Keyboard Ensemble, Praise and Worship Ensembles, and Lab Bands. Other opportunities for ensemble participation include Chorale, Concert Band, Guitar Ensemble, Jazz Ensemble, String Ensemble, and Brass and Woodwind Ensembles. All members of the College and community are invited to participate annually in the Greenville Choral Union which regularly performs larger choral works including Handel's "Messiah." An audition is required for entrance into most ensembles.

BlackRoom Records (BRR) is a student run record label, founded in 2003 by Andrea Johnson, a former consultant for independent and major labels in the Music Industry.

The label was founded to give students an opportunity to take a hands-on approach to the music industry and learn about the operations of an independent record label.

The mission of the label is to record and promote music by emerging artists, and to set a new precedent in the music industry by giving the artists ownership of the masters and copyrights. The label creates a new level of abundance in an industry that is normally one-sided, and pays out 50% of the profits to the artist instead of the usual 8%. The label creates income by distributing various products, not by owning properties. Our goal is to set a new standard of business that runs on strong moral and ethical principles that are centered around the interests of artists and not the profit of the company.

### Applied Music

Any student in Greenville College may enroll in applied music lessons. Applied music lessons are small group or private lessons that help students increase competency in voice or particular instruments. If studio space is limited, priority is given to music majors and music minors enrolling in their primary instrument. All music majors and music minors must choose a principal instrument upon entering the music program. Initial entry level applied lessons may be offered in either a class or individual format. After the first year, all applied lessons are taught on an individual basis. Depending upon a student's chosen degree plan, students are expected to complete 6-8 hours of applied lessons on their primary instrument. This is the instrument upon which students will perform their senior recital. All music majors are expected to perform a senior recital. CCM majors in the Recording and Production track will do a senior project in lieu of a senior recital.

Applied students will either receive a weekly one hour group lesson or a weekly half-hour individual lesson for each credit enrolled. If studio time is available, upper division students are encouraged to enroll for two credit hours per week in preparation for their senior recitals. Once enrolled, it is a student's responsibility to arrange a weekly lesson time with his or her assigned instructor. All applied students will be assigned

an instructor during the first week of the semester and lessons begin the second week. Applied students are expected to adhere to the studio policies of their respective instructors, as stated in their applied lessons syllabi. Students are assigned to an applied instructor each semester. Minimum practice expectations for applied lessons are stated in course syllabi. Students preparing their senior recital are encouraged to practice more than the minimum expectation. ‘

### **Recitals and Concerts**

All music majors taking applied music are expected to appear to one student recital per semester. Recital repertoire must be approved by the student’s applied instructor.

Regular attendance at recitals and concerts as prescribed by the Music Department Policy and Procedures Handbook is required of all music majors and minors. Failure to satisfactorily complete this requirement will result in reduction of the final semester grade in applied music by one letter grade.

Students are only allowed to perform publicly off-campus as representatives of the College when they have the consent of the Music Department faculty.

### **Choral Union and String Ensemble**

All students are encouraged to participate in the Greenville College Choral Union and/or String Ensemble. This combined College and community ensembles annually performs Handel’s Messiah and other major works.

### **Professional Organizations**

Music majors are encouraged to join the student chapters of their professional organizations. A list of these organizations can be found in the Music Department Policy and Procedures Handbook.

### **Placement Exams**

All incoming freshmen and transfer students will be given a placement exam for music theory, applied music lessons, and keyboard studies. Students transferring to the Greenville College Music Department will be expected to demonstrate competencies in these areas. If unable to demonstrate competencies, students will be required to complete additional semesters of study.

The **Contemporary Christian Music** major requires the completion of 50-52 credits and leads to a Bachelor of Science degree.

MUSG 185 CCM Seminar (1cr)  
MUSG 209 Music Listening (2 cr)  
MUSG 221 Elementary Conducting (2 cr)  
MUSG 226 Studio Recording Techniques I (2 cr)  
MUSG 227 Studio Recording Techniques II (2 cr)  
MUSG 309 Music History I (3 cr)  
MUSG 310 Music History II (3cr)  
MUSG 325 Music and Business Survey (2 cr)  
MUSG 376 Rock Music History (2 cr)  
MUSG 377 Philosophy and Ethics of CCM (1 cr)  
MUSG 385 CCM Seminar (1cr)  
MUTH 103 Theory 1 (3 cr)  
MUTH 103E Ear Training and Sight-singing I (1cr)  
MUTH 104 Theory II (3 cr)  
MUTH104E Ear Training and Sight-singing II (1 cr)  
MUTH 305 Pop Theory/Songwriting I (2 cr)  
MUTH 306 Pop Theory/Songwriting II (2 cr)  
Applied Lessons and Ensembles (14 cr total)

- Six to eight credits of applied lesson are required in a single instrument, unless a student has elected to complete either the Recording and Produc-

**CONTEMPORARY CHRISTIAN MUSIC  
REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	53
Major	50-52
Optional Performance Track	8
Optional Recording & Production Track	10
Optional Composition Track	12
Optional Praise & Worship Track	12
Elective	11-23
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

tion or Composition tracks. The Recording and Production track only requires four credits. The Composition track requires four hours in one instrument and two hours in applied composition.

- At least two credits of applied lessons must be upper division.
- Six to eight credits in an ensemble. At least four ensemble credits must be in large ensembles.

Applied lessons in Piano (2-4 cr)

- Students must complete MUAP 112P or demonstrate competency to fulfill this requirement

MUSG 418 Senior Recital (1 cr) or MUSG 419 Senior Project (1 cr - for recording and production track only)

### **The Contemporary Christian Music Tracks**

The CCM degree offers optional tracks beyond the core music and core CCM curriculum. The tracks are: Composition, Praise and Worship, Performance, and Recording and Production. Requirements for these tracks are listed below.

#### **Requirements for Optional Tracks**

##### **Performance:**

MUTH 203 Written Theory III	3 cr
MUTH 203E E.T/Sight Singing III	1 cr
MUTH 204 Written Theory IV	3 cr
MUTH 204E E.T/Sight Singing IV	1 cr
<b>Total Credits to Complete Track:</b>	<b>8 cr</b>

##### **Recording and Production:**

MUSG 326 Studio Recording III	2 cr
MUSG 327 Studio Recording IV	2 cr
MUSG 399A Sound Reinforcement	2 cr
Independent Study in Recording	4 cr
<b>Total Credits to Complete Track:</b>	<b>10 cr</b>

##### **Composition:**

MUTH 203 Written Theory III	3 cr
MUTH 203E E.T/Sight Singing	1 cr
MUTH 204 Written Theory IV	3 cr
MUTH 204E E.T/Sight Singing	1 cr
MUED181 String Techniques	1 cr
MUED 182 Percussion Techniques	1 cr
MUED 191 Brass Techniques	1 cr
MUED 192 Woodwind Techniques	1 cr
<b>Total Credits to Complete Track:</b>	<b>12 cr</b>

##### **Praise & Worship:**

REL 200 Orientation To Ministry	3 cr
REL 235 Ministry of Discipleship and Evangelism	3 cr
COM 255 Intro Mass Comm.	3 cr
MUSG 399A Sound Reinforcement	2 cr
MUED 324 Choral Rehearsal Tech.	2 cr
<b>Total Credits to Complete Track:</b>	<b>12 cr</b>

A **Music Major** leads to a Bachelor of Arts degree, and requires 47-54 hours of credit depending on the student's primary instrument. The following courses are required:

MUED 357 Elementary Music Methods (2 cr)  
MUED 324 Choral Rehearsal Technique (2 cr)

MUSG 209 Music Listening (2 cr)  
 MUSG 221 Elementary Conducting (2 cr)  
 MUSG 309 Music History (3 cr)  
 MUSG 310 Music History (3 cr)  
 MUSG 418 Senior Recital (1 cr)  
 MUTH 103 Music Theory I (3 cr)  
 MUTH 103E Ear Training and Sight Singing I (1 cr)  
 MUTH 104 Music Theory II (3 cr)  
 MUTH 104E Ear Training and Sight Singing II (1 cr)  
 MUTH 203 Music Theory III (3 cr)  
 MUTH 203E Ear Training and Sight Singing III (1 cr)  
 MUTH 204 Music Theory IV (3 cr)  
 MUTH 204E Ear Training and Sight Singing IV (1 cr)  
 6 credits of ensemble (4 must be a large ensemble)

**Non-Piano Instruments Also are Required to Complete**

MUAP 101 Piano Class I (1 cr)  
 MUAP 102 Piano Class II (1 cr)  
 MUAP 103 Piano Class III (1 cr)  
 MUAP 104 Piano Class IV (1 cr)  
 6-8 credits of Applied Lessons, two of which must be upper division

**Voice Students are Also Required to Complete**

MUAP 101 Piano Class I (1 cr)  
 MUAP 102 Piano Class II (1 cr)  
 MUAP 103 Piano Class III (1 cr)  
 MUAP 104 Piano Class IV (1 cr)  
 MUSG 311 Pedagogy and Literature I (2 cr)  
 MUSG 312 Pedagogy and Literature II (2 cr)  
 MUSG 314 Foreign Language Diction (1 cr)  
 6-8 credits of Applied Lessons, two of which must be upper division

**Piano Students are Also Required to Complete**

MUSG 311 Pedagogy and Literature I (2 cr)  
 MUSG 312 Pedagogy and Literature II (2 cr)  
 MUSG 315 Accompanying (1 cr)  
 12-16 credits of Applied Lessons, two of which must be upper division

The **Church Music** major requires 50 hours of work and leads to a Bachelor of Arts degree.

MUED 324 Choral Rehearsal Techniques (2 cr)  
 MUED 357 Elementary Music Methods (2 cr)  
 MUSG 209 Music Listening (2 cr)  
 MUSG 221 Elementary Conducting (2 cr)  
 MUSG 309 Music History I (3 cr)  
 MUSG 310 Music History II (3 cr)  
 MUSG 371 Hymnology (2 cr)  
 MUSG 372 Youth Music and Activities in the Church (2 cr)  
 MUSG 373 Church Music Administration and Observation (2 cr)  
 MUTH 103 Theory I (3 cr)  
 MUTH 103E Ear Training and Sight-singing I (1 cr)  
 MUTH 104 Theory II (3 cr)  
 MUTH 104E Ear Training and Sight-singing II (1 cr)  
 MUTH 203 Theory III (3 cr)  
 MUTH 203E Ear Training and Sight-singing III (1 cr)  
 MUTH 204 Theory IV (3 cr)  
 MUTH 204E Ear Training and Sight-singing IV (1 cr)

**MUSIC (Non-Piano Instrument) REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	65
Major	47
Elective	14
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**MUSIC**

**MUSIC (Voice) REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	65
Major	52
Elective	9
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**MUSIC (Piano) REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	65
Major	54
Elective	7
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## CHURCH MUSIC REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	65
Major	52
Elective	9
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

### Applied Lessons (7 cr)

- One credit per semester
- Three credits must be upper division

### Applied Piano (2 cr)

- Must successfully complete MUAP 103 and MUAP 104

### Ensemble (7 cr)

- Includes participation in Choir and/or other performing ensemble

The **Music Education** degree requires 49 credits for the major and 41 hours of Education Professional Studies. The successful graduate from this program can become certified to teach and supervise music in the public schools from kindergarten through the twelfth grade in both instrumental and vocal music. This major leads to the Bachelor of Music Education (B.M.E.) degree.

Applied Piano (2-4 credits, Piano 2-4 credits with MUAP 104 exit requirements). Piano majors are excluded.

MUAP 101 Piano Class I (1cr)

MUAP 102 Piano Class II (1cr)

MUAP 103 Piano Class III (1 cr)

MUAP 104 Piano Class IV (1 cr)

MUAP 105 Beginning Voice Class – Traditional (1 cr)

MUAP 111U Applied Music – Voice (1 cr)

MUEN 141/341 Choir or MUEN 142/342 Chorale (2 cr)

MUEN 145/345 Concert Band (2 cr)

MUED 181 Strings Class (1 cr)

MUED 182 Percussion Class (1 cr)

MUED 191 Brass Class (1 cr)

MUED 192 Woodwinds Class (1 cr)

MUED 322 Instrumental Rehearsal Techniques (2 cr) or

MUED 324 Choral Rehearsal Techniques (2 cr)

MUED 357 Elementary Music Methods (2 cr)

MUSG 209 Music Listening (2 cr)

MUSG 309 Music History I (3 cr)

MUSG 310 Music History II (3 cr)

MUSG 221 Elementary Conducting (2 cr)

MUSG 418 Senior Recital (1 cr)

MUTH 103 Theory I (3 cr)

MUTH 103E Ear Training and Sight-singing I (1 cr)

MUTH 104 Theory II (3 cr)

MUTH 104E Ear Training and Sight-singing II (1 cr)

MUTH 203 Theory III (3 cr)

MUTH 203E Ear Training and Sight-singing III (1 cr)

MUTH 204 Theory IV (3 cr)

MUTH 204E Ear Training and Sight-singing IV (1 cr)

### Applied Lessons (7 cr)

- Two credits must be upper division

### Ensemble Participation (7 cr)

- Students must participate in an ensemble every semester in which they are a Music Education major.
- One year (2 cr) of ensemble credit must be in a chorus (A Cappella Choir or Chorale)
- One year (2 cr) must be in concert band.

### Education Courses:

EDU 101 Introduction to Educational Opportunities (3 cr)

EDU 202 Cultural Conflict in the Classroom (3 cr)

EDU 280 Exceptional Child (3 cr)

EDU 316 Reading and Writing Across the Curriculum (4 cr)

## MUSIC

EDU 330 Behavioral Management (3 cr)  
 EDU 340 Educational Measurement and Evaluation (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 425 Music Internship (12 cr)  
 PSY 206 Adolescent Development (3 cr)

**Music Minor Requirements**

MUAP elective (2 cr)  
 MUEN elective (4 cr)  
 MUSG 221 Elementary Conducting (2 cr)  
 MUTH 103 Written Theory I (3 cr)  
 MUTH 103E Ear Training and Sight Singing I (1 cr)  
 MUTH 104 Written Theory II (3 cr)  
 MUTH 104E Ear Training and Sight Singing II (1 cr)  
 4 Upper Division credits in music (MUAP, MUED, MUEN, MUSG, and/or MUTH)

**MUSIC EDUCATION  
REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.M.E.)*	43.5
Major	49
Education	41
Elective	0
<b>Total Credits to Earn Degree</b>	<b>133.5</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**MUSIC**

## ORGANIZATIONAL LEADERSHIP

The GOAL program is a degree completion program for working adults. The major, **Organizational Leadership**, requires a minimum of 38 credits taken through Greenville College, and leads to a Bachelor of Science degree.

### Organizational Leadership Requirements

- OL 301 Dynamics of Group Behavior (3 cr)
- OL 302 Adult Development (3 cr)
- OL 303 Introduction to Research Methodology (3 cr)
- OL 305 Managing Interpersonal Communication (3 cr)
- OL 306 World View: Faith and Vocation (3 cr)
- OL 307 Introduction to Data Analysis and Presentation (3 cr)
- OL 308 Organizational Communication (3 cr)
- OL 309 Principles of Leadership (3 cr)
- OL 310 Cultural Influences in the Workplace (3 cr)
- OL 311 Values and Ethical Decision Making (3 cr)
- OL 312 Writing Strategies and Organization (3 cr)
- OL 401 Applied Research Project: Part I (1 cr)
- OL 402 Applied Research Project: Part II (1 cr)
- OL 403 Applied Research Project: Part III (2 cr)

### ORGANIZATIONAL LEADERSHIP

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## PHILOSOPHY AND RELIGION

Professor—Royal Mulholland

Associate Professor—Craig Boyd (Department Head)

Assistant Professors—Joe Culumber, Brian Hartley, Rick McPeak, Karen Winslow



### Philosophy and Religion

[www.greenville.edu/academics/departments/religion/rel-phl.shtml](http://www.greenville.edu/academics/departments/religion/rel-phl.shtml)

The faculty of the Philosophy and Religion Department believes that the Biblical revelation acquaints one with some facts about reality of which one can become aware in no other way so well. These are, particularly, facts about God, humanity, and the relationships between them. It is the purpose of the Department to acquaint the student with these facts and their implications for thought and life. The Department provides every student an opportunity to study critically and acquire truths of Biblical revelation, and to understand their relevance to personal and social life. It is hoped that every student will be led to accept the implications of such religious study for all of life, and to consider one's personal relationship to Jesus Christ.

Courses offered by the Department seek to develop in the student a college-level understanding of the Christian faith, the ability to look at life in depth rather than superficially, a Christian approach to the pressing problems of the day and skill in carrying one's faith into the world. It is hoped that the fragmentation of life and learning, which marks our day, may be healed through the study of philosophy and major Biblical concepts. Courses in Greek are offered to aid the student in studying the New Testament.

Many students have chosen a vocation that lies in the pastoral ministry, evangelistic preaching, missionary work, Christian education, or socially oriented religious service. The Department offers a four-year curriculum for those who wish to pursue one of these goals and encourages these students to attend seminary for additional professional training. The pre-seminary student is advised to major in philosophy with a strong emphasis in other academic areas in such fields as English, history, psychology, or sociology. Students who wish to obtain a double major will be assigned an advisor from both the Philosophy and Religion Department and from their second major.

Members of the Free Methodist Church who do not plan on graduate professional training for the ministry may qualify for annual conference membership and ordination through the Track II outlined in the Free Methodist Book of Discipline.

The Department of Philosophy and Religion offers four majors:

The **Philosophy Major** in liberal education is designed to help students form an interpretation of truth around an understanding of God, human nature, and the universe that sees an essential unity in all knowledge. Philosophy develops the habit of thinking reflectively and consistently. It trains students to consider critically their own and others' assertions in writing and speaking. It observes the power of ideas in the rise and fall of movements in human history. The major requires completion of 24 hours and leads to a Bachelor of Arts degree.

#### **Philosophy Major Requirements\*:**

PHL 310 Philosophy of Religion (3 cr) or

      PHL 330 Ethics (3 cr)

REL 343 Western Christianity I (3 cr) or

      REL 344 Western Christianity II (3 cr)

REL 452 Methods in Wesleyan Theology (3 cr)

Additional Requirements – 15 credits from the following list with at least 9 hours of upper division credits.

PHL 250 History of Philosophy I (3 cr)

PHL 251 History of Philosophy II (3 cr)

### PHILOSOPHY AND RELIGION

 COURSE LISTING  
Pages 168-170

## PHILOSOPHY REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	66
Major	24
Elective	36
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

- PHL 270 Philosophy of Science (3 cr)
- PHL 280 Introduction to Logic (3 cr)
- PHL 310 Philosophy of Religion (3 cr)
- PHL 311 History of Political Philosophy (3 cr)
- PHL 330 Ethics (3 cr)
- PHL 440 World Religions (3 cr)
- PHL 399 Metaphysics (3 cr)

Greek or French are strongly recommended and meet the language requirement for the Bachelor of Arts degree.

\* These courses are in addition to the General Education requirements. Six credits of 200 level Biblical Studies and Philosophy courses are required in addition to the classes listed above.

The goal of the **Religion Major** is to provide students with a comprehensive study of the many fields that religion encompasses. This includes training in the history of the Church, Theological and Philosophical studies as well as an acquaintance with the Bible. Students taking the Religion major often pursue graduate studies in one of the many subject areas that religion includes. Often, students major in another discipline and believe that the Religion major complements their other studies. The Religion major requires completion of 27 credits and leads to a Bachelor of Arts degree.

### Religion Major Requirements\*:

- PHL 310 Philosophy of Religion (3 cr) or
  - PHL 330 Ethics (3 cr)
- REL 343 Western Christianity I (3 cr) or
  - REL 344 Western Christianity II (3 cr)
- REL 451 Foundations of Christian Doctrine (3 cr)
- REL 452 Methods in Wesleyan Theology (3 cr)
- 3 credits of an upper division Biblical Studies course
- Additional Requirements – 12 credits from the following list with at least 6 hours of upper division credits
  - REL 200 Orientation to Ministry (3 cr)
  - REL 245 Jews, Christians, Muslims (3 cr)
  - REL 265 Introduction to Worship (3 cr)
  - REL 266 Homiletics (3 cr)
  - REL 270 Wisdom and Poetic Literature/OT (4 cr)
  - REL 275 FM Policy/Doctrine (2 cr)
  - REL 285 Historic Methodism (2 cr)
  - REL 321 Pentateuch (3 cr)
  - REL 322 Prophets (3 cr)
  - REL 343 Western Christianity I (3 cr)
  - REL 344 Western Christianity II (3 cr)
  - REL 345 History of Judaism (3 cr)
  - REL 352 Pauline Epistles (3 cr)
  - REL 353 Synoptic Gospels (3 cr)
  - REL 399 Johanine Literature (3 cr)
  - REL 440 World Religions (4 cr)

GRK 101, 102, & 201 are strongly recommended and meet the language requirement for the Bachelor of Arts degree.

\* These courses are in addition to the General Education requirements. Six credits of 200 level Biblical Studies and Philosophy courses are required in addition to the classes listed above.

The **Ministry Major** is a strong pre-seminary program offered for students going into the ministry of local churches and missionary work. It is also for those who are bi-

## PHILOSOPHY AND RELIGION

 COURSE LISTING  
Pages 175-178

## RELIGION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	66
Major	27
Elective	33
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

vocational, who wish to enter the ministry immediately upon college graduation, or who wish to postpone admission to seminary. A standard four year curriculum specified by the Free Methodist Department of Ministry and Higher Education is offered. The Ministry major requires a core of 29 credits, and the selection of an emphasis of either Pastoral Ministries or Urban/Cross Cultural that is an additional 9-12 credits. Both emphases lead to a Bachelor of Arts degree.

**Ministry Major Requirements\*:**

PHL 310 Philosophy of Religion (3 cr) or  
 PHL 330 Ethics (3 cr)  
 REL 199 Ministry Seminar (.5 cr) – Must complete 4 times  
 REL 200 Orientation to Ministry (3 cr)  
 REL 235 Ministry of Discipleship/Evangelism (3 cr)  
 REL 265 Homiletics (3 cr)  
 REL 266 Introduction to Worship (3 cr)  
 REL 343 Western Christianity I (3 cr) or  
     REL 344 Western Christianity II (3 cr)  
 REL 451 Foundations of Doctrine (3 cr)  
 REL 452 Methods in Wesleyan Theology (3 cr)  
 3 credits of an upper division Biblical Studies course

Pastoral Ministry Emphasis Requirements

REL 405A Pastoral Ministry Practicum (6-9 cr)  
 PSY 212 Developmental Psychology (3 cr)

(Students selecting this emphasis are strongly encouraged to take PSY 310 Psychology of Personality and PSY 315 Introduction to Counseling.)

Urban/Cross Cultural Emphasis Requirements

REL 366 The Church in the City (3 cr)  
 REL 405C Urban/Cross Cultural Ministry Internship (6-9 cr)

(SOC 112 Anthropology is strongly suggested to fulfill the SOC requirement for General Education. PSY 304 Social Psychology, SOC 309 Social Stratification, and REL 440 World Religions are also strongly recommended for students selecting this emphasis.)

GRK 101, 102, & 201 are strongly recommended and meet the language requirement for the Bachelor of Arts degree.

\* These courses are in addition to the General Education requirements. Six credits of 200 level Biblical Studies and Philosophy courses are required in addition to the classes listed above.

The **Youth Ministries Major** requires completion of 44 credits. Students completing this major are eligible for a Bachelor of Science degree.

**Youth Ministries Major Requirements\*:**

PHL 310 Philosophy of Religion (3 cr) or  
 PHL 330 Ethics (3 cr)  
 PSY 212 Developmental Psychology (3 cr)  
 REL 180 Dynamics of Youth Ministry (3 cr)  
 REL 199 Ministry Seminar (.5 cr) – Must complete 4 times  
 REL 200 Orientation to Ministry (3 cr)  
 REL 235 Ministry of Discipleship/Evangelism (3 cr)  
 REL 265 Homiletics (3 cr)  
 REL 266 Introduction to Worship (3 cr)  
 REL 280 Philosophy of Youth Ministry (3 cr)  
 REL 343 Western Christianity I (3 cr) or  
     REL 344 Western Christianity II (3 cr)



**Urban/Cross  
Cultural Ministry Major**  
[www.greenville.edu/academics/departments/religion/urbancm.shtml](http://www.greenville.edu/academics/departments/religion/urbancm.shtml)

**PHILOSOPHY AND  
RELIGION**

**MINISTRY REQUIREMENTS  
AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	66
Major	29
Emphasis	9-12
Elective	19-22
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**YOUTH MINISTRY REQUIREMENTS  
AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	54
Major	44
Elective	28
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

REL 405b Youth Ministry Internship (6-9 cr)  
REL 451 Foundations of Christian Doctrine (3 cr)  
REL 452 Methods in Wesleyan Theology (3 cr)  
3 credits of an upper division Biblical Studies course

(Youth Ministry majors are also encouraged to take SOC 301 Marriage and Family.)

\* These courses are in addition to the General Education requirements. Six credits of 200 level Biblical Studies and Philosophy courses are required in addition to the classes listed above.

Three minors are available from the Philosophy and Religion Department. They include Philosophy, Religion, and Ministry.

**Philosophy Minor Requirements (15 credits)**

PHL 280 Logic (3 cr)  
PHL 310 Philosophy of Religion (3 cr)  
9 additional hours of Philosophy courses

**Religion Minor Requirements (15 credits)**

Any Old Testament course (3 cr)  
Any New Testament course (3 cr)  
REL 452 Foundations in Doctrine (3 cr)  
6 additional hours of Religion courses

**Ministry Minor Requirements (17 credits)**

Any Old Testament course (3 cr)  
Any New Testament course (3 cr)  
REL 200 Orientation to Ministry (3 cr)  
REL 235 Ministry of Discipleship/Evangelism (3 cr)  
REL 265 Introduction to Worship (3 cr) or  
REL 266 Homiletics (3 cr)  
REL 405 Internship (2 cr)

**PHILOSOPHY AND  
RELIGION**

## PHYSICS

Professors—Hugh E. Siefken (Department Head)  
Associate Professor – Arlene Larabee

Physics attempts to develop a basic understanding of all forms of matter and energy. Today's society needs persons trained in physics in order to maintain a high level of technology in our society. Physics uses mathematical techniques to describe processes and develops new ideas that are given to engineers for implementation. The Physics Department strives to give the student an understanding of the basic physical principles and show how these principles are adapted to many types of employment opportunities in our society.

For those majoring in Physics, the Department is prepared to meet the needs of three groups: students who plan to teach high school physics, students who plan to go on to graduate school in physics, and students who expect to go to work in a government or industrial laboratory following graduation.

The prospective high school teacher should plan to complete a major of ten courses before the semester of teaching experience. The additional coursework includes a one semester of senior physics lab PHY 402 and PHY 350.

Students planning to enter graduate school in physics should take the same curriculum as the prospective high school teacher through the junior year. During their senior year, students will engage in independent study with the guidance of their professors. Part of this independent study will include laboratory investigation of a research nature. The Department is prepared to direct research in solid state and atomic physics using lasers and the Department's ion accelerator, and other equipment.

Students interested in working in government or industrial laboratories should complete the core curriculum. During the senior year the program will be independent in nature. It will differ from the graduate school-bound student preparation in that their independent work will be less theoretical and shall include shop and laboratory techniques as well as special laboratory projects.

Greenville College offers an Engineering 3/2 program through a cooperative agreement with two top-notch engineering schools; the University of Illinois and Washington University in St. Louis. This five-year program results in a Bachelor of Arts from Greenville and a Bachelor of Science in Engineering from the cooperating school. Successful completion of Greenville's engineering program, with an appropriate GPA, guarantees admission to top quality engineering schools for the remaining two years. Check the index under Engineering 3/2 for curriculum information.

The graduates of the program in Physics have gone into one of the three careers as outlined above. About one-third have gone into high school and college teaching, and one-third have taken positions in government or industrial laboratories. Over half of the graduates have taken graduate work in physics and one-sixth have completed Ph.D. programs. A study of Physics majors during the years 1974-2002 indicates 71 graduates, all of whom entered graduate school or obtained employment in their chosen field.

All three introductory courses are calculus based. Students may enroll in PHY 120 and MTH 115 Calculus I concurrently. Concepts involving calculus are developed early in the PHY 120 textbook and in the course so students can handle the topics that are discussed. Those students with high school physics as a background start the physics sequence with PHY 120. Physics majors, pre-engineers, and prospective secondary school teachers should complete the sequence.

The **Physics Major** requirements include 33 credits in Physics and 26 credits in Chemistry, Computer Science, and Mathematics. The Physics major can lead to either a Bachelor of Arts or Bachelor of Science degree.



Physics and Engineering  
[www.greenville.edu/academics/departments/physics](http://www.greenville.edu/academics/departments/physics)

## PHYSICS

 COURSE LISTING  
Pages 170-172

PHY 120 General Physics I (4 cr)  
 PHY 210 General Physics II (4 cr)  
 PHY 220 General Physics III (4 cr)  
 PHY 311 Electricity and Magnetism (4 cr)  
 PHY 318 Theoretical Mechanics (4 cr)  
 PHY 321 Thermodynamics (4 cr)  
 PHY 322 Modern Physics (4 cr)  
 PHY 400 or 401 Senior Physics (4 cr)  
 PHY 409 Seminar in Physics (1 cr) (WI)  
 CHM 111 General Chemistry (4 cr)  
 CHM 112 General Chemistry (4 cr)  
 CIS 140 Introduction to Programming (4 cr)  
 MTH 115 Introduction to Calculus I (4 cr)  
 MTH 116 Calculus II (4 cr)  
 MTH 217 Multivariable Calculus (3 cr)  
 MTH 218 Differential Equations (3 cr)

PHYSICS REQUIREMENTS AT A GLANCE		
Type of Credit	Required Credits (For B.A.)	Required Credits (For B.S.)
General Education (For B.S.)*	57	45
Major	59	59
Elective	10	22
<b>Total Credits to Earn Degree</b>	<b>126</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

## PHYSICS

The **Physics Education Major** requirements include 33 credits in Physics, 26 credits in Chemistry, Computer Science, and Mathematics, and 41 hours of Professional Studies in Education.

PHY 120 General Physics I (4 cr)  
 PHY 210 General Physics II (4 cr)  
 PHY 220 General Physics III (4 cr)  
 PHY 311 Electricity and Magnetism (4 cr)  
 PHY 318 Theoretical Mechanics (4 cr)  
 PHY 321 Thermodynamics (4 cr)  
 PHY 322 Modern Physics (4 cr)  
 PHY 350 Science Curriculum Projects (2 cr)  
 PHY 402 or 403 Senior Physics Lab (2 cr)  
 PHY 409 Seminar in Physics (1 cr) (WI)  
 CHM 111 General Chemistry (4 cr)  
 CHM 112 General Chemistry (4 cr)  
 CIS 210 Programming and Data Structures (4 cr)  
 MTH 115 Introduction to Calculus I (4 cr)  
 MTH 116 Calculus II (4 cr)  
 MTH 217 Multivariable Calculus (3 cr)  
 MTH 218 Differential Equations (3 cr)

Physics Education majors are also encouraged to take:  
 PHY 192 Electronics (4 cr)

**Required Professional Studies Courses:**  
 EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Conflicts in the Classroom (3 cr)

## PHYSICS EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	41
Major	59
Education	41
Elective	0
<b>Total Credits to Earn Degree</b>	<b>141</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

EDU 280 Exceptional Child (3 cr)  
EDU 316 Reading & Writing Across the Curriculum (4 cr)  
EDU 330 Behavior Management (3 cr)  
EDU 340 Measurement and Evaluation (3 cr)  
EDU 342 Middle School Curriculum and Instruction (3 cr)  
EDU 400 Early Experience (1 cr)  
EDU 412 Clinical Practice Secondary (6 cr)  
EDU 421 Student Teaching (12 cr)

**PHYSICS**



## Psychology

[www.greenville.edu/academics/departments/psychology](http://www.greenville.edu/academics/departments/psychology)

# PSYCHOLOGY

Professors—Susan E. Hughey-Rasler (Department Head), Randall S. Bergen  
Assistant Professors—Richard O. Beans, James H. Zahniser

The purpose of the Psychology Department of Greenville College is to help students understand themselves, their world, and their relationship to God within a liberal arts context and the field of psychology. Within the life of the student, the Department emphasizes the development of a foundation of knowledge, the capacity for critical thinking and scientific inquiry, the ability to communicate effectively, and the freedom to serve others through their chosen vocation.

The **Psychology Major** requires completion of 30 credits beyond General Psychology. Psychology electives for the major are selected by the student and his/her advisor, and must meet or exceed a 21 hour minimum. The selection of courses should be focused around the vocational orientation of the student, and will often include one or two practicum sequences in facilities similar to those in which the student hopes to serve in the future. This major leads to a Bachelor of Arts degree.

**Psychology Major Requirements:** (note that PSY 101 General Psychology does not count towards the major.)

PSY 202 Statistics (3 cr)

PSY 210 Experimental Psychology (3 cr)

PSY 350 Psychological Systems (3 cr)

Electives (21 cr) This may include a track, listed below.

Examples of Tracks within the Psychology major Each track represents a cluster of courses (12+ credit hours) selected by the student and advisor to reflect the student's vocational interests.

Adult Clinical Psychology  
Child/Adolescent Clinical  
Marriage and Family Therapy  
Organizational Psychology  
School Psychology  
The Teaching of Psychology

## PSYCHOLOGY

### COURSE LISTING Pages 172-175

#### PSYCHOLOGY REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	66
Major	30
Elective	30
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

The **Psychology/Religion Major** is a 34 credit hour program with at least 12 credit hours required from the Department of Religion, and at least 15 credit hours required from the Psychology Department. Frequently students in this major complete five or more elective courses drawn from Communication, Music, Art, Ministry, and Education in addition to Psychology and Religion. Students completing this major are eligible for a Bachelor of Arts degree.

#### Psychology/Religion Major Requirements:

PHL 310 Philosophy of Religion (3 cr) or  
PHL 330 Ethics (3 cr)

PSY 310 Psychology of Personality (3 cr)

PSY 315 Introduction to Counseling (3 cr)

PSY/REL 485 Seminar (2 cr)

REL 270 Wisdom and Poetic Literature/OT (4 cr)

REL 452 Methods in Wesleyan Theology (3 cr)

REL 352 Pauline Epistles (3 cr) or

REL 353 Synoptic Gospels (3 cr)

Two of the following:

PSY 212 Developmental Psychology (3 cr)

PSY 304 Social Psychology (3 cr)

PSY 360 Introduction to Psychopathology (3 cr)

Elective courses in Psychology or Religion (7 cr)

### **Psychology Minor Requirements**

Any 18 hours beyond PSY 101 may be taken in the Psychology Department to receive a minor. Eight hours must be upper division.

### **PSYCHOLOGY/RELIGION REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	60
Major	34
Elective	32
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**PSYCHOLOGY**



## Sociology

[www.greenville.edu/academics/  
departments/sociology](http://www.greenville.edu/academics/departments/sociology)

## RECREATION (Described under Health, Physical Education, and Recreation)

## SOCIOLOGY, SOCIAL WORK & CRIMINAL JUSTICE

Associate Professor – Greg Sanders (Department Chair)  
Assistant Professors – Edwin Estevez, Dwight Jackson

### Sociology

Course work in sociology is designed to help students develop curiosity, insight, and understanding of human social behavior and patterns of interaction. Sociology is the study of society, human groups, and social behavior. Like all social sciences, sociology uses methods of scientific observation and reasoning. It is perhaps the best academic discipline for studying the rapid and endemic social change which is a powerful force in our modern world.

Sociology is a very broad field and includes the study of culture, social organization, marriage and family, criminal justice, group dynamics, religion, education, urban, rural and international issues, minority relations, and leadership studies. The Department also offers specific coursework in anthropology, and provides a general basis for specialized studies in related departments such as economics, modern languages, religion, education, government, and history.

Sociology students are encouraged to apply sociological principles through service and internship opportunities. The Sociology major serves as an excellent preparation for a wide variety of occupations in business, government, Christian ministry, human service fields, and for graduate study in sociology and many other disciplines.

It is expected that Sociology majors will be involved in a wide range of service activities, including service to the Department, to the local community, to campus organizations, and involvement in research.

**The Sociology Major** requires completion of 32 credits. Students completing the Sociology major are eligible for the Bachelor of Arts degree.

### Sociology Major Requirements:

SOC 101 Principles of Sociology (3 cr)  
SOC 112 Introduction to Anthropology (3 cr)  
SOC 202 Statistics (3 cr)  
SOC 210 Research Methods (3 cr)  
SOC 380 Social Theory (3 cr)  
SOC 370 Professional Seminar I (2 cr)  
SOC 470 Professional Seminar II (2 cr)  
SOC 489, Departmental Honors, **OR** an Independent Study course (1 cr)

**Also required.** Students must also take two cross cultural courses or approved experiences (one must include a significant immersion component).

### Emphasis:

The Sociology major requires the selection of one of the following emphases. Each emphasis requires 13 hours of study beyond the major requirements listed above. (Note: These 13 hours are already included in the 32 needed for a major). Students will select one of the 4 areas of emphasis listed below, and will complete the following requirements.

For each of these 4 emphasis, students will complete the courses listed, and will also complete SOC 489 – Departmental Honors, **or** a one-credit Independent Study course (i.e. readings) in the topic area of, and in preparation for, the Senior Presentation which is part of SOC 470 – Professional Seminar III. Students will also complete a 3-6 hour practicum in a setting which is relevant to the chosen emphasis.

### Family Studies

SOC 301 Marriage & Family  
SOC 309 Social Stratification  
1 other approved upper division course in the emphasis (may be non-department)

## SOCIOLOGY, SOCIAL WORK AND CRIMINAL JUSTICE

 COURSE LISTING  
Pages 179-182

### Urban Studies & Community Development

SOC 360 Sociology of Cities

SOC 381 Social Context of Community Development

1 other approved upper division course in the emphasis (may be non-department)

### Organizations & Leadership

SOC 365 Social Organizations

SOC 399 Leadership Studies (or approved alternative)

1 other approved upper division course in the emphasis (may be non-department)

### Anthropology & Cultural Studies

SOC 302 Diversity Issues

SOC 398 approved international or CC travel course

1 other approved upper division course in the emphasis (may be non-department)

### **Sociology Minor Requirements**

SOC 101 Principles of Sociology (3 cr)

15 credits (8 must be upper division) elective courses from the Sociology Department

### **Social Work**

Course offerings leading to a major in Social Work are open to students interested in a professional career or those planning to enter a graduate school of Social Work. Non-majors interested in the general area of Social Work are encouraged to study in this discipline, provided they possess the stated prerequisites or have the necessary background to make a course a significant learning experience.

The Social Work program blends theoretical and applied orientations. A practicum experience of 8 - 12 semester hours is required of all majors. The practicum is designed to provide majors with first-hand field experience so that classroom learning may be applied and tested. It also affords the student with valuable experience in a possible career field, and allows the student to fortify his or her resume with applied hours in the field which will be viewed favorably by a graduate school or prospective employer.

It is expected that Social Work majors will be involved in a wide range of field activities throughout the time the major is being pursued. Field activities maybe carried on in a variety of settings including: social work agencies, public and private children's homes and homes for the aged, mental, and penal institutions, probation and parole agencies, juvenile courts, inner-city ghettos, and depressed rural areas. Service hours will also include service to the Department, to the local community, to campus organizations, and involvement in research.

**The Social Work Major** requires completion of 38 credits. Students may also choose one or more tracks (optional). Students completing the Social Work major are eligible for the Bachelor of Arts degree.

### **Social Work Major Requirements**

PSY 101 General Psychology (3 cr)

PSY 212 Developmental Psychology (3 cr)

SOC 101 Principles of Sociology (3 cr)

SOC 202 Statistics (3 cr)

SOC 210 Research Methods (3 cr)

SOC 380 Social Theory (3 cr)

SWK 205 Introduction to Social Work (2 cr)

SWK 208 Social Welfare Agencies/Institutions (2 cr)

SWK 305 Fields of Social Work (3 cr)

SWK 405 Practicum (8-12 cr)

SWK 470 Professional Seminar II (2 cr)

SOC/SWK Upper-Division Elective (3 cr). (This course may apply to an elective track, see below)

### **SOCIOLOGY REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	60
Major	32
Elective	34
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**SOCIOLOGY,  
SOCIAL WORK AND  
CRIMINAL JUSTICE**



## Social Work Major

[www.greenville.edu/academics/  
departments/sociology/socialwork.shtml](http://www.greenville.edu/academics/departments/sociology/socialwork.shtml)

**Also required** Students must also take two cross cultural courses or approved experiences (one must include a significant immersion component).

### Highly Recommended

SWK 370 Professional Seminar I (2 cr)

SWK 489 Departmental Honors **OR** an Independent Study course (1 cr)

### Tracks (optional):

If students choose a track (optional for Social Work majors), the courses listed after each of the following tracks must be taken, and must be supplemented by a one-hour Departmental Honors course (SWK 489) **or** a one-hour Independent Study to prepare for the Senior Presentation, also in the track. Social Work majors are encouraged, but not required, to take a third course (may be a non-department course) in a track.

#### Family Studies

SOC 301 Marriage & Family

SOC 309 Social Stratification

1 other approved upper division course in the track (highly recommended)

#### Urban Studies & Community Development

SOC 360 Sociology of Cities

SOC 381 Social Context of Community Development

1 other approved upper division course in the track (highly recommended)

#### Organizations & Leadership

SOC 365 Social Organizations

SOC 399 Leadership Studies (or approved alternative)

1 other approved upper division course in the track (highly recommended)

#### Anthropology & Cultural Studies

SOC 302 Diversity Issues

SOC 398 approved international or CC travel course

1 other approved upper division course in the track (highly recommended)

#### **Criminal Justice**

The Criminal Justice major provides a general orientation to society and social processes (similar to that provided by Sociology), but also includes a focused emphasis on deviance, criminal behavior, and the criminal justice system. Course offerings leading to a major in Criminal Justice are open to students interested in a professional career or those planning to enter graduate school. Non-majors interested in the general area of deviance or criminology are encouraged to take courses in this major, provided they possess the stated prerequisites or comparable background.

The Criminal Justice program blends theoretical and applied orientations. A practicum experience of 6 – 10 semester hours is required of all majors. The practicum is designed to provide majors with first-hand field experience so that classroom learning may be applied and tested. It also affords the student with valuable experience in a possible career field, and allows the student to strengthen his or her resume with applied hours in the field which may be viewed favorably by a graduate school or prospective employer.

It is expected that students majoring in Criminal Justice will be involved in a wide range of field activities throughout the time the major is being pursued. Field activities may be carried on in a variety of settings which may include: social work agencies serving those with histories of incarceration, public and private children's homes and homes for the delinquent, mental and penal institutions, probation and parole agencies, juvenile courts, inner-city ghettos, and depressed rural areas where significant substance abuse and other social problems are concentrated.

## SOCIOLOGY, SOCIAL WORK AND CRIMINAL JUSTICE

 COURSE LISTING  
Pages 185-186

**The Criminal Justice Major** requires completion of 38 credits. Students completing the Criminal Justice major are eligible for the Bachelor of Arts degree.

**Criminal Justice Major Requirements:**

CRJ 199 Introduction to Criminal Justice (3 cr)  
CRJ 199 Law Enforcement (3 cr)  
CRJ 199 Corrections (3 cr)  
CRJ 405 Practicum (6-10 cr)  
SOC 101 Principles of Sociology (3 cr)  
SOC 210 Research Methods (3 cr)  
SOC 303 Crime & Social Deviancy (3 cr)  
SOC 304 Social Psychology (3 cr)  
SOC 380 Social Theory (3 cr)  
SOC 489 Departmental Honors, **OR** an Independent Study course (1 cr)  
SWK 351 Juvenile Delinquency (3 cr)  
SWK 370 Professional Seminar I (2 cr)  
SWK 470 Professional Seminar II (2 cr)

**Also required** Students must also take two cross cultural courses or approved experiences (one must include a significant immersion component).

**Recommended**

SOC 202 Statistics (3 cr)

**SPANISH (described under Modern Languages)**

**CRIMINAL JUSTICE REQUIREMENTS  
AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	63
Major	38
Elective	25
<b>Total Credits to Earn Degree</b>	<b>126</b>

\*Based on students arriving as first time freshmen. Some General Education requirements are met through required Major courses. This reduces the number of required General Education credits.

**SOCIOLOGY,  
SOCIAL WORK AND  
CRIMINAL JUSTICE**

 COURSE LISTING  
Pages 135



GREENVILLE  
COLLEGE



UN D E R G R A D U A T E   C O U R S E   L I S T I N G S

# UNDERGRADUATE COURSE LISTINGS

**Course Numbers.** Courses numbered from 100-199 are primarily freshman courses. Numbers from 200-299 are typically sophomore courses. Courses numbered 300 and above are upper division courses and should generally be deferred until the junior or senior year.

**Open Titled Courses.** Departments offer open titled courses for lower division or upper division credit, numbered 199 or 399. These courses provide the opportunity for experimental and exploratory study. They may be used to develop or extend courses regularly offered. These courses also may be used for individual academic pursuits not listed in the regularly developed sequence of course offerings. A breadth of alternatives is provided for, such as Independent Study, Individual Readings, Individual Research, and Field Experience. Offerings are contingent upon professional or student request.

**Practicum/Internship.** Each department offers a practicum or internship course numbered 405. In this course the student applies theories and skills learned in the major. Each experience should include significant learning opportunities related to the student's major field. Two supervisors are involved, a work supervisor and an academic supervisor. Students must sign up for the credit before they begin the practicum or internship. They must enroll for credit during the term in which most of the practicum/internship work is completed. Forty to 60 hours of work experience is required for each credit awarded. The experience may be paid or unpaid. Letter grades will be assigned unless otherwise stated in the departmental description. Students must consult with their academic supervisor at least twice during the experience. A learning experience summary paper following departmental guidelines is required as is a final interview with the academic supervisor. A maximum of 12 credits may be applied to the degree. Prerequisites: Junior or senior standing with a 2.0 GPA, 18 semester credits completed in the area of study and departmental approval.

**Prerequisites.** Following the description of each course of instruction will be found the requirements, if any, for admission to that particular course. For example, under Chemistry 201, Organic Chemistry, the prerequisite given is CHM 112, which must be satisfactorily completed before Chemistry 201 can be taken.

Some courses are offered in alternate years. The year for which the course is next scheduled is indicated after the description of the course.

The College reserves the privilege to cancel any course for which fewer than eight students register.

**ACCOUNTING (See Management, MGT)****ART****ART 111 Design****Three Credits**

A study of the basic principles and elements of two-dimensional form and composition. Alternate discussions and projects designed to acquaint the student with materials and techniques in the plastic arts. Three double periods. (Offered fall semester.)

**ART 112 Sculpture****Three Credits**

A study of the elements of three-dimensional form. Working with a variety of materials using processes such as construction/fabrication and mold making/casting. Three double periods.

**Prerequisite:** ART 111 or permission of instructor. (Offered spring semester.)

**ART 113 Drawing I****Three Credits**

Studio work in beginning drawing from still life and nature. Basic experiences with form description using a wide range of media. Three double periods. (Offered spring semester of odd calendar years.)

**ART 210 Art Education I****Two Credits**

Laboratory work designed to give the student an acquaintance with a wide range of projects usable in public schools. Discussion of aims and methods of art instruction in public schools.

**ART 211 Painting I****Three Credits**

Composition in acrylics with emphasis on structuring of two-dimensional forms and space. Primary resources are still life and nature. Three double or two triple periods.

**Prerequisite:** ART 111 and 113. (Offered spring semester.)

**ART 217 Crafts****Two or Four Credits**

Studio work in basic crafts both traditional and contemporary. Work based on design principles as applied to various media.

**Prerequisite:** ART 111 or permission of instructor. (Offered fall semester of even calendar years.)

**ART 230 Graphic Design****Three Credits**

Problems in lettering, layout, and graphic design. Application of creative design to the fields of advertising and product design. Three double or two triple periods.

**Prerequisite:** ART 111 or 113. (Offered fall semester)

**ART 251 Art History: Introduction and Survey****Two or Three Credits**

The first seven weeks of the course are intended as an introductory study of artists, their ideas, and styles, with an emphasis upon the variety of media and styles in the history of art. The second seven weeks consists of a beginning survey of art historical movements commencing with Western painting, sculpture, and architecture from pre-historic times through the Aegean and Greek periods. (Offered fall semester of odd calendar years.)

**ART 252 Art History: Survey II****Three Credits**

Beginning with Rome and its Empire, the painting, sculpture, and architecture since the time of Christ are considered in this survey. The Medieval, Renaissance, and Baroque periods are studied in depth, along with a brief overview of the nineteenth and twentieth centuries. Socioeconomic, cultural, and religious influences are considered. (Offered spring semester of even calendar years.)

**ART 300 Drawing II****Three Credits**

Study of drawing as representation, expression, and composition. Emphasis on drawing

of the figure from the posed model using brush, pen, charcoal, etc. Three double periods.

**Prerequisite:** ART 111 and 113. (Offered fall semester of even calendar years.)

**ART 308 Painting II**

**Three Credits**

Advanced problems involving creative experiments with various painting media. The student is encouraged to develop an individual approach to contemporary painting problems. Three double or two triple periods.

**Prerequisite:** ART 211. (Offered spring semester.)

**ART 310 Ceramics I**

**Three Credits**

A study of three-dimensional form in pottery. Pottery design and construction using coil, slab, casting, and wheel throwing methods. Experimental glazing and firing techniques are explored. Three double periods.

**Prerequisite:** ART 111, 113, or permission of instructor. (Offered fall semester.)

**ART 312 Sculpture II**

**Three Credits**

A continuation of the pursuit of sculptural concepts through practical studio experience. Spatial concepts will be explored relative to various materials and processes—to traditional applications and nontraditional. Emphasis will be upon creative and imaginative resolution and the development of the student's own forms of three-dimensional expression. The course is designed as a sequential experience following the investigations initiated in Sculpture I and will include strong interdisciplinary emphases and preparation for advanced study.

**Prerequisite:** ART 112. (Offered spring semester.)

**ART 320 Ceramics II**

**Three Credits**

As with the introductory course, Ceramics II is designed to develop sensitivity to clay and its properties and to glazes and their interaction with clay. Emphasis will continue to be placed on personal expression of ideas and concepts appropriate to clay usage, and upon the exploration of and improvement of clay methods and techniques.

**Prerequisite:** ART 310. (Offered fall semester.)

**ART 330 Digital Imaging**

**Three Credits**

Students will explore the advanced image creation and manipulation software used in the production of publication, digital illustration, and motion graphics. Carefully designed projects will move the student to proficiency in the most widely used software (Illustrator, Photo-shop, Flash, In Design, Final Cut Pro, etc.) while generating a portfolio of sophisticated artwork.

**Prerequisite:** ART 111 or 113. (Offered spring semester.)

**ART 331 Digital Photography**

**Three Credits**

Students will work with traditional 35 mm and digital cameras and scanners to produce photographic images that can be improved, manipulated, altered, and printed from the computer. They will learn to control camera settings, adjust imagery using sophisticated photo manipulation software, and explore the variety of digitally based, photograph quality printing. Students will experiment with the fundamentals of photography while developing a portfolio of creative photography. (Offered fall semester.)

**ART 352 Art History: The Nineteenth Century**

**Three Credits**

A study of European and American art and architectural movements from Neoclassicism through Impressionism, Symbolism, and the Art Nouveau. (Offered spring semester of even calendar years.)

**ART 353 Art History: The Twentieth Century**

**Three Credits (WI)**

A study of European and American art and architectural movements beginning with Expressionism and Cubism and continuing through the most recent developments. (Offered fall semester.)

<b>ART</b>
<b>BIOLOGY</b>

**ART 355 Art History: Non-Western Art** **Three Credits (CC)**  
 A general survey of the architecture and artifacts that resulted in cultures not influenced by Western artistic tradition including Africa, India, China, Japan, Korea, the South Sea Islands, Australia, South and Central America, and Native North America. Attention will be given to the relationship of social, political, intellectual, and religious developments that impacted the making of artifacts. Meets cross cultural requirement. (Offered fall semester of even calendar years.)

**ART 390 Independent Studio Variable** **One to Twelve Credits**  
 Independent Studio provides time and space for the student who has completed at least the second level in any of the areas of specialization. The student works independently, approximately 12 hours per week. Work time is punctuated by weekly, individual, one-half hour meetings with the instructor and by biweekly critiques with other students in Independent and Advanced Studio classes. The main goal of the course is the achievement of a personal expression, which indicates clear conceptual development as evidenced by a body of work and a written statement. Students may take as many credits of Independent Studio as is necessary to complete the major requirements or to fulfill personal objectives.

**Prerequisite:** Any second level studio course (ART 230, 300, 308, 312, 320) or permission of the Art Department Head. (Offered every semester.)

**ART 400 Advanced Studio** **Three Credits**  
 Advanced study allowing the qualified student to select his medium and explore it more intensively. The culmination of this semester will be an exhibition prepared by the student. A sufficient number of juried works will be required for a complete show in the College art gallery. May be repeated for a total of six hours.

**Prerequisite:** Permission of the Department. (Offered every semester.)

#### **ART 405 Internship**

**ART 389 Junior Departmental Honors Research** **One to Two Credits**

**ART 489 Departmental Honors Research** **One to Two Credits**

**ART 490 Departmental Honors Thesis** **One to Two Credits**

**ART 199, 399 Open Titled Course** **One to Three Credits**

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## **BIOLOGY (BIO)**

**BIO 110 General Biology** **Four Credits**  
 This course deals with the basic principles of biology. Consideration is given to cell biology and structural and functional organization of plants and animals. Principles of reproduction, genetics, and ecology are introduced as well as a brief survey of the kingdoms of living organisms. Beginning course for all Biology majors. (Three hours lecture and two hours lab per week.) (Offered fall semester.)

**BIO 113 Health** **Two Credits**  
 This course is intended to give the student a basic understanding of several areas of health: mental health, chemical alterations in behavior (drug abuse), family health, personal health care, disease, pollution and community health. (Two hours lecture a week.) (Offered spring semester.)

**BIO 115 General Botany** **Four Credits**  
 Major emphases in this course are placed on the anatomy and physiology of flowering plants. Also included are agricultural and horticultural applications, and an overview of the plant kingdom. (Three hours lecture and two hours lab per week.)  
**Prerequisite:** BIO 110 or permission of instructor. (Offered fall semester.)

**BIO 150 Medical Terminology****One or Two Credits**

A self-directed study of medical terminology which covers basic roots, prefixes, suffixes and terminology of different systems of the human body. Students prepare for periodic vocabulary tests on their own time and schedule. The object of the course is to prepare the student for entrance into health field by providing a review of vocabulary tools.

**Prerequisite:** Three science classes. (Offered irregularly as independent study.)

**BIO 212 Issues in Biology****Four Credits**

This course focuses on scientific thinking and research methods. This is accomplished primarily through labs, a research paper, and debates. The emphasis is not on content, but on process. The student is introduced to current topics in the field of biology that are sometimes shrouded in scientific or ethical ambiguity. The students learn to develop well supported, logical arguments for a position by appealing to both scientific and moral/spiritual sources of knowledge. (Three hours lecture and two hours lab per week.)

**Prerequisite:** Two semesters of college biology. (Offered fall semester.)

**BIO 215 Survey of the Plant Kingdom (Taxonomy)****Four Credits**

In this course the major emphasis is on a survey of the vascular plants and common families of flowering plants. Topics included are principles of flowering plant taxonomy, mechanisms of adaptation and plant ecology. (Three hours lecture and two hours lab per week.)

**Prerequisite:** BIO 110 or permission of instructor. (Offered spring semester of even calendar years.)

**BIO 250 Human Anatomy and Physiology****Four Credits**

This course is designed to deal with all the human body systems as to structure and function. Material covered is intended for those planning to teach biology in high school or enter the allied health professions, and to meet the needs of students majoring in Physical Education. Required of all Physical Education majors and Biology majors in Secondary Education. (Two lectures and two two-hour labs per week.)

**Prerequisite:** BIO 110 or SCI 101. (Offered fall semester.)

**BIO 263/363 Environmental Topics Seminar****Two Credits**

This seminar will be based on a central theme each semester. Topics will range from Wetland Ecology to Forestry. Students will be introduced to the scientific literature relating to the semester's topic and will be expected to conduct literature reviews, provide written outlines and oral reports to the class. A student may apply one lower division and one upper division topic toward a major in Environmental Biology.

**Prerequisite:** For BIO 263, BIO 212. For BIO 363, BIO 112, 115, 215, and CHM 112 or instructor's permission. (Offered each semester.)

**BIO 265 Environmental Issues****Four Credits**

Through an introduction of basic concepts underlying the environmental sciences, this course is designed to facilitate the integration of Christian philosophy and an ethic of environmental stewardship. Subject matter will include fundamentals and practical applications of the sciences in relation to biodiversity, domestic and solid waste management, nuclear power and fossil fuel for energy, global climate change, water resource management and populations issues. (Three hours lecture and two hours lab per week.)

**Prerequisite:** BIO 110, CHM 111, SCI 102 or PHY 120 or instructor's permission. (Offered fall semester.)

**BIO 300 Field Biology****Four Credits**

Fieldwork will involve identification of the common plants and animals and consideration of ecological principles (e.g., succession, etc.) as seen in the field. Field trips will be made to the various life zones as found in the Rocky Mountains from the grasslands of the high prairie to the alpine tundra

**Prerequisite:** BIO 110 and 115 or permission of instructor. (Offered summers.)

<b>BIO 303 Parasitology</b>	<b>Four Credits</b>
Structure, life history, and effects on host of protozoan, helminth, and arthropod parasites will be studied. Laboratory work includes preparation of specimens with study of their morphology and the study of host parasite relationships through the artificial infection of laboratory animals. Recommended for pre-med and med-tech students. (Three hours lecture and three hours lab per week.)	
<b>Prerequisite:</b> BIO 110 and 111. (Offered fall semester of even calendar years.)	
<b>BIO 305 Genetics</b>	<b>Four Credits</b>
The facts of heredity; reproduction and development; the mechanism of heredity; hybridization and Mendel's laws; heredity in man and in its broader social applications. Recommended for all Biology majors and required of all Biology majors in Secondary Education. (Two hours lecture and four hours lab per week.)	
<b>Prerequisite:</b> BIO 111, and 112. (Offered spring semester.)	
<b>BIO 307 Ecology of Southern Africa</b>	<b>Three Credits</b>
Students will be introduced to the magnificent biodiversity of the African continent. Labs will be conducted in wilderness areas of Mozambique. ("Greenville in Africa" course.)	
<b>BIO 309 Vertebrate Behavior and Natural History</b>	<b>Four Credits</b>
This course familiarizes students with behaviors and life cycles of vertebrates. The course will emphasize behavioral, morphological and physiological adaptations to individual habitats and investigative techniques to be used in analyzing inter- and intraspecific interactions. Students will conduct individual research projects.	
<b>Prerequisite:</b> BIO 110 or instructor. (Offered spring semester odd calendar years.)	
<b>BIO 316 Invertebrate Zoology</b>	<b>Four Credits</b>
This course builds on the introduction to the invertebrates presented in BIO 110. It emphasizes the diversity, ecology, structure, and function of the invertebrate phyla of animals. The course surveys these phyla and discusses adaptations for homeostasis, reproduction, and interaction with the environment. An emphasis in the lab is on the use of invertebrates as indicators of water quality in natural ecosystems. (Three hours lecture and two hours lab per week.)	
<b>Prerequisite:</b> BIO 110 or permission of instructor. (Offered fall semester of odd calendar years.)	
<b>BIO 320 General Physiology</b>	<b>Four Credits</b>
Basic physiological principles will be taught using lecture and experimentally oriented laboratory work. The systems of the mammalian body will form the basic outline for the course; all systems will be presented. Recommended for all pre-med and biology majors. (Three hours lecture and three hours lab per week).	
<b>Prerequisite:</b> BIO 112. (Offered spring semester.)	
<b>BIO 330 Vertebrate Morphogenesis</b>	<b>Four Credits</b>
The principles of development of vertebrates, beginning with the cleavage of the egg, tracing the changes and modifications to the formation of the adult structure with comparative studies of the systems of selected chordate animals. Required of all pre-med students. (Two hours of lecture and four hours of lab per week.)	
<b>Prerequisite:</b> BIO 111 and 112. (Offered spring semester.)	
<b>BIO 340 Cell Biology</b>	<b>Four Credits</b>
Studies the structure and function of the cell, while examining the highly significant and diversified roles that cells play in living organisms. Includes information about major macromolecules, organelles and their functions, such as protein synthesis, cellular respiration, replication, and characteristics of different type cells. Lab includes biotechnological and biochemical experiments. (Three hours lecture and three hours lab per week.)	
<b>Prerequisite:</b> BIO 110 and CHM 112. CHM 201 recommended. (Offered spring semester.)	

**BIO 341 Instrumental Analysis****Four Credits**

This course covers the major types of instrumentation utilized in Chemistry, Biology and Physics by providing "hands-on" experience as well as emphasizing the underlying principles. (Two hours of lecture and six hours lab per week.) Cross listed with CHM 342/PHY 342

**Prerequisite:** CHM 112 and PHY 120. CHM 201 recommended. (Offered spring semester of odd calendar years.)

**BIO 350 Biology Curriculum Study****Two Credits**

A survey of biology texts, curriculum guides, visual aids, computer software, and free materials useful in the classroom. A variety of experiments, inquiry situations, and learning center ideas are explored. This course is required of all biological science teaching majors. Cross listed with CHM 350/PHY 350

**Prerequisite:** Admission to the Teacher Education Program with a major in Biology. (Offered spring semester.)

**BIO 351 Biological Problems****Two Credits**

A project course. An opportunity for students to make a beginning at research work or learn skills in areas such as taxidermy, plant taxonomy, biological illustrating, or micro technique. The assigned project will be related to major interest.

**Prerequisite:** Major in Biology. (Offered irregularly.)

**BIO 360 Microbiology****Four Credits**

Behavior and activity of microorganisms more or less common in the natural environment. Special attention given to the physiology of bacteria. Includes concepts of immunology and epidemiology. Required of all Biology majors in Secondary Education and all pre-med and med-tech students. (Two hours lecture and four hours lab per week.)

**Prerequisite:** BIO 111, CHM 112, or permission of instructor. (Offered fall semester.)

**BIO 365 Environmental Law and Policy****Four Credits**

A study of legislation and implementing regulatory bodies dealing with U.S. and international policy. Students will gain a balanced, yet critical, account of how regulation is carried out, and the effect of political forces. Issues of general interest (e.g., solid waste, water, and air quality) are explored, as are emerging issues such as environmental waste at nuclear weapons facilities and political problems inherent in protecting biodiversity. The crisis of regulatory capacity in the U.S., which has developed in the environmental field since 1970, including deficiencies in institutional and policy design, is also examined. (Three hours lecture and two hours lab per week.)

**Prerequisites:** BIO 110, CHM 112, SCI 102 or PHY 120 or instructor's permission. (Offered spring semester of even calendar years.)

**BIO 370 Basic Ecology****Four Credits**

This course will deal with the physical and biotic factors of the environment that affect individual organisms and populations. Principles of ecology will be studied at the organismic, population, and community level.

**Prerequisite:** BIO 110 and 115, or permission of instructor. (Offered spring semester.)

**BIO 390 Readings in Biology****One to Two Credits**

Selected readings chosen by student and instructor.

**BIO 405 Practicum**

Biology majors may earn a maximum of eight semester credits while engaged in a practicum experience related to their specific field of interest. The potentials for the practicum are unlimited. The practicum may involve work or volunteer service in any biologically related career. Each practicum will need the approval of the Department chair. It is the students' responsibility to initiate a request for the practica, suggest prospective openings, and declare in writing their interests and goals for each practicum. The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum.

<b>BIOLOGY</b>
<b>CHEMISTRY</b>

**BIO 410 Seminar** **Two Credits (WI)**

Reading and discussion assignments for the Biology major dealing with recent Biology research and advancement. Special projects and problems may be done on an individual basis. Offered each spring to be taken by all biology majors during their senior year. Secondary Education majors in Biology and Pre-Med-Tech Biology majors should take this course during their junior year.

**Prerequisite:** If taken for credit, 16 hours of previous biology. Anyone expecting to major in the Department may participate without credit. (Offered spring semester.)

**BIO 389 Junior Departmental Honors Research** **One to Two Credits**

**BIO 489 Departmental Honors Research** **Two Credits**

**BIO 490 Departmental Honors Thesis** **Two Credits**

**BIO 199, 399 Opened Titled Course** **One to Four Credits**

The following course selections are offered through AuSable Institute of Environmental Studies. Contact the AuSable Faculty representative in the Biology Department at Greenville College.

BIO 220 Environmental Science and Stewardship

BIO 301 Land Resources

BIO 302 Water Resources

BIO 304, 306 Natural Resources Practica

BIO 310 Winter Biology

BIO 311 Field Botany

BIO 312 Insect Biology and Ecology

BIO 314 Insect Taxonomy and Ecology

BIO 315 Woody Plants

BIO 321 Animal Ecology

BIO 322 Aquatic Biology

BIO 332 Environmental Chemistry

BIO 342 Fish Biology/Ecology

BIO 346 Winter Stream Ecology

BIO 443 Seminar in Environmental Stewardship

BIO 461 Natural History of Vertebrates

BIO 472 Advanced Field Biology

**BUSINESS (See Management, MGT)**

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**CHEMISTRY (CHM)**

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**CHM 111, 112 General Chemistry** **Four Credits Each**

Basic principles of chemical reactions and descriptive chemistry are integrated in terms of the periodic table, atomic structure, bond types, molecular geometry, reaction rates, and thermodynamics. (Three lecture hours and three hours lab per week.) (Offered fall and spring semesters respectively.)

**CHM 201, 301 Organic Chemistry** **Four Credits Each**

A two-tiered approach to organic chemistry is taken. CHM 201 is a one semester survey of the fundamentals of organic chemistry. Basic structure, bonding, nomenclature, stereochemistry, properties, and reactions of organic molecules are examined. The second course (CHM 301) covers the same topics but to a much greater extent and theoretical depth. Major emphasis is placed on reaction mechanisms and much new material is covered especially in the areas of spectroscopy, bonding theory,

and structure/property relationships. (Three hours lecture and three hours lab per week.)  
**Prerequisite:** CHM 112 or equivalent. (Offered fall and spring semesters respectively.)

**CHM 305 Quantitative Chemical Analysis** **Four Credits**  
 Analysis by acid-base, precipitation, redox, and complex-forming titrations and by gravimetric precipitations. The use of the more common analytical instruments will be included in the laboratory. (Two hours lecture and six hours lab per week.)  
**Prerequisite:** CHM 112. PHY 120, 210 are strongly recommended. (Offered spring semester of even calendar years.)

**CHM 310 Principles of Physical Chemistry** **Four Credits**  
 An introduction to physical chemistry for pre-medical and biology students. Topics essential for understanding the modern molecular approach to biology and for a good foundation for biochemistry are covered. (Three hours lecture and three hours lab per week.)  
**Prerequisite:** CHM 301, PHY 120, MTH 113 or 115. (Offered spring semester of odd calendar years.)

**CHM 315 Introduction to Biochemistry** **Four Credits**  
 A course building on organic chemistry providing an overview of the central molecules of life including DNA, RNA and proteins and their interplay. Protein conformation, dynamics, and function are studied. (Three hours lecture and three hours lab per week.)  
**Prerequisite:** CHM 201/301. BIO 110 recommended. (Offered fall semester of odd calendar years.)

**CHM 321 Physical Chemistry** **Four Credits**  
 An introduction to the basic principles of theoretical chemistry with emphasis on thermodynamics and kinetics. (Three hours lecture and three hours lab per week.) Cross listed with PHY 321 Thermodynamics.  
**Prerequisite:** CHM 112, MTH 217, and PHY 210. (Offered fall semester of even calendar years.)

**CHM 322 Physical Chemistry (Modern Physics)** **Four Credits**  
 A quantitative understanding of atomic, molecular, and nuclear physics is presented through the applications of introductory quantum mechanics. (Three hours lecture and three hours lab per week.) Cross listed with PHY 322 Modern Physics.  
**Prerequisite:** MTH 217, MTH 218, CS 140, PHY 210. (Offered fall semester of odd calendar years.)

**CHM 331 Inorganic Chemistry** **Four Credits**  
 Properties of the elements related to atomic structure and the periodic table.  
**Prerequisite:** CHM 321. (Offered irregularly.)

**CHM 342 Instrumental Analysis** **Four Credits**  
 This course covers the major types of instrumentation utilized in Chemistry, Biology and Physics by providing "hands-on" experience as well as emphasizing the underlying principles. (Two hours lecture and six hours lab per week.) Cross listed with BIO 341/PHY 342.  
**Prerequisite:** CHM 112 and PHY 120. Chemistry 201 recommended. (Offered spring semester of odd calendar years.)

**CHM 350 Science Curriculum Projects** **Two Credits**  
 This course will explore current trends and issues in science curriculum, development, and evaluation of science curriculum, and construction and use of science equipment. Students will consider the "big ideas" of science that should constitute core curriculum. Cross listed with PHY 350/BIO 350.  
**Prerequisite:** Admission to Teacher Education Program; junior status. (Offered spring semester of odd calendar years.)

**CHEMISTRY****COMPUTER SCIENCE****CHM 351 Chemical Problems****Two Credits**

A project course open to students with demonstrated ability. Projects are assigned in line with student interests and department facilities.

**Prerequisite:** Permission of instructor. (Offered irregularly.)

**CHM 401, 402 Research Participation****Two Credits Each**

Work on some area of research currently in progress in the Chemistry Department. (Offered irregularly.)

**CHM 405 Practicum****CHM 409 Seminar in Chemistry****Two Credits (WI)**

Introduction to research literature and exploration of new chemical frontiers. Reports on individual library research and discussion of them.

**Prerequisite:** CHM 301 and 310 or 322. (Offered spring semester.)

**CHM 389 Junior Departmental Honors Research****One to Two Credits****CHM 489 Departmental Honors Research****Two Credits****CHM 490 Departmental Honors Thesis****Two Credits****CHM 199, 399 Open Titled Course****One to Four Credits**

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**COMPUTER SCIENCE (CIS)****CIS 105 Computer Fundamentals****Three Credits**

This course enables students to learn the basics of computer operation, including an introduction to many of the popular application packages. In recent years, computer technology has progressed from large machines operated by specialists to desktop computers operated by nearly everyone. Students learn to use computers and popular management software, to gather information from the Internet, to determine the computing needs for an office or business, to judge and purchase software and computer systems, and to avoid common computer difficulties. Course is complete in itself, and accessible to beginners. Serves also as the entry point for a major in Management Information Systems. (Offered fall and spring semesters.)

**CIS 140 Introduction to Computer Programming****Three Credits**

This course will introduce students to computers and programming. It will begin with a study of computer hardware and software relationships, and a review of common operating systems in use today, with a detailed review of microcomputer operating systems. Then programming language construction and principles will be covered, culminating in problem solving and algorithm development in a high level computing language with several programming projects. Serves also as the entry point for a major in Management Information Systems.

**Prerequisite:** CIS 105 or proficiency. (Offered spring semester.)

**CIS 210 Programming and Data Structures I****Four Credits**

Using a modern high-level programming language, this course introduces algorithmic problem solving, basic control structures, basic data structures, and procedural abstraction. (This course counts for non-laboratory science credit.)

**Prerequisites:** MTH 111 and CIS 140, or MTH 115. (Offered fall semester.)

**CIS 211 Programming and Data Structures II****Four Credits**

Using a visual programming environment and an object oriented programming language, this course introduces software engineering principles, data abstraction, and class/object-based implementations of abstract data types. Inheritance and dynamic binding are introduced. The class includes a major team-based software engineering

project and an individual project that includes an event driven program with a GUI (Graphical User Interface)

**Prerequisite:** CIS 210 or equivalent. (Offered spring semester.)

**CIS 220 Webmaster Fundamentals****Three Credits**

This course is designed to teach the fundamentals of configuring and managing an entire web site. The student will learn the duties and responsibilities of a Webmaster, and what it takes to earn that title. The course will provide individuals with an intensive and comprehensive introduction to essential aspects of the technologies, techniques, and principles of Web-based applications.

**Prerequisite:** CIS 140 or proficiency. (Offered fall semester.)

**CIS 240 COBOL Programming****Three Credits**

This course is an in-depth study of the COBOL language for business systems programming. In addition to the language structure, its use as file manipulation and database language will be emphasized by lab and programming exercises.

**Prerequisite:** CIS 140 or proficiency. (Offered fall semester of odd calendar years.)

**CIS 310 Programming and Data Structures III****Four Credits**

This course considers information representation and data structures including binary operations and representation, and hexadecimal representation. Special attention is given to techniques including recursion, abstract operator construction, inheritance, and polymorphism. ADTs are constructed using recursive binary searches, heaps, expression trees, graphs, advanced sorting and searching algorithms, and hashing. Space/time tradeoffs and algorithm efficiency are considered throughout the course.

**Prerequisite:** CIS 211 or equivalent. (Offered fall semester of odd calendar years.)

**CIS 315 Networking and Communication****Three Credits**

This course will introduce the student to the principles of data telecommunication and applications of data communications in current practice, including the Internet, distributed processing and databases, corporate data repositories, and the impact of improved telecommunications on business practice.

**Prerequisite:** CIS 210. (Offered spring semester of odd calendar years.)

**CIS 320 Managing Local Area Networks****Three Credits**

This course is designed to teach the fundamentals of configuring and managing a local area network (LAN). The student will learn the duties and responsibilities of a network administrator, and what it takes to earn that title.

**Prerequisite:** CIS 315. (Offered fall semester of even calendar years.)

**CIS 325 WWW Programming****Three Credits**

This course is designed to teach methods of programming for the World Wide Web. The student will learn about the technologies that are available and will create software that performs functions on an actual web site.

**Prerequisites:** CIS 220 and CIS 315. (Offered fall semester of even calendar years.)

**CIS 330 Database Management****Three Credits**

Provides the student with an ability to describe the theory of operation of various Data Base Management Systems (DBMS) and the capability of using several of the more frequently encountered DBMS's which are available for computer systems. The student will also study methods of Database administration.

**Prerequisite:** CIS 210 or CIS 240. (Offered spring semester.)

**CIS 335 System Foundations: Architecture, OS, and Assembly Levels****Four Credits**

This course considers computer systems at three levels of abstraction: the machine level, the assembly level, and the operating system level. Topics include von Neumann machines, machine language and addressing modes, assembly language and symbol

tables, data structures at the assembly level, finite state machines, language grammars, parsing, process management and interrupts, deadlocks, semaphores, and virtual memory.

**Prerequisite:** CIS 310 (Offered spring semester of odd calendar years.)

**CIS 340 Application Systems Analysis and Design      Three Credits**

Introduction to the principles and tools of formal systems analysis and systems design. Students will apply design techniques and tools to case studies regarding software development.

**Prerequisite:** CIS 330. (Offered fall semester of odd calendar years.)

**CIS 345 Managing Technical People      Three Credits**

Students in this course will learn the concepts and the techniques that are necessary to lead and motivate a team of technical people. Also, methods of finding and developing technical talent will be covered.

**Prerequisite:** MGT 321. (Offered spring semester.)

**CIS 360 Principles of Programming Languages      Four Credits**

This course considers the principles that have driven the historical development of programming languages from the first through fifth generation of these languages. It considers such topics as efficiency, name structures, control structures, syntactic structures, data structures, structural organization, procedures, classes, objects, messages, and storage reclamation. Typical languages considered might include pseudo-code interpreters, Fortran, Algol, Pascal, Ada, Lisp, Smalltalk, C++, and Prolog.

**Prerequisite:** CIS 211. (Offered fall semester of even calendar years.)

**CIS 365 Computer Science Theory      Four Credits (WI)**

This course addresses topics that are of theoretical importance for computer science including sentential logic, monadic predicate logic, n-place predicate logic, identity, Horn clause logic, functions, computability, decidability, completeness, and fuzzy logic. The Prolog (Programming in Logic) programming language and other related languages will be introduced.

**Prerequisite:** CIS 360 or instructor permission. (Offered spring semester of odd calendar years.)

**CIS 405 Practicum      Four credits**

**Prerequisite:** CIS 340

**CIS 410 System Administration and Management      Three Credits**

Students will learn to administer multiple operating systems and manage information technology resources. This will be accomplished in the light of the costs and benefits of the rapidly changing technologies. Economic and organizational impacts of information systems will be studied.

**Prerequisite:** CIS 340. (Offered spring semester of even calendar years.)

**CIS 389 Junior Departmental Honors Research      One to Two Credits**

**CIS 489 Departmental Honors Research      Two Credits**

**CIS 490 Departmental Honors Thesis      Four Credits**

**CIS 199, 399 Open Titled course      One to Four Credits**

**COM 101 Speech Communication****Three Credits**

A basic introduction to the theory and practice of public speaking, interpersonal communication, small group communication, and speech communication with leadership skills. The goal is to help broaden the student's knowledge of the entire human interaction process so that he/she becomes more skillful as an initiator and recipient of messages in the dyadic, small group, and public arenas. (Offered every semester.)

**COM 101H Honors Speech Communication****Three Credits**

Speech Communication for students in the Honors Program. Students will explore theories and practical applications of interpersonal, small group, and public presentations while exploring professional journals and advanced communication research.

**Prerequisite:** Admission into the Honors Program. (Offered spring semester.)

**COM 121 Acting—Theory and Practice****Three Credits**

The course includes an introduction to the basic requirements of acting, a history of acting, mental, and physical preparation for acting, stage terminology and techniques, stage movement, vocal training, line interpretation, and characterization. (Offered fall semester of odd calendar years.)

**COM 126 Studio Recording Techniques****Two Credits**

This course provides a thorough understanding of the theory and practice of studio recording and sound reinforcement. Cross listed with MUSG 126

**Prerequisite:** Sophomore standing. (Offered fall semester)

**COM 140 Radio Station Operation****Two Credits**

The course prepares the student in the basic skills of a radio station announcer/board operator. Rules and regulations of the Federal Communications Commission pertaining to work at any radio station, basic announcing techniques, and studio equipment operating procedures will be included. WGRN (FM) is used as a learning laboratory. (Offered every semester.)

**COM 201 Advanced Public Speaking****Three Credits**

Expanded study and application of presentational and structural principles of public speaking, such as visual aids, nonverbal delivery, evaluation of presentations, special occasion speeches, and business and professional presentations. (Offered spring semester of even calendar years.)

**COM 224/324 Theatre Workshop****One to Three Credits**

Provides workshop experience in all phases of theatrical production—directing, stage management, makeup, costume, set design and construction, publicity, lighting, sound, props, and business practices. Open to all students who are interested in working on the production staff of a college play. This course may be repeated up to a combined total of eight hours.

**Prerequisite:** COM 224 must be taken before COM 324. (Offered every semester.)

**COM 225/325 Actors Workshop****One to Three Credits**

Provides first-hand experience in acting in which the student is an actor in a college play. Includes the study and practical application of acting techniques and character analysis. Only those who audition and are cast are eligible to enroll. May be repeated to a maximum of eight credits.

**Prerequisite:** COM 225 must be taken before COM 325. (Offered every semester.)

**COM 226 Fundamentals of Journalism****Three Credits**

An introduction to the history, principles, and practice of news writing. Extensive experience in basics of newsgathering and reporting. Emphasis on "hard" news and "beat" writing. Cross listed with ENG 226

**Prerequisite:** ENG 101. (Offered fall semester.)

<b>COM 227 Feature and Magazine Writing</b>	<b>Three Credits</b>
A writing course exploring journalistic, expository forms, and stylistic techniques appropriate for periodical publications and their diverse audiences. Cross listed with ENG 227	
<b>Prerequisite:</b> ENG 101. (Offered fall semester of even calendar years.)	
<b>COM 232 Broadcast Writing</b>	
Study of principles of writing copy for broadcast use for both radio and television. The student will prepare scripts for a wide variety of broadcast applications such as commercials, editorials and commentaries, promotional and public service announcements, news, sports reports, informational features, interviews, and music radio shifts. (Offered fall semester.)	
<b>COM 240/340 Radio Broadcast Practicum</b>	<b>One or Two Credits</b>
Application of learned skills in news, production, sports, music, or advanced announcing at WGRN (FM). The student may choose any one section to pursue during a given semester. Students must have completed COM 240 in a particular area (e.g., news, production, etc.) before they are eligible to enroll in COM 340 in that same area. These courses may be repeated to a maximum of six credit hours.	
<b>Prerequisite:</b> Consent of the instructor. (Offered every semester.)	
<b>COM 255 Introduction to Mass Communication</b>	<b>Three Credits</b>
The course examines the historical development, functions, and structures of the primary mass media: books, magazines, newspapers, recorded music, motion pictures, radio, television, and the internet. The course also looks at how such fields as journalism, public relations, and advertising use mass media to accomplish their ends. (Offered fall semester of odd calendar years.)	
<b>COM 301 Persuasion/Argumentation</b>	<b>Three Credits</b>
The theory and practice of persuasion for the purpose of developing critical thinking and reasoned advocacy. A study of how we persuade the media and how the media persuades us, as well as application to other practical techniques, including debate.	
<b>Prerequisite:</b> COM 101 or consent of instructor. (Offered spring semester of odd calendar years.)	
<b>COM 303 Small Group Communication</b>	<b>Three Credits</b>
An examination of interpersonal communication as it applies to group discussion. Specific areas of study include effective leadership, participation, dealing with conflict, fostering cohesiveness, and applying a reflective thinking process to problem solving. These goals are accomplished through task force groups, learning/personal growth groups, and social groups. (Offered fall semester of odd calendar years.)	
<b>COM 304 Communication Theory</b>	<b>Three Credits</b>
An examination of selected theories of ancient and contemporary public address and the application of those theories in the analysis and criticism of social and public discourse in today's world. This course is the basis of all communication aspects.	
<b>Prerequisite:</b> COM 101 or consent of instructor. (Offered fall semester of even calendar years.)	
<b>COM 305 Voice and Diction</b>	<b>Two Credits</b>
The study and practice of voice development, careful articulation, and proper diction. Although the course is designed for normal voices, special attention is devoted to individual speech problems and practical, personal training in improving voice and speaking skills. (Offered spring semester of odd calendar years.)	
<b>COM 306 Introduction to Public Relations</b>	<b>Three Credits</b>
The study of introductory materials to the public relations discipline. The student will discover the historical aspects; define the terms; and become acquainted with the duties, tools, and skills that are necessary to succeed in the field of public relations.	

Guest speakers, oral presentations, and writing assignments will enhance textbook information. Special events planning will be a highlight of this course. (Offered fall semester of even calendar years.)

**COM 307 Advanced Interpersonal and Gender Communication****Three Credits (CC)**

The study of the advanced aspects of Interpersonal Communication as it occurs in friendships, families, professional relationships, leadership roles, gender differences and sameness, and small groups. The student will explore in a more in-depth manner goals, roles, strategies, messages, conflict, perceptions, and listening as they are applied toward successful verbal and nonverbal communication. (Offered fall semester of odd calendar years.)

**COM 308 Applied Public Relations****Three Credits**

The analytical application and integration of public relations procedures into the problem solving process. Experience is gained by applying basic techniques while planning, designing, and preparing an actual case study or campaign, including all media preparations.

**Prerequisite:** COM 306. (Offered spring semester of odd calendar years.)

**COM 320 Dramatic Arts****Three Credits**

The primary focus of inquiry is on play production and includes a consideration of acting, stagecraft, costuming, make-up, play selection, auditions, casting, and business practices for the theatre. Consideration is also given to drama as a literary genre and various types and styles of drama are studied. (Offered spring semester of even calendar years.)

**COM 321 Oral Interpretation of Literature****Three Credits**

The course centers on a study of personae (speakers) and their role in the oral performance and communication of literature. There is emphasis on point of view, mode, characterization and dialogue, vocal techniques, and the use of imagery and tone color in oral interpretation. Emphasis is placed on performance as a method for studying literature. Cross listed with ENG 321. (Offered fall semester of even calendar years.)

**COM 322 Dramatic Literature****Three Credits**

Designed for students who want to increase their familiarity with dramatic literature. A study of representative plays from various genre, historical periods, and geographical regions. Emphasis will be on analysis and production potential of the plays considered. Cross listed with ENG 322. (Offered spring semester of odd calendar years.)

**COM 323 Play Directing****Three Credits**

A practicum in which the student directs and produces a one-act play. The student is instructed in the procedures for selection and analysis of the play, casting, rehearsal, stage direction, technical direction, and various production aspects of the play.

**Prerequisite:** COM 320 and consent of instructor. (Offered fall semester of odd calendar years, as needed.)

**COM 350 Broadcast Management****Two Credits**

A study of the major aspects involved in managing broadcast stations, including financial management, human resource management, broadcast programming, sales, promotion and marketing, and broadcast regulations. Various management styles, theories, and practices are discussed and compared. (Offered spring semester of odd calendar years.)

**COM 355 Issues in Mass Communication****Three Credits**

A study of theory, research (methods and seminal studies), ethics, law, and regulation of the mass media. (Offered spring semester of even calendar years.)

**COMMUNICATION****CORE****COM 360 Interviewing****Three Credits**

While the specific emphasis is on conducting oneself successfully in a job interview, the course will begin by examining some general principles of all types of interviewing. Structure, questioning, preparing for, and experiencing an employment interview, and appropriate dress and interview techniques will be covered. (Offered spring semester of even calendar years.)

**COM 405 Internship**

Possibilities for internships include a) radio, b) television, c) public relations, d) advertising, e) journalism, f) theatre, or g) speech communication.

**COM 410 Communication Seminar****Two Credits (WI)**

Independent reading and discussion assignments for the communication major or minor. Required of all Communication majors. Special topics may be investigated in areas outside the regular curriculum. Such topics for investigation will be chosen according to the needs and interests of the individual student. A résumé, cover letter, mission statement, and portfolio will be completed.

**Prerequisite:** Twenty credits in Communication or permission of instructor. (Offered fall semester.)

**COM 450 The Age of Shakespeare****Three Credits**

A study of the tragedies, histories, comedies, romances, and poetry of William Shakespeare. Students will do a close reading of the texts, analyzing them in light of classical and medieval dramatic influences, English history and Renaissance English society, and Shakespeare's own art and genius. Cross listed ENG 450.

**Prerequisite:** ENG 201 or 243, or consent of instructor. (Offered spring semester.)

**COM 389 Junior Departmental Honors Research****One to Two Credits****COM 489 Departmental Honors Research****One to Two Credits****COM 490 Departmental Honors Thesis****One to Two Credits****COM 199, 399 Open Titled Courses****One to Four Credits**

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**CORE (COR)****COR 101 Cornerstone Seminar—Foundations in the Liberal Arts Tradition****Three Credits**

Cornerstone Seminars introduce students to the rigors and rewards of the college experience. Faculty from all academic Departments design these seminars, and they develop topics that will lead first year students into college level study and reflection. As students explore the seminar's topic, they develop and refine critical academic skills and the habits of mind necessary for success in college. While students choose from course topics that vary with each professor, all Cornerstone Seminars are unified through their pursuit of common educational goals. The primary goal of COR 101 is to help students begin a pilgrimage of curiosity-driven, transformational learning in a Christian liberal arts community.

**COR 102 Introduction to Christian Thought and Life****Three Credits**

This course introduces the student to critical thinking regarding the essentials of Christian faith including the nature of orthodox Christian belief and the practices that Christians have historically engaged in as part of their commitment to the Church of Jesus Christ. The course considers how one uses the authorities of Scripture, reason, tradition and experience as they form the bases for a Christian worldview. A visit to a variety of worship communities in Chicago is included as a requirement of the course.

**Prerequisite:** COR 101

<b>CORE</b>
<b>CRIMINAL JUSTICE</b>

### **COR 201 Foundations of Science**

### **Three Credits**

This interdisciplinary course introduces students to the scientific enterprise from historical, philosophical, cultural and theological perspectives. The overall sequence of the course will be historical with a focus upon major scientific paradigms. Key persons, events, physical concepts, models of knowledge and philosophical and theological issues will be considered in the context of discussion of each paradigm and "integrative issues" which connect the course with the other courses offered by the division will be introduced.

**Prerequisites:** COR 101 and 102

### **COR 301 Liberal Arts and Christian Thought**

### **Three Credits**

This course introduces junior-level transfer students to the broadly integrative nature of transformational learning in a Christian liberal arts community. The course helps students explore the relationship between the essentials of Christian faith and their college study across the academic disciplines. Using the authorities of Scripture, reason, tradition and experience as a framework for shaping a Christian worldview, students explore a variety of problems from an interdisciplinary perspective.

**Prerequisites:** Transfer students with an Associate's degree or 66 transfer hours. COR 301 must be completed during a transfer student's first fall semester at GC.

### **COR 401 Capstone Seminar—Advanced Integrative Studies**

### **Two Credits**

This course is a senior capstone for a Greenville College liberal arts education. The course is designed to help students understand the integrative nature of that education. It brings together students and faculty in a collaborative experience that integrates multiple disciplines, values with learning, and theory with practice. This is accomplished by focusing on a real world issue within the framework of a Biblical worldview. COR 401 builds on students' exposure to both introductory General Education courses distributed across the disciplines and on their advanced courses within their specific disciplines. But it goes beyond both to lead students into advanced integrative studies. The course therefore attempts to help students understand how both breadth and depth of education are means to real integration and wholistic truth. Students work in small groups to produce a collaborative studies thesis/project, in order to accomplish the course objectives.

**Prerequisites:** COR 101,102, and 201.

## **CRIMINAL JUSTICE (CRJ)**

### **CRJ 390 Individual Readings Variable**

### **Two or Four Credits**

Selected readings in an area not covered by course offerings. Annotated bibliography, reading notes, and a comprehensive examination required. Open only by special permission and departmental approval.

### **CRJ 405 Practicum**

### **CRJ 389 Junior Departmental Honors Research**

### **One or Two Credits**

### **CRJ 489 Departmental Honors Research**

### **One or Two Credits**

### **CRJ 490 Departmental Honors Thesis**

### **Two Credits**

### **CRJ 199, 399 Open Titled Course**

### **One to Four Credits**

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**DIGITAL MEDIA (DM)**

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**DM 250 Web Page Design****Three Credits**

This course covers the primary components of Web design: HTML, imaging, page design, site design, information architecture, site management, navigation, integrating Javascript, writing for the Web, and usability as well as instruction in key Web design software, including Macromedia Dreamweaver and Macromedia Fireworks. Special attention is given to layout design, content creation, and project management. **Prerequisite:** CIS 105 Computer Fundamentals, ART 230 Graphic Design (Offered spring semester.)

**DM 301 Digital Video****Three Credits**

Students will work to master the ability to shoot, capture, and edit digital video. They will create mattes and other types of still digital pictures. They will prepare media in various types of formats and for various types of output. A major project will be to produce a short clip video which will integrate various software applications. **Prerequisite:** ART 331 Digital Photography. (Offered fall semester.)

**DM 401 Digital Media Portfolio****Three Credits****DM 402 Digital Video II****Three Credits**

Continue in learning of standard pre-production, production, and post-production practices for shooting digital video projects. Students will learn more about shooting in a variety of lighting and acoustic situations and will explore more advanced editing techniques. Concentration will be in two areas: documentary and narrative/drama. Also, students will explore the role of video in contemporary culture, especially as it relates to traditional film history. (Offered fall semester of even calendar years.)

**DM 405 Digital Media Practicum/Internship****One to Four Credits****DM 199/399 Open Titled Courses****One to Four Credits**

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**EDUCATION (EDU)**

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**EDU 101 Introduction to Educational Practice****Three Credits**

Prepares the candidate for admission to Teacher Education. Content includes the characteristics of the Greenville College Teacher Education Program, a survey of the legal, and social and ethical issues involved in public school education. Also covers concepts of cognitive learning theory, and aspects of human development. This course is conducted in urban schools located in St. Louis. Three weeks of urban field experience required.

**Prerequisite:** Open to second semester freshmen. (Offered every Interterm.)

**EDU 202 Cultural Conflict in the Classroom****Three Credits**

The purpose of this course is to explore race and poverty issues that impact the classroom environment. Candidates will search for effective strategies to better meet the needs of underserved populations. The hidden rules of economic class and characteristics of generational poverty will be studied, with emphasis on the impact this has on instruction. Students spend 40 hours assisting in a classroom which serves a high minority and low socioeconomic population.

**Prerequisite:** EDU 101. (Offered every Interterm.)

**EDU 216 Introduction to Teaching English Language Arts** **Four Credits**

This course explores the relationships among the four language arts: reading, writing, speaking, listening; what an English language arts curriculum might look like in a middle level or high school; and what teaching in an English language arts classroom is likely to involve. Cross listed ENG 216. (Offered fall semester.)

**EDU 280 Exceptional Child****Three Credits**

A study of children whose intellectual, physical, or emotional development deviates from the norm and of techniques to modify school programming to accommodate them. Focus is on the identification of exceptionalities and creating appropriate teaching/learning strategies. The legal basis for the education of exceptional children, as well as the historical and social foundations of special education, is studied. 30 hours of field experience required.

**Prerequisite:** EDU 101. (Offered every semester.)

**EDU 300 Early Childhood Education Methods****Three Credits**

This course is designed to acquaint students with developmentally appropriate methods and materials for children from birth to age eight. Emphasis is on objectives of culturally diverse early childhood programs and the pedagogical interactions between students and teachers. Assignments include extensive field experiences. This course is to be taken concurrently with EDU 301 for a total of 30 field hours in an early childhood classroom.

**Prerequisite:** Admission to the Teacher Education Program and concurrent enrollment in EDU 301. (Offered fall semester.)

**EDU 301 Early Childhood Curriculum****Three Credits**

Designed to acquaint candidates with developmentally appropriate curriculum options for children birth to eight years who function in culturally diverse settings. Theories, goals, objectives, and activities are developed into learning experience plans. The course is to be taken concurrently with EDU 300.

**Prerequisite:** Admission to the Teacher Education Program and concurrent enrollment in EDU 300. (Offered fall semester.)

**EDU 305 Issues and Trends in Early Childhood Education Three Credits (WI)**

This course is designed to acquaint candidates with the historical and current philosophy of early childhood education. Significant time is spent discussing current trends and issues that underlie strategies for teaching young children. Candidates will use research and discussion to develop a personal philosophy of early childhood education.

**Prerequisite:** Admission to the Teacher Education Program. (Offered spring semester.)

**EDU 307 Seminar in Early Childhood Education****One Credit**

Student teachers explore current issues and challenges encountered in their respective classrooms. Students will engage in reflective and problem solving discussions.

**Prerequisite:** Admission to the Teacher Education Program and concurrent enrollment in the professional semester. (Offered every semester.)

**EDU 310 Child, Family, and Community Relations****Three Credits**

Methods of working with parents in communities from varied cultural perspectives are explored. Community resources to assist families will be researched.

**Prerequisite:** Admission to the Teacher Education Program. (Offered spring semester.)

**EDU 312 Teaching of Reading****Three Credits**

A course in the reading sequence designed to acquaint candidates with a variety of reading programs and approaches used in contemporary elementary and middle school classrooms. Emphasis is on the reading process from the early stages of readiness through middle school. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**EDU 316 Reading and Writing Across the Curriculum Four Credits**

Emphasis is on teaching reading in content areas from grades 6 through 12. Relationships between reading and literacy within content areas are established and ways of meeting the needs of culturally diverse and dysfunctional students are explored. Candidates design appropriate learning experiences and apply reading-study skills to the content areas. Field experiences required. Cross listed with ENG 316.

**Prerequisite:** Admission to the Teacher Education Program. (Offered fall semester.)

**EDU 318 Corrective Reading****Three Credits**

Emphasis is on the identification and remediation of reading problems at the elementary and middle school levels. Prevention of reading problems through early intervention is addressed. Informal assessment and teaching strategies are stressed. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program and EDU 312. (Offered every semester.)

**EDU 330 Behavior Management****Three Credits**

The application of learning theory to the management of both exceptional and regular school populations. Field experiences required.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered every semester.)

**EDU 340 Educational Measurement and Evaluation****Three Credits**

This course is designed to explore classroom evaluation of student growth as an integral part of instruction. Candidates explore the purpose of evaluation as it relates to planning instruction. Professional, social, ethical, and philosophical considerations related to teaching/learning are also covered. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**EDU 342 Middle School Curriculum and Instruction****Three Credits**

A study of social and philosophical assumptions related to curricula, materials, and methods of instruction pertinent to middle school students. Focus is on organizing classes, making curricular decisions, determining methods and selecting learning resources. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every Interterm)

**EDU 344 Teaching Mathematics in Middle School****Three Credits**

This course examines effective strategies for teaching mathematics to middle school students. In addition, methods to be used to assess students' progress will be explored. Pre-service teachers will be provided instructional tools including questioning strategies, mini-lessons, investigations, format of lessons, formative and summative assessment strategies, meeting students' diverse needs, and methods of eliminating gender and ethnic/racial biases in mathematics instruction. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered fall semester)

**EDU 351 Teaching Language Arts in Elementary and Middle Schools****Three Credits**

This course explores methods and materials used in the teaching of the language arts at the elementary and middle school levels. Emphasis is placed on speaking skills, critical listening skills, using literature across the curriculum, and the writing process which includes grammar, spelling, handwriting, and word processing. The integration of technology, diversity in the classroom, critical thinking skills, and assessment and evaluation are also examined. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**EDU 352 Teaching Social Studies in Elementary and Middle Schools****Three Credits**

This course explores methods, materials, and techniques used in the teaching of social studies at the elementary and middle school levels. Emphasis is placed on the social studies goals, writing objectives and lesson plans, assessment procedures, and the integration of other curricular areas. Critical and creative thinking skills are examined as they apply to the goals of social studies and planning. Cultural diversity, the integration of technology, small group activities are also explored. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**Three Credits**

The course examines effective teaching strategies for teaching mathematics to elementary and middle school students. It emphasizes placing students in a role where they actively think, reason, problem solve, and make sense of an inquiry-oriented, problem solving classroom environment. Students will examine children's strategies for making sense of various mathematical concepts and consider means of facilitating the development of these strategies. Thirty hours of field experience is required and will allow the student to practice some of the strategies discussed in class.

**Prerequisite:** Admission to the Teacher Education Program and an appropriate mathematics course which may be taken concurrently. (Offered every semester.)

**EDU 356 Teaching Science in Elementary and Middle Schools****Three Credits**

This course examines strategies for teaching science to elementary and middle school students. The students will be exploring the nature of inquiry and strategies for promoting, supporting, and assessing students' scientific inquiry. This course will seek to provide students with instructional tools to help children develop conceptual understanding of scientific concepts. Students will examine strategies for questioning, sequencing of lessons, assessing students' understanding, meeting students' needs in multi-ability settings, and involving more girls and minorities. Thirty hours of field experience is required and will allow students to practice some of the strategies discussed in class.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**EDU 400 Early Experience****One Credit**

After admission to the professional internship, candidates receive student teaching placements. Candidates work with their cooperating teachers during the first week of school. Five days of clinical experience required.

**Prerequisite:** Admission to the Professional Internship (Offered fall semester)

**EDU 401 Clinical Practice Elementary****Four Credits**

Focus is on the role of the elementary school teacher within the community, school, and classroom. Relationships with school personnel, parents and community persons and agencies are covered. Methods and techniques of classroom management, lesson planning, student assessment, and parental interviewing and reporting are also considered. Professional ethics and organizations are also covered.

**Prerequisite:** Admission to the Professional Internship (Offered every semester.)

**EDU 404 Elementary Student Teaching****Eight Credits**

For candidates completing the K - 9 program. Ten weeks of student teaching are required.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 405 Primary (1-3) Student Teaching****Six Credits**

For candidates completing the Early Childhood Education Program. Eight weeks of student teaching in an elementary school are required.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester in conjunction with EDU 407.)

**EDU 406 Elementary Special Education Student Teaching****Six Credits**

Taken in conjunction with EDU 408; includes an eight-week assignment with elementary school students with disabilities.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 407 Pre-Primary Student Teaching****Six Credits**

Eight weeks of student teaching either in a pre-school or early childhood school (also note EDU 405).

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 408 Secondary Special Education Student Teaching Six Credits**

Taken in conjunction with EDU 406 with an eight-week assignment with secondary school students with disabilities.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 412 Clinical Practice Secondary****Six Credits**

A clinical practice course offered as part of the Professional Internship. Candidates receive classroom instruction and fulfill clinical assignments according to their content major.

**Prerequisite:** Admission to the Professional Internship (Offered every semester.)

**EDU 413 Adaptive Strategies for Special Education Three Credits**

This course focuses on multiple and diverse support systems for special education students. The content includes the design and delivery of moderate to intensive support systems, principles of instruction in community-based education, adaptive strategies and equipment, augmentative/assistive technology devices, curricular design and delivery, classroom design, collaborative planning and scheduling, and assessment of student progress and achievement.

**Prerequisite:** EDU 280 and Admission to the Professional Semester

**EDU 414 Problems and Characteristics of Learning Disabled Students****Three Credits**

Definition, identification, diagnosis, remediation, and placement of children with significant discrepancies between ability and achievement. Emphasis is on receptive and expressive learning modalities and the theories dealing with causes. Field experience required.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered fall semester.)

**EDU 415 Problems and Characteristics of Socially & Emotionally Disturbed Students Three Credits**

Concentration on diagnosis, screening, placement of students whose behavior is maladaptive necessitating special programming. Methods and techniques to manage behavior and create positive classroom climates are also covered.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered every Interterm.)

**EDU 417 Language Development****Three Credits**

Biological, environmental, social, and cultural factors are explored in the study of language development processes in children. Formal and informal assessments and remediation techniques are also studied. Field experience required.

**Prerequisite:** Admission to the Teacher Education Program and EDU 280. (Offered Interterm of even calendar years.)

**EDU 418 Assessment of Exceptional Children****Three Credits**

Designed to develop competency in the administration, scoring, and interpretation of educational assessments.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered spring semester.)

**EDU 419 Secondary School Programs for Adolescents with Disabilities****Three Credits**

Study of organizational, administrative, and curricular modifications necessary for adolescents with disabilities. Techniques to create work-study programs are also stressed.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered spring semester.)

**EDU 420 Methods and Materials for Special Education Four Credits**

Methods and materials for teachers who instruct behavioral and learning disabled students are studied.

**Prerequisite:** EDU 280, EDU 414, 415, and admission to the Teacher Education Program. (Offered spring semester.)

**EDU 421 Secondary Student Teaching Six\* or Twelve Credits**

Full semester of student teaching required for Secondary Education majors.

\*K-12 Physical Education majors are required to complete eight weeks of student teaching in conjunction with EDU 424.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 424 Elementary Physical Education Student Teaching Six Credits**

For candidates completing the K-12 specialist program in Physical Education. The assignment will be for six credits, for eight weeks.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 425 Music Student Teaching Twelve Credits**

For candidates completing the K-12 specialist program in Music. Assignments are for eight weeks in an elementary K-6 program and eight weeks in a secondary 6-12 program (with designations in chorus, instrumental, or both).

**Prerequisite:** Admission to the Professional Internship. (Offered every semester.)

**EDU 431 Methods and Materials for the Diagnostic Teaching of Reading****Four Credits**

Focus is on the diagnostic methods and materials used in classrooms or reading laboratories. Emphasis is also on the definition, identification, diagnosis, and creative teaching strategies for remedial and corrective reading students.

**Prerequisite:** EDU 318, admission to the Teacher Education Program, and permission of the instructor.

**EDU 490 Seminar in Special Education One Credit**

An exploration of legal responsibilities of teachers, and contemporary problems associated with classroom instruction and management and the application of critical thinking and inquiry in an attempt to resolve them.

**Prerequisite:** Taken concurrently with student teaching. (Offered every semester.)

**EDU 496 Readings in Special Education Two Credits**

A study of highly specific problem areas in the education of exceptional children.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered irregularly.)

**EDU 389 Junior Departmental Honors Research One to Two Credits****EDU489 Departmental Honors Research Two Credits****EDU 490 Departmental Honors Thesis Two Credits****EDU 199, 399 Open Titled Course One to Four Credits**

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**ENGLISH (ENG)****ENG 100 Developmental English Three Credits**

Prepares students for successful college level reading and writing skills. Required of students who demonstrate a need in these areas. Placement is based on ACT/SAT scores and high school grades. Course does not meet General Education requirements. (Offered fall semester.)

**ENG 101 Research and Writing****Three Credits**

A course in expository writing that focuses on the fundamental skills of critical thinking and writing necessary for studying and working within the academic disciplines. Emphasis given to the development of thesis statements, logical organization, and the honest and effective use of sources in summary, analysis, and argument.

**Prerequisite:** COR 101. (Offered every semester.)

**ENG 101H Honors Research and Writing****Three Credits**

An Honors course in college writing designed for first year students with strong preparation and aptitude. Students will engage challenging classic and contemporary texts through reading, discussion, and expository writing. Open only to those selected by the Department. (Offered fall semester.)

**ENG 103 Pronunciation for Non-native Speakers of English Two Credits**

The course focuses on the sounds, intonation, and speech patterns of American English. In-class drill and practice sessions and individual tutoring sessions are required. (Offered spring semester.)

**ENG 131/331 Newspaper/Yearbook Production Variable One to Three Credits**

Provides students with experience in news writing, sports writing, feature writing, photojournalism, graphic design, desktop publishing, editing, advertising sales, theme implementation, budget management and other experiences related through the production of a campus newspaper and yearbook. May be repeated up to a total of six hours credit.

**Prerequisite:** ENG 226 or instructor permission. (Offered every semester.)

**ENG 201 Introduction to Literature****Three Credits**

An introduction to fiction, drama, and poetry as literary forms. Students will continue to develop college level writing skills through the composition of essays on specific works of literature.

**Prerequisite:** ENG 101. (Offered every semester.)

**ENG 214 Theoretical Foundations of Second Language Development and Teaching****Three Credits**

The course provides students with a theoretical overview of current linguistic, psychological, sociological, and educational issues and how they relate to the learning and teaching of second languages.

**Prerequisite:** ENG 101. (Offered spring semester of odd calendar years.)

**ENG 216 Introduction to Teaching English Language Arts Four Credits**

This course explores the relationships among the four language arts: reading, writing, speaking, listening; what an English language arts curriculum might look like in a middle level or high school; and what teaching in an English language arts classroom is likely to involve. Cross listed with EDU 216. (Offered every fall semester.)

**ENG 226 Fundamentals of Journalism****Three Credits**

An introduction to the history, principles, and practice of news writing. Extensive experience in basics of newsgathering and reporting. Emphasis on "hard" news and "beat" writing. Cross listed with COM 226.

**Prerequisite:** ENG 101. (Offered fall semester.)

**ENG 227 Feature and Magazine Writing****Three Credits**

A writing course exploring journalistic, expository forms, and stylistic techniques appropriate for periodical publications and their diverse audiences. Cross listed with COM 227.

**Prerequisite:** ENG 101. (Offered fall semester of even calendar years.)

**ENG 243 Masterpieces of World Literature****Three Credits**

A study of literary selections from the ancient world to the present, from diverse writers

such as Homer to Garcia Marquez. This course serves as the first course for English majors and as an Honors Program option for General Education.

**Prerequisite:** ENG 101. (Offered spring semester.)

**ENG 245 Post-Colonial African Literature**

**Three Credits**

This multi-genre literature course will introduce students to major authors of Africa's literary renaissance.

**Prerequisite:** ENG 101. (Offered fall semester and is a "Greenville in Africa" course.)

**ENG 315 Historical & Modern Linguistics**

**Three Credits**

A study of the development of English with attention to historical influences as well as to linguistic evolution of sound, forms, structure, and meaning. Students will focus throughout the semester on current issues of gender, ethnicity, regionalism, etc. as they apply to the language. An introduction to the form and syntax of Modern English, with emphasis on the descriptive approach to grammar. Includes review of both traditional grammar and transformational-generative grammar.

**Prerequisite:** ENG 101. (Offered fall semester of odd calendar years.)

**ENG 316 Reading and Writing Across the Curriculum** **Three Credits**

Students define "reading" and "literacy," establish the relationships between these concepts and their own content areas, explore ways of meeting the needs of "at risk" students, and design learning experiences to help each member of their classes successfully read content materials and effectively apply reading-study skills. Cross listed with EDU 316.

**Prerequisite:** Admission to the Teacher Education Program. (Offered fall semester.)

**ENG 317 Methods and Materials for the Teaching of English as A Second Language** **Three Credits**

This course provides students with information about the different historical and current approaches, methods and techniques used in teaching English as a second language. The course asks students to review and evaluate the different materials available to the instructor for effective delivery of information in the classroom.

**Prerequisite:** ENG 214. (Offered fall semester of odd calendar years.)

**ENG 318 Cross Cultural Studies for TESOL**

**Three Credits (CC)**

This course focuses on the dynamic relationship between language, communication, and culture. We will study how cultural differences between communities and within communities affect the communication process and the language choices people make.

**Prerequisite:** ENG 214. (Offered spring semester of even calendar years.)

**ENG 321 Oral Interpretation of Literature**

**Three Credits**

The course centers on a study of personae (speakers) and their role in the oral performance and communication of literature. There is emphasis on point of view, mode, characterization and dialogue, vocal techniques, and the use of imagery and tone color in oral interpretation. Emphasis is placed on performance as a method for studying literature.

**Prerequisite:** ENG 201 or ENG 243. (Offered fall semester of even calendar years.)

**ENG 322 Dramatic Literature**

**Three Credits**

Designed for students who want to increase their familiarity with dramatic literature. A study of representative plays from various genre, historical periods, and geographical regions. Emphasis will be on analysis and production potential of the plays considered.

**Prerequisite:** ENG 201 or ENG 243. (Offered spring semester of odd calendar years.)

**ENG 324 Writing Fiction and Poetry**

**Three Credits**

Practice in the craft of writing fiction and poetry through a study of modern and contemporary works.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)

<b>ENG 327 Advanced Composition for Teachers</b> A course in the practice, criticism, and teaching of writing. <b>Prerequisite:</b> ENG 101. (Offered fall semester.)	<b>Three Credits</b>
<b>ENG 340 American Literature to 1875</b> A study of the chief writers and types of American literature, prior to Twain. <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered fall semester of even calendar years.)	<b>Three Credits</b>
<b>ENG 341 American Literature since 1875</b> A study of the chief writers and types of American literature, from Twain to the present. <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)	<b>Three Credits</b>
<b>ENG 344 British Literature to 1800</b> A survey of the major literary currents of Great Britain before 1800 through the study selected major works by representative major writers. <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)	<b>Three Credits</b>
<b>ENG 345 British Literature since 1800</b> A survey of the major literary currents of England, Ireland, Scotland, Wales, and selections from the Commonwealth nations from 1800 to the present. <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)	<b>Three Credits</b>
<b>ENG 350 Children's Literature</b> A comprehensive survey of the various types of poetry and prose for children, with considerable attention to the significant historical and folklore backgrounds. <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered every semester.)	<b>Three Credits</b>
<b>ENG 351 Literature for Adolescents</b> A comprehensive study of contemporary literature for the adolescent, involving inquiry into the nature and characteristics of literary materials to which adolescents respond; and criteria for selection, and critical evaluation. <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered spring semester of odd calendar years.)	<b>Three Credits</b>
<b>ENG 417 Assessment &amp; Evaluation in TESOL</b> The course prepares ESL instructors to understand the assessment and evaluation process and to plan and implement formal and informal assessment in the ESL classroom. <b>Prerequisites:</b> ENG 101, ENG 214, ENG 317, ENG 318. (Offered fall semester of even calendar years.)	<b>Three Credits</b>
<b>ENG 440 Topics in British Literature</b> An in-depth study of a particular author, a small number of authors, a genre, or a theme from a specific period in English literary history. (Course repeatable as topic changes.) <b>Prerequisite:</b> ENG 201 or 243 or consent of instructor. (Offered spring semester of even calendar years.)	<b>Three Credits</b>
<b>ENG 450 The Age of Shakespeare</b> A study of the tragedies, histories, comedies, romances, and poetry of William Shakespeare. Students will do a close reading of the texts, analyzing them in light of classical and medieval dramatic influences, English history and Renaissance English society, and Shakespeare's own art and genius. Cross listed COM 450. <b>Prerequisite:</b> ENG 201 or 243, or consent of instructor. (Offered spring semester.)	<b>Three Credits</b>

**ENG 451 English Novel****Three Credits**

A survey of the development of the English novel from eighteenth century to the present.  
**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered spring semester of odd calendar years.)

**ENGLISH****FRENCH****ENG 452 American Novel****Three Credits**

A survey of the American novel from 1800 to the present. (Offered spring semester of even calendar years.)

**ENG 456 English Seminar****Two Credits (WI)**

A selected subject (such as a writer, a literary form, or a theme) explored within the context of twentieth-century critical theory and the integration of faith and learning in literary studies. This course satisfies the writing intensive requirement.

**Prerequisite:** Open to junior or senior majors who have completed at least 16 credits in English. (Offered spring semester of odd calendar years.)

**ENG 405 Practicum**

Work experience in a writing intensive situation under professional supervision in areas such as public relations, journalism, and publishing. Emphasis is on writing, editing, researching, or doing publication production projects. Attention given to preparing a portfolio and résumé. (Only a total of eight credit hours from a practicum may be applied toward the required hours for the English major).

**ENG 389 Junior Departmental Honors Research****One or Two Credits****ENG 489 Departmental Honors Research****One or Two Credits****ENG 490 Departmental Honors Thesis****One or Two Credits****ENG 199, 399 Open Titled Courses****One to Four Credits**

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**FRENCH (FRN)****FRN 101, 102 Elementary French I and II****Four Credits Each**

Objectives: speaking, understanding the spoken language, reading, writing, acquaintance with French culture.

**Prerequisite:** FRN 101 must be taken before FRN 102. (Offered fall and spring semesters, respectively.)

**FRN 150, 250, 350 Directed Readings in French** **Variable One or Two Credits**

This course may be repeated until the student has acquired four credits. As far as possible each student will be allowed to follow his/her own interest. (Offered every semester.)

**FRN 201 Intermediate French****Four Credits**

Grammar review, conversation, readings.

**Prerequisite:** FRN 102 or equivalent. (Offered fall semester.)

**FRN 220 Spoken French****Four Credits**

Review of French pronunciation. Practice in listening to spoken French. Oral reports and informal conversation.

**Prerequisite:** FRN 201 or equivalent. (Offered spring semester.)

**FRN 320 French Civilization****Three Credits (CC)**

A survey touching on the geography, history, literature, and art of France, and including study of contemporary political, economic, and social systems. Meets cross cultural requirement.

**Prerequisite:** FRN 202 or equivalent. (Offered fall semester of odd calendar years.)

<b>FRENCH</b>
<b>GEOGRAPHY</b>
<b>GREEK</b>

<b>FRN 323 Le Monde Francophone</b>	<b>Three Credits (CC)</b>
An introduction to major French-speaking societies outside Europe, including Quebec, Louisiana, Martinique and Guadeloupe, Haiti, and parts of Africa. Emphasis on contemporary society, including important contributions to French art and thought. Meets cross cultural requirement.	
<b>Prerequisite:</b> FRN 202 or equivalent. (Offered fall semester of even calendar years or irregularly.)	
<b>FRN 330 La Literature Francaise</b> <b>Three Credits</b>	
A study of selected major writers and types of literature in France before 1900.	
<b>Prerequisite:</b> FRN 202 or equivalent. (Offered irregularly.)	
<b>FRN 421 Development of the French Novel</b>	<b>Three Credits</b>
History of the French novel. Oral and written reports on selected works.	
<b>Prerequisite:</b> FRN 202 or equivalent. (Offered irregularly.)	
<b>FRN 424 Twentieth Century French Literature</b>	<b>Three Credits</b>
Study of outstanding writers since World War I. Written reports on selected works.	
<b>Prerequisite:</b> FRN 202 or equivalent. (Offered irregularly.)	
<b>FRN 405 Practicum</b>	
<b>FRN 389 Junior Departmental Honors Research</b>	<b>One to Two Credits</b>
<b>FRN 489 Departmental Honors Research</b>	<b>One or Two Credits</b>
<b>FRN 490 Departmental Honors Thesis</b>	<b>One or Two Credits</b>
<b>FRN 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **GEOGRAPHY (GEO)**

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<b>GEO 101 World Regional Geography</b>	<b>Three Credits</b>
This course introduces students to the cultural, environmental, and social ramifications of physical geography. (Offered spring semester of odd calendar years.)	
<b>GEO 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **GREEK (GRK)**

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<b>GRK 101, 102 Elementary New Testament Greek I, II</b>	<b>Four Credits Each</b>
The basic principles of koine Greek grammar with attention to the mastery of basic vocabulary and syntax using as inductive approach in the writings of John.	
<b>Prerequisite:</b> 101 must be taken before 102. (Offered fall semester and Interterm, respectively.)	
<b>GRK 201 Intermediate Greek</b>	<b>Four Credits</b>
Reading in the Epistles and synoptic gospels. Advanced study of grammar and syntax. Emphasis on vocabulary.	
<b>Prerequisite:</b> GRK 102. (Offered spring semester.)	
<b>GRK 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## GENERAL STUDIES (GS)

GENERAL STUDIES

HONORS CLASSES

### GS 102 Pass Study Skills

One Credit

The course is designed to provide instruction and practice of study skills, to enable the student to be successful in the classroom. Instruction includes time management, effective methods of note taking from lectures and readings, test taking techniques, and group projects. Career exploration is also offered. Offered only to students enrolled in the Professional Assistance for Student Success Program (PASS). (Offered fall semester.)

### GS 199, 399 Open Titled Course

One to Three Credits

### GS 179/379 City Perspectives

Three Credits

Gives students an urban perspective from a variety of disciplines. Provides a basis for understanding faith, cultures, and vocation in the city, and a framework for integrating the internship, church, and neighborhood experiences. (St. Louis Urban Center course.)

### GS 298 Cooperative Education

One to Twelve Credits

A co-op is designed as a non-classroom career exploratory experience. The student is expected to evaluate the experience in light of coursework, career plans, or personal growth. A co-op is a paid work experience involving two supervisors, a work supervisor, and academic supervisor. Registration must occur prior to the activity. Grading will be pass/fail. A standard of 40 hours work experience is required for every credit awarded. Students must consult with their academic supervisor at least twice during the experience. Students submit mid-term and final reports to Career Services, participate in a debriefing session conducted by the Director of Career Services and the academic supervisor, and submit a learning experience summary paper. The employer also submits an evaluation. Specifics are outlined in the Career Service's Co-op Handbook. A maximum of 12 credits may be applied to the degree.

**Prerequisites:** Sophomore standing, a 2.0 GPA, and departmental approval. (Offered every semester.)

### GS 306 Service Project

One to Two Credits

Variable experiences including: ESL, Computer skills, Beira Cultural Center, and/or Church ministries. ("Greenville in Africa" course.)

### GS 405 Service Learning/Internship

Six to Nine Credits

Students will work 20-30 hours per week in a semester long internship in their respective major. (St. Louis Urban Center course.)

### GS 495 Interdisciplinary Seminar

Three Credits

A graduate school-type seminar in which each student will prepare a paper relating one's major discipline to other disciplines in the light of the universal truth-claims of the Christian faith inherent in a Christian liberal arts educational enterprise. (Offered Interterm.)

## HONORS CLASSES (HON)

### HON 101 Honors Seminar

One Credit

Open to freshmen and sophomores in the Honors Program. A semester long study of selected topics or problems with the exact content and instructional methodology varying each semester depending on the topic. Repeatable for a total of four credits.

### HON 110 Selected Topics

One Credit

Open to freshmen and sophomores in the Honors Program, this is a study of selected topics or problems approved by the Honor Council. The exact content and instructional

methodology may vary each semester depending on the topic presented. A course syllabus will be available from the Honors Office at the time of registration. Repeatable for a total of four credits.

**HON 301 Selected Topics****One Credit**

Open to juniors and seniors in the Honors Program. A semester long study of selected topics or problems with the exact content and instructional methodology varying each semester depending on the topic. Repeatable for a total of four credits.

**HON 310 Selected Topics****One Credit**

Open to juniors and seniors in the Honors Program, this is a study of selected topics or problems approved by the Honors Council. The exact content and instructional methodology may vary each semester depending on the topic presented. A course syllabus will be available from the Honors Office at the time of registration. Repeatable for a total of four credits.

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**HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPR)**

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**HPR 101 Wellness: Basic Concepts****One Credit**

The student is introduced to a variety of topics pertinent to health-related fitness. These include methods of training for cardiovascular fitness, muscular strength, nutrition, stress management, and chronic diseases. (Offered every semester.)

**HPR 102 Wellness: Physical Fitness****One Credit**

A continuation of Physical Fitness I, this course engages students in activities that afford health-related fitness. Students plan and execute a personal cardiovascular training program and participate in student based discussions of current wellness literature. BIO 113 Health (2 credits) may be taken in place of HPR 102 for Physical Education majors only.

**Prerequisite:** HPR 101. (Offered every semester.)

**HPR 107 Skill Lab: Football, Soccer, Volleyball****One Credit****HPR 108 Skill Lab: Basketball, Softball, Track****One Credit****HPR 207 Skill Lab: Golf, Badminton, Tumbling****One Credit****HPR 208 Skill Lab: Rhythms, Swimming, Tennis****One Credit**

An understanding and practice of the basic sports skills. For Physical Education and Recreation majors only; may be taken in place of General Education requirements activity credits for Physical Education majors only. (107 offered fall semester of even calendar years; 108 offered spring semester of odd calendar years; 207 offered fall semester of odd calendar years; and 208 offered spring semester of even calendar years.)

**HPR 121 History and Philosophy of HPR****Two Credits**

Introduces students to broad program and career opportunities involving sports, fitness, physical education, and recreational activities. Includes historical and contemporary view of physical education, principles, aims, and objectives, with a view toward the development of a basic philosophy of physical education. (Offered fall semester.)

**HPR 143 General Safety****Three Credits**

History, philosophy, and psychology of safety and accident prevention with emphasis on safety related to: athletics, farm, home, fire, industry, school, and traffic. (Offered summers.)

**HPR 200 Leisure Sports****Half Credit**

Includes one-half semester instruction in a variety of leisure sports and activities. Activity will vary from semester to semester and may include any of the following:

downhill skiing, angling, canoeing, rhythmical activities, rock climbing, and backpacking-camping. (Offered every semester.)

**HPR 200A Leisure Sports**

**One Credit**

Experience snorkeling, hiking, and water sports in Africa. ("Greenville in Africa" course.)

**HPR 202-205, 212, 213 Individual or Team Sports**

**Half Credit Each**

Includes one-half semester instruction in the following: badminton (202), bowling (203), fencing (204), golf (205), tennis (212), and volleyball (213). (Offered every semester.)

**HPR 215 Strategies of HPR**

**Two Credits**

Designed for students preparing for teaching careers in physical education or coaching. The course presents systematic approaches to psychomotor learning, performance, instruction, and evaluation. Methods of classroom management are also addressed. (Offered fall semester.)

**HPR 220-226 Coaching Classes**

**One Credit Each**

Skill analysis, strategy, and teaching progression in Football (220), Soccer (221), Volleyball (222), Basketball (223), Baseball (224), Softball (225), Track and Field (226). (220 and 221 offered fall semester of odd calendar years; 222 and 223 offered fall semester of even calendar years; 224 and 225 offered spring semester of even calendar years; 226 offered spring semester of odd calendar years.)

**HPR 236 Theory and Technique of Individual Sports**

**Three Credits**

Skill analysis, strategy, and teaching progression in badminton, bowling, golf, tennis, and other individual sports.

(Offered fall semester.)

**HPR 241 Introduction to Recreation**

**Three Credits**

This course explores recreation, its meaning, value, and conduct in a variety of contexts. It is structured to help students to develop a formal philosophy of recreation, appreciate the historic and contemporary value of recreation in a variety of societies, and explore the potential of recreation as a vocation. (Offered fall semesters of even calendar years.)

**HPR 254 Elementary School Physical Education**

**Two Credits**

Curriculum, evaluation, administration, and an understanding of child characteristics as related to motor learning. (Offered fall semester.)

**HPR 261 Leading Activities and Events**

**Three Credits**

Instruction and practice are provided to build skill in designing, developing, and leading activities and events. (Offered spring semesters of odd calendar years.).

**HPR 301 Physiology of Exercise**

**Four Credits**

A study of the general effects of exercise on specific body systems and organs. The course also provides the student with the fundamental knowledge of exercise physiology and how it applies to the practical problems that occur on the athletic field or in the gymnasium. (Offered spring semester.)

**HPR 305 Exercise Science**

**Two Credits**

Designed to help prepare the student to meet certification requirements of the American College of Sports Medicine for Fitness Instruction rating. The course includes the following areas of study: applied exercise physiology, exercise programming, emergency procedures, basic electrocardiography, health appraisal, and testing techniques, exercise leadership, program administration, human behavior, gerontology, functional anatomy and kinesiology and risk factor identification.

**Prerequisite:** BIO 250 and HPR 301. (Offered fall semester.)

<b>HPR 311 Kinesiology</b>	<b>Two Credits</b>
A study of human motion as related to scientific muscle and joint actions involved in motor skills and exercise as it affects the human organism.	
<b>Prerequisite:</b> BIO 250. (Offered spring semester.)	
<b>HPR 320 Curriculum and Evaluation of Health and Physical Education</b>	
<b>Three Credits</b>	
Curriculum, evaluation, administration, and an understanding of adolescent characteristics as related to motor learning in the secondary school physical education programs. (Offered fall semester.)	
<b>HPR 325 Psychology of Coaching</b>	<b>Two Credits</b>
A study of motivational, discipline, cultural problems, coach and player personalities, and other individual and team aspects of coaching the modern player. The culmination of the course is the development of a personal coaching philosophy. (Offered fall semester.)	
<b>HPR 326 Administration of PE and Athletics (6-12)</b>	<b>Two Credits</b>
A study of administration of athletics and physical education as it pertains to budget, liability, policy making, public relations, facility management, and other administrative responsibilities. (Offered spring semester.)	
<b>HPR 335 Athletic Training and CPR</b>	<b>Three Credits</b>
Lecture and laboratory experiences in the care and prevention of athletic injuries. The latest cardiopulmonary resuscitation methods and techniques are presented with practical application. (Offered spring semester.)	
<b>HPR 341 Designing and Directing Projects</b>	<b>Three Credits</b>
In this course, attention is given to the following elements of project design and development: writing mission statements, conducting needs and interest assessments, writing goals and objectives, scoping projects and determining constraints, garnering upper management and community support, working with volunteers, managing projects and reporting results. (Offered fall semesters of odd calendar years.)	
<b>HPR 343 Basic Driver Education</b>	<b>Three Credits</b>
Designed to prepare teachers in driver education. Principles, content, materials, and methods of teaching in the classroom are presented. (Offered summers.)	
<b>HPR 344 Advanced Driver Education</b>	<b>Two Credits</b>
Laboratory experience is given during which time the student enrolled in this course gives behind-the-wheel observations, instruction, and evaluation. (Offered summers.)	
<b>HPR 355 Adapted Physical Education</b>	<b>Two Credits</b>
Designed to provide prospective teachers with experience in formulating individualized performance objectives, key teaching and therapy skills, and programming for specific problems in organization and administration of students with disabilities. Provides a brief review of the legislative and history of adapted physical education. (Offered spring semester.)	
<b>HPR 361 Program Management</b>	<b>Three Credits</b>
Consideration is given to developing effective leadership styles, decision making and problem solving, handling organizational conflicts, maintaining production and work involvement, and building relationships. (Offered spring semesters of even calendar years).	
<b>HPR 405 Practicum</b>	
Taken for two to ten credits in recreation.	

**HPR 410 Seminar in Health, Physical Education, and Recreation****Two Credits**

Designed to assist students in locating, interpreting, synthesizing, and presenting research-based information. (Offered spring semester.)

**Prerequisite:** Senior status.

**HPR 430 Readings in Recreation****Two or Four Credits**

There are many career options in recreation (e.g. event management in sports, program directors in YMCAs, camps, prisons, and health promotion directors in corporations). In this course, students will develop and execute a plan for professional development through readings in a specific self-selected career option.

**HPR 389 Junior Departmental Honors Research****One to Two Credits****HPR 489 Departmental Honors Research****Two Credits****HPR 490 Departmental Honors Thesis****Two Credits****HPR 199, 399 Open Titled Course****One to Four Credits**

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**HISTORY (HST)****HST 101 Western Civilization****Three Credits**

The development of Western Civilization from the earliest civilizations in the Ancient Near East to the present, analyzing political, social, cultural, economic, and religious ideas and meaningfully applying them to contemporary life. (Offered every semester.)

**HST 201 American History****Three Credits**

People, ideas, and institutions in American history from English colonization to the present. (Offered every semester.)

**HST 202 Eastern Civilization****Three Credits (CC)**

The study of the history and culture of China and Japan from ancient times to the present. (Offered spring semester.)

**HST 245 Jews, Christians Muslims****Three Credits**

A study of the history, culture and texts of Jews, Christians and Muslims based upon an examination of the significance of monotheism, Scripture, authority, ritual, family life, ethics, material culture, within each group. Observation of concepts and phenomena they share, as well as the ways they are distinguished for the purpose of understanding each group's origin, development, influence, and connection to civil/political orders. Cross listed with REL 245.

**Prerequisite:** COR 102 (taken concurrently) or Bible course or permission of instructor (Offered spring semester of even calendar years.)

**HST 250 Historical Method****Three Credits**

A course in the techniques of historical research and writing.

**Prerequisite:** HST 101 or 201 or equivalent. (Offered spring semester of odd calendar years.)

**HST 301 Early America****Three Credits**

Examines the political, social, cultural, economic, and religious contributions of the colonists; the causes and course of the American Revolution and the founding of a new nation.

**Prerequisite:** HST 201 or permission of instructor. (Offered fall semester of even calendar years.)

<b>HPR</b>
<b>HISTORY</b>

<b>HST 304 Nineteenth Century America</b> A social-intellectual approach from the development of nationalism through industrialism and urbanism. <b>Prerequisite:</b> HST 201 or permission of instructor. (Offered spring semester of even calendar years.)	<b>Three Credits</b>
<b>HST 305 Twentieth Century America</b> A social-intellectual approach to American history from the Progressive Era to the Space Age. <b>Prerequisite:</b> HST 201 or permission of instructor. (Offered spring semester of odd calendar years.)	<b>Three Credits (WI)</b>
<b>HST 306 Seminar on Southern Africa</b> Students will learn to reflect beyond the ordinary European perspective of Africa. Seminar goals include learning to value aspects of African cultures and seeing the importance of Africa to the rest of the world. Cross listed with POL 306. ("Greenville in Africa" course.)	<b>Three Credits</b>
<b>HST 310 Latin America</b> Emphasizes the forces that shaped and are now reshaping the region. Examines historical reasons for the present problems that trouble the area. (Offered fall semester.)	<b>Three Credits (CC)</b>
<b>HST 343 Western Christianity I</b> The systematic study of the development of Western Christendom from the First through the Fifteenth Centuries focusing on major themes, figures, actions, and impulses. The historical method of research will be employed as a means of helping students to gain a contextualized understanding and appreciation for the developing role of the church and its relationship to culture. A major emphasis will be placed on the reading of primary sources as a means for understanding the development of Christian theology. Cross listed with REL 343. (Offered fall semester.)	<b>Three Credits</b>
<b>HST 344 Western Christianity II</b> The systematic study of the development of Western Christendom from the Sixteenth through the Twentieth centuries focusing on major themes, figures, actions, and impulses. The historical method of research will be employed as a means of helping students to gain a contextualized understanding and appreciation for the developing role of the church and its relationship to culture. A major emphasis will be placed on the reading of primary sources as a means for understanding the development of Christian theology. Cross listed with REL 344. (Offered spring semester.)	<b>Three Credits</b>
<b>HST 345 History of Judaism</b> A study of the Jewish religion/culture that developed in the sixth century BCE and flourished in the Persian, Greek and Roman periods. Includes encounters with the rabbinic literature that began to be produced in the second century CE—the Midrashim, Mishnah, and Talmuds—and modern expressions of Judaism around the world. Cross listed with REL 345. <b>Prerequisite:</b> COR 102 or one Bible course or permission of the instructor. (Offered spring semester.)	<b>Three Credits</b>
<b>HST 352 Modern Economic History</b> An interdisciplinary course organized for studying backgrounds to current economic problems in context with related social, political, and religious issues. (Offered spring semester of odd calendar years.)	<b>Three Credits</b>
<b>HST 390 Readings in History</b> Selected readings chosen by student and instructor.	<b>One to Two Credits</b>
<b>HST 405 Internship</b>	

<b>HST 389 Junior Departmental Honors Research</b>	<b>One to Two Credits</b>
<b>HST489 Departmental Honors Research</b>	<b>Two Credits</b>
<b>HST 490 Departmental Honors Thesis</b>	<b>Two Credits</b>
<b>HST 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

<b>HISTORY</b>
<b>HUMANITIES DIVISION</b>
<b>MANAGEMENT</b>

## **HUMANITIES DIVISION COURSES (HUM)**

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<b>HUM 211 Introduction to the Fine Arts</b>	<b>Three Credits</b>
An elementary study of the formal and historical aspects of architecture, sculpture, painting, and music, and an examination of their relation to Western civilization at its high points.	
<b>Prerequisite:</b> ENG 101 (Offered every semester.)	

## **MANAGEMENT (MGT)**

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<b>MGT 101 Introduction to Business</b>	<b>Three Credits</b>
A survey of business intended to give the student a general knowledge of the modern business world, provide a basis for choosing a field of specialization, and acquaint him or her with numerous business areas. (Offered every semester including some Interterms.)	

<b>MGT 203 Principles of Microeconomics</b>	<b>Three Credits</b>
The beginning of the one year economics principles course, emphasizing profit maximizing for the firm, government regulation effects business, and growth/environment questions. Moderate emphasis on mathematical analysis. (Offered fall semester.)	
<b>Prerequisite:</b> MGT 203. (Offered spring semester.)	

<b>MGT 211 Financial Accounting I</b>	<b>Three Credits</b>
Nature and purpose of accounting; basic accounting concepts and procedures, double entry bookkeeping, methods of processing, summarizing and classifying financial data; balance sheets and income statements. (Offered fall semester, and some spring semesters.)	
<b>Prerequisite:</b> MGT 211. (Offered spring semester.)	

<b>MGT 212 Financial Accounting II</b>	<b>Three Credits</b>
Continuation of Financial Accounting I. More detailed examination of components of the balance sheet. Introduction to financial statement analysis.	
<b>Prerequisite:</b> MGT 211. (Offered spring semester.)	

<b>MGT 222 Business Law</b>	<b>Three Credits</b>
A study of contracts, torts, agency, bailments, and property with emphasis on the social forces that have and will affect our legal rights and duties. (Offered fall semester.)	

<b>MGT 231 Marketing</b>	<b>Three Credits</b>
The present marketing system is described, analyzed, and evaluated through study of consumers, marketing functions, institutions, and commodities. The motivation of mass markets through advertising and personal selling is given special attention. (Offered spring semester.)	

<b>MGT 250 Managerial Accounting</b>	<b>Three Credits</b>
Intermediate level course with emphasis on how accounting information can be interpreted	

and used as a tool of management in planning and controlling business activities of the firm.

**Prerequisite:** MGT 211. (Offered fall semester.)

**MGT 301 Professional Communication****Two Credits**

This applied skills course is intended for people going into professional, rather than academic, post-graduate work. It applies those skills learned in foundational courses to specific professional situations such as proposal writing, staff briefings, and charting of financial information. Cross listed with SS 301.

**Prerequisite:** ENG 101 and COM 101 or their equivalents, plus junior or senior status. (Offered spring semester.)

**MGT 312 Cost Accounting****Three Credits**

Cost accounting fundamentals and cost accounting systems for management control will be covered. Emphasis will be on decision making for planning and control, and product costing for inventory valuation and income determination.

**Prerequisite:** MGT 212. (Offered fall semester of even calendar years.)

**MGT 314 Intermediate Accounting I****Four Credits**

Reviews accounting theory and the application of that theory to the preparation of accounting statements. Examines the four primary financial statements – income statement, balance sheet, statement of cash flows, and statement of retained earnings.

**Prerequisite:** MGT 250. (Offered fall semester of odd calendar years.)

**MGT 315 Intermediate Accounting II****Four Credits**

A continuation of the study of financial information for the purpose of preparing financial statements in accordance with generally accepted accounting principles. This course deals with accounting issues related to the proper accounting treatments of balance sheet assets and liabilities.

**Prerequisite:** MGT 314. (Offered spring semester of odd calendar years.)

**MGT 317 Income Tax Theory****Three Credits**

Study of Federal personal and corporate income tax, state income tax issues, U.S. tax structure, and the application of tax laws to specific situations. Students will gain knowledge of individual tax laws, forms, and tables.

**Prerequisite:** MGT 212. (Offered fall semester.)

**MGT 318 Auditing****Three Credits**

A study of the standards and procedures used in examining financial statements and supporting records. Emphasis on the evaluation of internal control. Also covered are the auditor's responsibilities to clients and third parties, and the ethical framework in which he/she operates.

**Prerequisite:** MGT 314. (Offered spring semester of even calendar years.)

**MGT 319 Tax Applications****One-Three Credits**

This course will provide the student with substantial experience in preparing federal tax returns. The number of credits for this course is variable; however, for each credit, the student is expected to spend 40 hours preparing income tax forms for others. This will be done primarily during evenings and weekends. Tax forms may be prepared through the Greenville College Tax Assistance Program (GC-TAP), the St. Louis Tax Assistance Program (St. Louis-TAP), or the Bond County Senior Citizen Center. *Because of the relatively limited number of people in Bond County who will utilize this service, the student must expect to spend some Saturdays in St. Louis preparing tax returns.*

**Prerequisite:** MGT 317. (Offered spring semester.)

**MGT 321 Management of Organizations****Three Credits**

Develops a systematized body of managerial thought suitable to all business situations

through understanding of planning, organizing, staffing, directing, and controlling functions. (Offered fall semester.)

**MGT 324 Human Resources Management**

**Three Credits**

A course designed to provide students with an understanding of the theories, principles, and practices of personnel management.

**Prerequisite:** MGT 321, or permission of instructor. (Offered spring semester.)

**MGT 332 Consumer Behavior**

**Three Credits**

Open to advanced students in Management and Marketing. From various theoretical perspectives including psychology, anthropology, economics, marketing, and sociology, the student examines how consumers move through decision processes from awareness to trial and brand loyalty. The course emphasizes the forming of marketing plans that will coordinate well with these processes. This course is cross listed with PSY 332. (Offered spring semester.)

**MGT 333 Sales and Sales Management**

**Two Credits**

For advanced students in Marketing and Management who wish to learn about selling with finesse and integrity and to incorporate principles that they can both practice and transfer to others under their supervision. (Offered spring semester of odd calendar years.)

**MGT 334 Advertising**

**Two Credits**

Advertising communicates messages to groups of consumers. Students learn how to reach groups efficiently, to design messages to inform persuasively, and to choose the best media for a particular product and consumer. They will design advertising messages for print and broadcast, and learn to design and budget an overall ad campaign.

**Prerequisite:** MGT 231. (Offered spring semester of even calendar years.)

**MGT 335 Intermediate Marketing**

**Three Credits**

Beginning with theory as taught in MGT 331 and 202, students deal with selected Marketing cases and learn to apply their theoretical principles. Work is both individual and in groups, and includes the creation and development of a new product.

**Prerequisite:** MTG 231. (Offered fall semester.)

**MGT 341 Corporate Finance**

**Four Credits**

Introduces the student to corporate Financial Management through the study of financial systems, techniques of financial analysis and working capital decisions, financial forecasting, financing current assets, capital budgeting, the cost of capital and the target capital structure quantity, and statistical decision making, financial techniques. **Prerequisite:** MGT 203 and 250. (Offered fall semester.)

**MGT 347 Investments**

**Three Credits**

Addresses the issue of investment and stewardship as a philosophy of life; introduces the student to investment vehicles, and to the concepts of risk, rate of return, and valuation as they are applied in investment decisions.

(Offered spring semester).

**MGT 351 International Business**

**Three Credits (CC)**

Students will understand the forces of globalization, why nations trade, problems of trade restrictions and international payments, and multinational corporations as international change agents. They will work from the manager's perspective to discover how working internationally affects the functional areas of business through influences of the land, the political environment, and the cultural heritage of the people.

**Prerequisite:** Open to any upper division student. (Offered spring semester.)

**MGT 352 Modern Economic History**

**Three Credits**

An interdisciplinary course organized for studying backgrounds to current economic

<b>MANAGEMENT</b>
<b>MEDIA</b>
<b>PROMOTIONS</b>

<b>MATHEMATICS</b>
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problems in context with related social, political, and religious issues. (Offered spring semester of even calendar years.)

**MGT 353 Environmental Economics**

**Three Credits**

Students will study two kinds of environmental issues: resource conservation and pollution of the environment. In both cases we will consider whether markets can achieve the best results for humankind, or whether we need stated intervention and control to keep us safe and healthy.

**Prerequisite:** MGT 203. (Offered irregularly)

**MGT 367 Quantitative Approaches to Business Problems Four Credits**

A study of various quantitative approaches to decision making in business. Selected topics include linear programming, economic order quantity, and statistical decision making techniques.

**Prerequisite:** Any Statistics course. (Offered spring semester.)

**MGT 382 Issues in Poverty and Development**

**Three Credits**

This course has both field and classroom components designed to allow students to use the tools of their discipline to evaluate and define poverty. After living in a village community, students will engage a multi-national group of specialists in history, sociology, and economic development, as well as published sources to produce their own analysis. Cross listed with SOC 382. ("Greenville in Africa" course.)

**MGT 405 Practicum**

**Four to Twelve Credits**

**MGT 409 Business/Economics Seminar**

**Two Credits (WI)**

A capstone course for all business majors, involving independent and group work in selected areas, guest speakers, a research project, and discussion as an essential learning activity. Emphases include business ethics, entrepreneurship as a calling, and development of a career and lifestyle philosophy.

**Prerequisite:** Senior status. (Offered every semester.)

**MGT 389 Junior Departmental Honors Research**

**One to Two Credits**

**MGT 489 Departmental Honors Research**

**Two Credits**

**MGT 490 Departmental Honors Thesis**

**Two Credits**

**MGT 199, 399 Open Titled Course**

**One to Four Credits**

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**MEDIA PROMOTIONS (MP)**

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**MP 405 Internship**

Possibilities for internship include music business, promotions, and media.

**MP 410 Seminar**

**Two Credits (WI)**

Independent reading and discussion assignments for the communication major or minor. Required of all Communication majors. Special topics may be investigated in areas outside the regular curriculum. Such topics for investigation will be chosen according to the needs and interests of the individual student. A résumé, cover letter, mission statement, and portfolio will be completed. (Offered fall semester.)

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**MATHEMATICS (MTH)**

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**MTH 090 Developmental Mathematics**

**Two Credits**

This course will cover the basic mathematical concepts required to develop critical thinking and quantitative reasoning. Subjects will include pre-algebra and elementary algebra concepts. Both a textbook and computer based software will be utilized

to achieve course goals. The object of the course is to prepare students to understand the basic mathematical concepts that are expected of all college students in a bachelor's degree program. A grade of at least C will meet the mathematics proficiency requirement. The grade will be included in the cumulative grade point average, but credit for the course will not count toward the graduation requirement. (Offered fall semester.)

**MTH 105 Mathematical Ideas****Three Credits**

A few mathematical concepts selected to give students in many fields an appreciation of the beauty, extent, and vitality of mathematics. Some insight into the historical development of these concepts. The emphasis is not on developing computational skills. About one third of the course is devoted to the basic ideas of probability and statistical thinking. Does not count toward the mathematics major.

**Prerequisite:** MTH 090 or proficiency. (Offered spring semester.)

**MTH 106 Finite Mathematics****Three Credits**

This course will strengthen the mathematics skills of those students who must use mathematics in their major, such as business, biology, or the social sciences. Topics will include functions, systems of linear equations, matrices, linear programming, probability and statistics, markov chains, game theory, and mathematics of finance including compound interest.

**Prerequisite:** One and one-half years of high school algebra or the equivalent. (Offered every semester.)

**MTH 111 College Algebra and Trigonometry****Four Credits**

This course is designed to prepare students, with the minimum required prerequisites, to pursue the calculus sequence. Selected topics in algebra, trigonometry, and analytic geometry are integrated by the concept of functions.

**Prerequisite:** Three years of high school courses in algebra and geometry. (Offered fall semester.)

**MTH 113 Intuitive Calculus****Three Credits**

An intuitive introduction for non-majors to the basic concepts of calculus. Topics include techniques of differentiation and integration of algebraic, exponential, and logarithmic functions. Applications to business and biology are stressed.

**Prerequisite:** Three years of high school courses in algebra and geometry, or MTH 111 or MTH 106. (Offered spring semester.)

**MTH 115 Introduction to Calculus I****Four Credits**

The first course in the regular calculus sequence. Basic techniques of differentiation and integration are covered. Topics from Analytic Geometry are introduced.

**Prerequisite:** MTH 111 or equivalent background. (Offered fall semester.)

**MTH 116 Calculus II****Four Credits**

Techniques of integration, sequences and series, parametric equations, vector valued functions.

**Prerequisite:** MTH 115. (Offered spring semester.)

**MTH 140 Mathematics of the Early Grades****Three Credits**

The mathematics content of grades K-5 is carefully studied. Fundamental properties underlying the structure of numeration systems and the various algorithms for computation are stressed. Other topics include measurement, approximation, informal geometry, sets, problem solving, and the use of the calculator. Required of Elementary Education majors. Does not count towards a Mathematics major.

**Prerequisite:** Completion of or current enrollment in EDU 101. (Offered spring semester.)

**MTH 150 Mathematics of the Middle Grades****Three Credits**

The mathematics content of grades 6-8 is carefully studied, with emphasis on the concepts that are usually categorized as pre-algebra skills. Topics will include probability

and statistics, measurement, geometry, coordinate systems, percentage and fractions, and problem solving techniques. Required of Elementary Education majors. Does not count towards a Mathematics major.

**Prerequisite:** MTH 140 or consent of instructor. (Offered spring semester.)

**MTH 212 Linear Algebra****Four Credits (WI)**

This course is designed to give the mathematics student his first serious encounter with mathematical systems. Elements of the theory of vector spaces are developed. The student gains experience in matrix algebra, vectors, and linear transformations.

**Prerequisite:** MTH 115. (Offered spring semester.)

**MTH 217 Multivariable Calculus****Three Credits**

The differential and integral calculus of multi-variate functions, line and surface integrals, Greens Theorem, Divergence Theorem, Stokes Theorem.

**Prerequisite:** MTH 116. (Offered fall semester.)

**MTH 218 Differential Equations****Three Credits**

First order differential equations, linear equations, and linear systems, power series solutions, Laplace Transforms.

**Prerequisite:** MTH 116. (Offered fall semester.)

**MTH 301 Probability and Statistics****Four Credits**

Treatment of probability applied to discrete and continuous distributions; tests of hypotheses; independence and correlation; sampling theory.

**Prerequisite:** MTH 115. (Offered spring semester of even calendar years.)

**MTH 302 Non-Euclidean Geometry and History****Four Credits**

Includes an introduction to history of mathematics, particularly contributions of Greek scholars; study of Euclid's elements; transition to Non-Euclidean geometrics developed by Gauss, Bolyai, Lobachevski, and Riemann; history of calculus and mathematical structures.

**Prerequisite:** MTH 115, and 212 or consent of instructor. (Offered spring semester of odd calendar years.)

**MTH 304 Applied Mathematics****Four Credits**

Provides an experience in the uses of mathematics. Use and development of mathematical models will be considered. Topics will range from applications in the social sciences to physics and engineering. The choice of material will be based on current trends in mathematics applications and on student's needs.

**Prerequisite:** MTH 212, 217, 218. (Offered spring semester of even calendar years.)

**MTH 306 Numerical Analysis****Four Credits**

Introduces basic theory in the numerical solution of mathematical problems. Topics include nonlinear equations, systems of linear equations, interpolating polynomials, numerical differentiation, integration, and solution of differential equations.

**Prerequisite:** CIS 210 and MTH 212, 217, 218. (Offered spring semester of odd calendar years.)

**MTH 308 Abstract Algebra****Four Credits**

Axiomatic treatment of selected algebraic structures, including rings, integral domains, fields and groups, including an introduction to number theory.

**Prerequisite:** MTH 212. (Offered fall semester of odd calendar years.)

**MTH 319 Advanced Calculus****Four Credits**

The language, fundamental concepts, and standard theorems of analysis are explored. The student learns to read the literature and investigates applications. Ideas from elementary calculus are revisited.

**Prerequisite:** MTH 212, 217. (Offered fall semester of even calendar years.)

**MTH 405 Practicum**  
Taken for pass/fail credit.

**MATHEMATICS**

<b>MTH 389 Junior Departmental Honors Research</b>	<b>One to Two Credits</b>
<b>MTH 489 Departmental Honors Research</b>	<b>Two Credits</b>
<b>MTH 490 Departmental Honors Thesis</b>	<b>Two Credits</b>
<b>MTH 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **MUSIC**

Music classes are divided into five course headings (MUAP, MUED, MUEN, MUSG, & MUTH).

### **APPLIED MUSIC (MUAP)**

All music majors and minors must complete a series of applied classes in their primary instrument. Group and individual instruction classes will meet the applied music requirement.

#### **MUAP 101 Class Piano I**

**One Credit**

Music majors and minors (except for students whose primary instrument is piano) will complete this first level of group instruction. Class includes fundamentals of notation and basic musicianship skills which include: repertoire, sight reading, transposition, harmonization, improvisation, and technique. Class meets twice weekly. (Offered fall semester.)

#### **MUAP 102 Class Piano II**

**One Credit**

Elements of piano playing including touch, notation, rhythmic problems, major scales, and broken chords are covered. Instruction books, technical exercises, and studies of standard composers are given according to individual needs and the student's progress. Class meets twice weekly. (Offered spring semester.)

#### **MUAP 103 Class Piano III**

**One Credit**

Elements of piano playing, including touch, notation, and rhythmic problems, major scales, and broken chords are addressed. Instruction books, technical exercises, and studies of standard composers are given according to individual needs and the student's progress. Class meets twice weekly. (Offered fall semester.)

#### **MUAP 104 Class Piano IV**

**One Credit**

This final class piano focuses on the individual progress of each student. Class meets twice weekly. (Offered spring semester.)

#### **MUAP 105 Beginning Voice Class - Traditional**

**One Credit**

A study of the fundamentals of singing: including breath control, tone production, resonance, and diction. Class meets twice weekly. (Offered fall semester.)

#### **MUAP 106 Beginning Voice Class – Contemporary**

**One Credit**

This course is a practical guide for the commercial singer who wants to learn the stylistic differences in singing rock, jazz, and CCM music with proper vocal technique. Students will perform in a "real world" gig environment and work on microphone with a band to develop vocal diversity and acquire skills to compete in a variety of environments in the music industry. (Offered spring semester.)

**MATHEMATICS**

**MUSIC**

**Applied Music** classes are available for instruments listed below. Placement audition is required. One credit equals a 30 minute lesson weekly, and two credits equal an hour lesson weekly. Applied Music courses are to be taken in numerical sequence. Students must pass an upper division audition jury before taking MUAP 311. (Offered every semester.)

<b>MUAP 111 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 112 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 211 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 212 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 215 Keyboard Improvisation I</b>	<b>One Credit</b>
This course includes the study of the fundamentals of synthesizer programming, emphasizing skills used in reading lead sheets. Performance oriented class designed to teach worship leading from the keyboard. (Offered fall semester, irregularly.)	
<b>MUAP 216 Keyboard Improvisation II</b>	<b>One Credit</b>
A continuation of Keyboard Improvisation I. (Offered spring semester, irregularly.)	
<b>MUAP 311 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 312 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 411 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 412 Applied Music</b>	<b>One or Two Credits</b>

**Instruments in which applied music courses maybe taken. Letter designates area of study.**

- A. Flute
- B. Oboe
- C. Clarinet and Bass Clarinet
- D. Bassoon
- E. Saxophone
- F. French horn
- G. Trumpet
- H. Trombone and Baritone
- I. Tuba
- J. Percussion
- K. Violin
- L. Viola
- M. Cello
- N. String Bass/Electric Bass
- O. Organ
- P. Piano –Private Lessons + Studio Class
- T. Guitar
- U. Voice - Private Lessons + Studio Class
- W. Composition (Upper Division Only)
- X. Piano – CCM/BME - first year principal applied
- Z. Voice – Private Jazz

## **MUSIC EDUCATION (MUED)**

**MUED 181 Strings Class** **One Credit**  
Class instruction covers elementary principles of playing and teaching of string instruments. Emphasis is on development of tone production. Also considered are transposition, capabilities, and limitations of each instrument. Class meets twice weekly. (Offered fall semester of odd calendar years.)

**MUED 182 Percussion Class** **One Credit**  
Class instruction covers elementary principles of playing and teaching of percussion

instruments. Emphasis is on development of tone production. Also considered are transposition, capabilities, and limitations of each instrument. Class meets twice weekly. (Offered spring semester of even calendar years.)

**MUED 191 Brass Class**
**One Credit**

Class instruction covers elementary principles of playing and teaching of band brass instruments. Emphasis is on development of tone production. Also considered are transposition, capabilities, and limitations of each instrument. Class meets twice weekly. (Offered fall semester of even calendar years.)

**MUED 192 Woodwinds Class**
**One Credit**

Class instruction covers elementary principles of playing and teaching of woodwind instruments. Emphasis is on development of tone production. Also considered are transposition, capabilities, and limitations of each instrument. Class meets twice weekly. (Offered spring semester of odd calendar years.)

**MUED 322 Instrumental Rehearsal Techniques**
**Two Credits**

Further development of skill in conducting, principles of instrumental rehearsal techniques, and preparation of specific works are rehearsed with the College band.

**Prerequisite:** MUSG 221 and MUTH 104, 104E. (Offered irregularly.)

**MUED 324 Choral Rehearsal Techniques**
**Two Credits**

Further development of skill in conducting, principles of choral rehearsal procedures, and preparation of specific works are rehearsed with college choral organizations.

**Prerequisite:** MUSG 221 and MUTH 104, 104E. (Offered spring semester of even calendar years.)

**MUED 357 Elementary Music Methods**
**Two Credits**

Course includes development of philosophy of music education and objectives at the elementary level, survey, and evaluation of materials, and means of presenting those materials. (Offered fall semester of even calendar years.)

## **MUSIC ENSEMBLES (MUEN)**

Students involved in a music ensemble are expected to attend all rehearsals and concerts, unless specifically excused by the director. Since the morale of any team effort is built through working together toward a common goal, assessment is based on preparation, participation, and attendance. All Music majors are required to participate in an approved ensemble for 6 sequential semesters while a full time student at Greenville College. A minimum of four semesters of a large ensemble are required. Approved ensembles are listed below. Music majors are limited to 2 ensembles per semester without prior approval of the Music Department chair. Four credits of 100 level ensembles must be earned before registering for a 300 level ensemble.

**MUEN 130 Ensemble**
**No Credit**

This number is designated as a temporary holding ensemble for new students. Students will drop this course in the first week of the semester upon successful admission into another ensemble group.

## **LARGE ENSEMBLES**

**MUEN 141/341 Greenville College Choir (A Cappella Choir) One Credit**

The Greenville College Choir, founded by Professor Robert W. Woods in 1927, has become an outstanding symbol of the College. It offers students throughout the College an opportunity to sing exemplary sacred choral literature in an excellent mixed choir setting. Numerous concerts are given during the year including an extended annual tour. Membership is by audition and includes the expectation of a year long commitment. (Offered every semester.)

**MUEN 142/342 Chorale** **One Credit**  
Chorale is a mixed choir which focuses on music reading and vocal technique. As part of the Greenville Choral Union, Chorale performs large scale choral orchestral works such as Handel's "Messiah". Membership is open to all students and the community and an assessment audition is required. (Offered every semester.)

**MUEN 144/344 Jazz Vocal Band** **One Credit**  
This band consists of 10-16 vocalists plus a full rhythm section. The ensemble performs in a variety of styles, including swing, Latin, pop, gospel, CCM, and rock. Students are expected to remain in the ensemble for the full year. Members are admitted by audition. (Offered every semester.)

**MUEN 145/ 345 Concert Band** **One Credit**  
A traditional band ensemble performs various types of literature from all stylistic periods. Open to all students and community. (Offered every semester.)

**MUEN 147/347 Keyboard Ensemble** **One Credit**  
This ensemble is a 21<sup>st</sup> century keyboard orchestra utilizing state of the art digital keyboards and synthesizers. The touring ensemble will perform a variety of styles from Bach to Brubeck. Students are expected to remain in the ensemble for the full year. This ensemble is available by audition for piano students from the College. (Offered every semester.)

**MUEN 148/348 String Ensemble** **Half Credit**  
This group performs at various types of college functions. All members of the College or community playing a traditional stringed instrument are invited to participate. (Offered every semester.)

**MUEN 149/349 Guitar Ensemble** **One Credit**  
The Guitar ensemble consists of 3-12 guitarists and a rhythm section. The ensemble performs a variety of jazz and pop styles, including transcriptions of big band arrangements, fusion, rock, etc. Members are admitted by audition. (Offered every semester.)

### **SMALL ENSEMBLES**

**MUEN 161/361 Recording Ensemble** **One Credit**  
This ensemble, available by audition for CCM majors with an emphasis in Recording & Production, Composition, or Performance, is a select studio ensemble that records student compositions. Other students may audition with the permission of the instructor. (Offered every semester.)

**MUEN 162/ 362 Instrumental Jazz Ensemble** **One Credit**  
A select small ensemble organized to study and perform jazz and popular music. Members are selected by audition. (Offered every semester.)

**MUEN 163/363 Chamber Singers** **Half Credit**  
Chamber Singers is a select vocal ensemble which performs sacred and secular literature from the 16<sup>th</sup> century to the present day. Concurrent enrollment in the Greenville College Choir is required. Students are expected to remain in the ensemble for the full year. Membership is by invitation. (Offered every semester.)

**MUEN 164/364 Praise and Worship Ensemble** **One Credit**  
This ensemble explores the various understandings and concepts of worship leading. Students will gain practical experience in contemporary worship methods and will have multiple opportunities to tour as a ministry team. Students are expected to remain in the ensemble for the full year. Members are admitted by audition. (Offered every semester.)

**MUEN 165/365 Rock Ensemble****One Credit**

In this ensemble students are organized into different ensembles each week, and assigned a song or a style of music to play. They are then critiqued on their performance by the instructor. This class is recommended for freshmen and new transfers. (Offered every semester.)

**MUEN 166/366 Flute ensemble****Half Credit**

In this small ensemble students perform flute quartet music during band concerts, chapels, and for the public. Members are admitted by audition. (Offered irregularly.)

**MUEN 167/367 Chamber Ensemble****Variable Credit**

This ensemble is a flexible group instrumentation. (Offered irregularly.)

**MUEN 168/368 Lab Band****One Credit**

This small ensemble provides students with practical opportunities to create and perform contemporary (pop, rock, and CCM) music. Groups rather than individuals audition for a lab band. Auditions begin three weeks after the beginning of each semester, allowing students to form their own bands before tryouts. (Offered every semester.)

**GENERAL MUSIC (MUSG)****MUSG 185 Contemporary Christian Music Seminar****One Credit**

The CCM seminar class includes special presentations, discussion forums, student performance opportunities, reading assignments, and guest artists.

**Prerequisite:** Sophomore standing. (Offered every semester.)

**MUSG 209 Music Listening****Two Credits**

This course develops critical listening skills for a variety of both western and non-western musical styles. Music will be evaluated by objective and aesthetic criteria. Open to all students, this course meets the music portion of the humanities requirement, and is the prerequisite for Music History I. (Offered spring semester.)

**MUSG 221 Elementary Conducting****Two Credits**

This course studies standard conducting patterns, develops the skill of both hand and baton directing, and emphasizes development of listening and leadership skills. (Offered fall semester.)

**MUSG 226 Studio Recording Techniques I****Two Credits**

This course provides a thorough understanding of the theory and practice of studio recording and sound reinforcement. Cross listed with COM 126.

**Prerequisite:** Sophomore standing. (Offered fall semester.)

**MUSG 227 Studio Recording Techniques II****Two Credits**

This course continues the study of theory and practice of studio recording, and includes Digidesign® Pro Tools 101 Certification. The course is “hands-on”, offering substantial studio time for individual recording projects.

**Prerequisite:** MUSG 226. (Offered spring semester.)

**MUSG 309 Music History I****Three credits**

This course is a survey of the development of musical styles and their creators from antiquity to 1750.

**Prerequisite:** MUSG 209 and MUTH 104, 104E or permission of the instructor. (Offered fall semester.)

**MUSG 310 Music History II****Three Credits (WI)**

This course is a survey of the development of music styles and their creators from 1750 to the present day. This is a writing intensive course.

**Prerequisite:** MUSG 309 or permission of the instructor. (Offered spring semester.)

<b>MUSG 311 Pedagogy and Literature I</b>	<b>Two Credits</b>
a. For Piano—a survey of piano literature and readings related to pedagogical principles and the various facets of piano teaching. (Offered fall semester of odd calendar years.)	
b. For Voice—a study of current voice teaching methods and the art song literature for the vocal development of the young singer. (Offered fall semester of even calendar years.)	
<b>MUSG 312 Pedagogy and Literature II</b>	<b>Two Credits</b>
A continuation of MUSG 311, and is available to students in piano and voice. (Offered in the spring semester; piano even years, voice odd years.)	
<b>MUSG 314 Foreign Language Diction for Singers</b>	<b>One Credit</b>
Course studies the pronunciation for French, German, and Italian song literature employing the International Phonetic Alphabet. (Offered irregularly.)	
<b>MUSG 315 Accompanying</b>	<b>One Credit</b>
Class meets once a week for instruction and students learn to accompany vocal and instrumental soloists and/or ensembles. (Offered irregularly.)	
<b>MUSG 325 Music and Business Survey</b>	<b>Two Credits</b>
A business course which overviews the inner workings of the recording industry including A&R administration, artist and producer agreements, music publishing, copyright registration, music retailing, radio airplay and INDIE promotion, and career options for this field. (Offered fall semester.)	
<b>MUSG 326 Studio Recording Techniques III</b>	<b>Two Credits</b>
Course is a study of intermediate techniques in recording, mixing, mastering, and production, and a continuation of MUSG 227.	
<b>Prerequisite:</b> MUSG 227. (Offered fall semester.)	
<b>MUSG 327 Studio Recording Techniques IV</b>	<b>Two Credits</b>
Course continues the study of MUSG 326 culminating an opportunity to sit for the Digidesign certification test. Students who pass the test will receive a Digidesign certification certificate, and will be given a webpage on the ProTools main website.	
<b>Prerequisite:</b> MUSG 326. (Offered spring semester.)	
<b>MUSG 371 Hymnology</b>	<b>Two Credits</b>
Class studies the history and use of congregational songs in Christian worship. (Offered irregularly.)	
<b>MUSG 372 Youth Music and Activities in the Church</b>	<b>Two Credits</b>
Students will be engaged in an independent study of music and social activities which will be used to develop musical abilities, student interest, and spiritual maturity through the graded choir program of the church. (Offered irregularly.)	
<b>MUSG 373 Christian Music Administration and Observation</b>	<b>Two Credits</b>
An independent study through library research and observation of the total church music program including multiple choirs, working relationships with other church personnel, philosophy of church music, facilities and equipment, acoustics, and budget. (Offered irregularly.)	
<b>MUSG 374 Leading Praise and Worship I</b>	<b>Two Credits</b>
Students will plan and lead praise and worship services in the church. Students will develop musical repertoire, leadership skills, and artistic resources for corporate worship.	
<b>Prerequisite:</b> MUTH 305 or concurrent enrollment. (Offered fall semester.)	

**MUSG 375 Leading Praise and Worship II****Two Credits**

Students will develop further their ability to effectively lead praise and worship services.

**Prerequisite:** MUSG 374. (Offered spring semester.)

**MUSG 376 Rock Music History****Two Credits**

Students are exposed to various contemporary popular styles of music through extensive listening and analysis. Important musical characteristics are identified to help the student define the exact nature of each style.

**Prerequisite:** MUTH 104 and 104E. (Offered spring semester.)

**MUSG 377 Philosophy and Ethics of Contemporary Christian Music****One Credit**

Students will discuss and develop an understanding of the ethical responsibilities of the musician and music in the Contemporary Christian Music field, as well as the history of CCM. Other areas of concern include, record censorship, creative options, and philosophies of ministry and business. (Offered every semester.)

**MUSG 385 Contemporary Christian Music Seminar****One credit**

The CCM seminar class includes special presentations, discussion forums, student performance opportunities, reading assignments, and guest artists.

**Prerequisite:** MUSG185 (Offered every semester.)

**MUSG 417 Practicum: Praise and Worship****One Credit**

This practicum is required of all CCM majors with praise and worship emphasis. During the practicum the student will be expected to participate in a leadership role. The Music Department will act as a resource to guide the student in the selection of a church in which to serve. It is the student's responsibility to initiate a request for a practicum, suggest prospective ministry opportunities, and meet periodically with a faculty supervisor.

**Prerequisite:** MUAP 216 and MUSG 373, 375. (Offered irregularly)

**MUSG 418 Senior Recital****One Credit**

The student will prepare a minimum of 45 minutes of music to be performed at a public recital. The recital and program notes must be approved by a faculty jury prior to performance. Final jury must be passed prior to presentation of the recital.

**Prerequisite:** A minimum of three hours of upper division applied music credit, including concurrent enrollment on the student's primary instrument and the successful completion of MUAP 104.

**MUSG 419 Senior Project****One Credit**

Students complete a large recording project and research paper. This course is available only to CCM students in the Recording & Production track.

**Prerequisite:** Students must pass the upper division jury at least one semester prior to the semester in which they enroll in MUSG 419 (see Music Department Policies and Procedures Handbook for jury requirements.)

**MUSG 426 Studio Recording Techniques V****Two Credits**

Students study advanced techniques in recording, mixing, mastering, and production, and is a continuation of MUSG 327.

**Prerequisite:** MUSG 327. (Offered irregularly.)

**MUSG 427 Studio Recording Techniques VI****Two Credits**

A continuation of MUSG 426.

**Prerequisite:** MUSG 426. (Offered irregularly.)

**MUSG 389 Junior Departmental Honors Research****One to Two Credits**

**MUSIC**

<b>MUSG 489 Departmental Honors Research</b>	<b>One or Two Credits</b>
<b>MUSG 490 Departmental Honors Thesis</b>	<b>One or Two Credits</b>
<b>MUSG 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

**MUSIC THEORY (MUTH)**

The music theory sequence is intended to give the student a basis for understanding music in score and performance through the study of its underlying principles. Students are expected to enter with some knowledge of music fundamentals—scales, key, intervals, chords, rhythms, etc. New students, including transfers, will be given a placement test.

<b>MUTH 103 Written Theory I</b>	<b>Three Credits</b>
The study of scales, keys, intervals, triads, seventh chords, chord progressions, cadences, harmonization of melodies and basses, non-harmonic tones, simple modulations, instrumental transposition, and analysis of simple song forms. (Offered fall semester, and should be taken concurrently with MUTH 103E.)	

<b>MUTH 103E Ear Training and Sight Singing I</b>	<b>One Credit</b>
Hearing, singing, writing, and analyzing the melodic, harmonic, and rhythmic elements of music are topics addressed in this class. (Offered fall semester, and should be taken concurrently with MUTH 103.)	

<b>MUTH 104 Written Theory II</b>	<b>Three Credits</b>
A continuation of Music Theory I. <b>Prerequisite:</b> MUTH 103. (Offered spring semester, and should be taken concurrently with MUTH 104E.)	

<b>MUTH 104E Ear Training and Sight Singing II</b>	<b>One Credit</b>
A continuation of Ear Training and Sight Singing I. <b>Prerequisite:</b> MUTH 103E (Offered spring semester, and should be taken concurrently with MUTH 104.)	

<b>MUTH 203 Music Theory III</b>	<b>Three Credits</b>
A continuation of Music Theory II. Advanced modulations, consideration of the modes, secondary seventh chords, ninth chords, altered chords and augmented sixths, borrowed chords, ornamentation, analysis of form, scoring for instruments, and introduction to counterpoint. <b>Prerequisite:</b> MUTH 104. (Offered fall semester, and should be taken concurrently with MUTH 203E.)	

<b>MUTH 203E Ear Training and Sight Singing III</b>	<b>One Credit</b>
A continuation of Ear Training and Sight Singing II. Advanced ear training, sight singing, study of more difficult rhythmic patterns and written harmony are addressed. <b>Prerequisite:</b> MUTH 104E. (Offered fall semester, and should be taken concurrently with MUTH 203.)	

<b>MUTH 204 Music Theory IV</b>	<b>Three Credits</b>
A continuation of Music Theory III. <b>Prerequisite:</b> MUTH 203. (Offered spring semester, and should be taken concurrently with MUTH 204E.)	

<b>MUTH 204E Ear Training and Sight Singing IV</b>	<b>One Credit</b>
A continuation of Ear Training and Sight Singing III. <b>Prerequisite:</b> MUTH 203E. (Offered spring semester, and should be taken concurrently with MUTH 204)	

<b>MUSIC</b>
<b>ADULT EDUCATION</b>

**MUTH 304 Instrumental Arranging**

**Two Credits**

Students will take an analysis representative of bands and symphonic works. Students will write scores for instruments in various combinations.

**Prerequisite:** MUTH 204 and 204E; Orchestral Instruments MUED 181, 182, 191, 192, or permission of the instructor. (Offered irregularly, independent study.)

**MUTH 305 Pop Theory/Song Writing**

**Two Credits**

Students will establish a thorough understanding of the theory and structures of popular contemporary music. Written assignments will include arranging current popular tunes and writing original material to be performed by various on-campus ensembles.

**Prerequisite:** MUTH 104 and 104E. (Offered fall semester.)

**MUTH 306 Pop Theory/Song Writing**

**Two Credits**

A continuation in study of MUTH 305.

**Prerequisite:** MUTH 305. (Offered spring semester.)

**MUTH 405 Pop Theory/Song Writing**

**Two Credits**

A continuation of MUTH 306.

**Prerequisite:** MUTH 306. (Offered irregularly.)

**MUTH 406 Pop Theory/Song Writing**

**Two Credits**

A continuation of MUTH 405

**Prerequisite:** MUTH 405. (Offered irregularly.)

## **ADULT EDUCATION - GOAL PROGRAM (OL)**

NOTE: All OL courses are open only to students enrolling in the GOAL program.

**OL 301 Dynamics of Group Behavior**

**Three Credits**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving and decision making, the diagnosis and resolution of conflict, and managing meetings.

**OL 302 Adult Development and Learning Assessment** **Three Credits**

Students develop an understanding of adult development and learning processes. Students conduct personal and professional assessments and document this by developing a portfolio. Additional credit for prior extra collegiate learning may be earned through the portfolio.

**OL 303 Introduction to Research Methodology**

**Three Credits**

Students learn the purpose and value of research as a problem solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and analyze an appropriate organizational problem for their applied research project.

**OL 304 Organizational Analysis**

**Three Credits**

Students analyze how organizations function as complex systems. They focus on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization that is the setting for their applied research project.

**OL 305 Managing Interpersonal Communication**

**Three Credits**

Students assess and improve their communication skills in order to be more productive in various organizational settings. Key concepts are conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

**OL 306 World-View: Faith And Vocation** **Three Credits**  
Students gain understanding of the integration of the Christian world-view in contemporary life.

**OL 307 Introduction to Data Analysis and Presentation** **Three Credits**  
Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

**OL 308 Organizational Communication** **Three Credits**  
Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

**OL 309 Principles of Leadership Management and Supervision** **T h r e e Credits**  
Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

**OL 310 Cultural Influences In The Workplace** **Three Credits**  
Students consider the relationships between culture and the world of work. They discover how the United States, especially in the world of work, has been shaped by the values and life experiences of various ethnic and racial groups.

**OL 311 Values and Ethical Decision Making** **Three Credits**  
Students discuss ethical theory and social and personal values as they relate to problem solving and decision making.

**OL 312 Writing Strategies and Organizations** **Three Credits**  
Principles of writing based on analytical and formal research, including form and style, organization, and literature review. Emphasis on inductive analysis, research, and documentation. Course lays groundwork for writing requirements in remaining courses.

**OL 401 Applied Research Project: Part I** **One Credit**  
Students describe the purpose, setting, history and background, scope and importance of their applied research topic.

**OL 402 Applied Research Project: Part II** **Two Credits**  
Students conduct and write a literature review related to their problem analysis. Students determine a research approach, develop and analyze a possible intervention for solving their organizational problem, and develop a data collection and analysis plan.

**OL 403 Applied Research Project: Part III** **Two Credits**  
Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learnings and apply them to their personal and professional lives.

## **PHILOSOPHY (PHL)**

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**PHL 201 Major Issues in Philosophy** **Three Credits**  
A general philosophy course, organized in terms of issues rather than the history of ideas. Subjects include how we know, the nature of personality, making ethical decisions, the philosophy of art and beauty, and the philosophy of science. (Offered every semester.)

**PHL 240/440 World Religions****Three Credits**

Students may enroll for this course at either the 200 or the 400 level. Students at both levels will study nine of the great religious traditions of the world descriptively. Students at the 400 level will engage in a comparative study of these traditions with an emphasis upon the unique characteristics of Christianity. Attention will be given to ways of communicating the Gospel to persons loyal to non-Christian religious traditions. Cross listed with REL 240/440. (Offered fall semester.)

**PHL 250 History of Philosophy I****Three Credits**

Major thinkers and themes of philosophical thought from Thales in the sixth century B.C.E., to the late fifteenth century medieval scholastics will be studied. Special attention will be given to the thought of Plato, Aristotle, Augustine and Thomas Aquinas and how these thinkers approached metaphysical, ontological, and ethical problems. (Offered every semester.)

**PHL 251 History of Philosophy II****Three Credits**

Major thinkers and themes of philosophical thought from Bacon through the twentieth century will be studied. Special attention will be given to epistemology and metaphysics. The perspectives of rationalism, empiricism, transcendental idealism, existentialism, and twentieth century analytical thought will play a key role through this course. (Offered every semester.)

**PHL 270 Philosophy of Science****Three Credits**

An examination of the role and limits of science with special attention to the necessary role of philosophy in any scientific enterprise. Topics discussed include Kuhnian, Popperian, and verificationist approaches to science. Particular attention will be paid to the role of explanatory theories, causal laws, epistemology, and the questions that science raises for Christian belief.

**Prerequisite:** Sophomore standing. (Offered spring semester of odd calendar years.)

**PHL 280 Logic****Three Credits**

Designed to enable one to think critically. Focused primarily on formal and informal logic, including formal syllogisms, Venn diagrams, truth-function tables, informal fallacies, and predicate logic.

**Prerequisite:** PHL 201, 250 or 251. (Offered fall semester.)

**PHL 306 Religion and African Philosophy****Three Credits**

This course will introduce students to African spirituality and thought systems through the eyes of Christian faith. Field trips and lectures are the primary means of learning. Cross listed with REL 306. ("Greenville in Africa" course)

**PHL 310 Philosophy of Religion****Three Credits (WI)**

A philosophical approach to and analysis of the basic concepts of religion, together with its implications for theism and Christianity. (Offered fall semester.)

**PHL 311 History of Political Philosophy****Three Credits**

Concerns political ideas from Plato to the present, analyzed from the perspective of the Judeo-Christian-Classical tradition. Cross listed with POL 311.

**Prerequisite:** POL 210. (Offered fall semester of odd calendar years.)

**PHL 330 Ethics****Three Credits**

An analysis of personal and social ethics, with particular attention to the problems of Christian ethics in contemporary society. Criteria for ethical judgments will be examined and an attempt made to establish certain theological norms that ought to be met in Christian ethics.

**Prerequisite:** PHL 201, 250 or 251. (Offered spring semester.)

**PHL 405 Internship**

<b>PHILOSOPHY</b>
<b>PHYSICS</b>

<b>PHL 389 Junior Departmental Honors Research</b>	<b>One to Two Credits</b>
<b>PHL 489 Departmental Honors Research</b>	<b>Two Credits</b>
<b>PHL 490 Departmental Honors Thesis</b>	<b>Two Credits</b>
<b>PHL 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **PHYSICS (PHY)**

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### **PHY 110 Motion, Light, & Sound** **Four Credits**

This course presents topics which serve as the foundation for the science based digital industry. The general areas of Newtonian mechanics, wave mechanics, interference, acoustics, and optical phenomena are covered. Applications involving acoustic and optical devices are presented. Three class hours and one two-hour laboratory per week. This course will not fulfill requirements for pre-professional science programs, Chemistry, or Physics majors.

**Prerequisite:** High school algebra & trigonometry, or MTH 111. (Offered fall semester of even calendar years.)

### **PHY 120 General Physics I** **Four Credits**

Newtonian Mechanics of a particle, collisions, simple harmonic motion, fluid statics, kinetic theory of ideal gas, heat, thermal conduction, first law of thermodynamics, sound waves, acoustic phenomena. (Three hours lecture and two hours lab per week.)

**Prerequisite:** High school physics or SCI 102. High school mathematics through calculus or currently enrolled in MTH 115. (Offered fall semester.)

### **PHY 192 Electronics** **Four Credits**

The student is introduced to the basic characteristics of electronic devices that can be used for simple circuits which become the building blocks for more complex equipment. Topics include DC and AC circuits, transistors and amplifiers. Power supplies and digital logic circuits, both foundational to state-of-the-art electronics, will also be explored. This course should be beneficial to students in Communication, Digital Media, and the sciences. (Three hours lecture and three hours lab per week.)

**Prerequisite:** MTH 111. (Offered spring semester of odd calendar years.)

### **PHY 210 General Physics II** **Four Credits**

Electrostatics of point charges, DC currents and circuits, magnetic forces, capacitance, laws of Ampere, Faraday, and Lenz. Self-inductance, series RLC circuits with sinusoidal currents, electrical instruments. Geometrical optics and optical instruments. The Bohr model of the atom, elementary nuclear topics. (Three hours lecture and two hours lab per week.)

**Prerequisite:** PHY 120 or equivalent, MTH 115 or equivalent. (Offered spring semester.)

### **PHY 220 General Physics III** **Four Credits**

Special relativity, rigid body motion, statistical mechanics, second law of thermodynamics, lasers, conduction in metals, thermoelectricity, p-n junctions, transistors, modeling of solids. (Three hours lecture and two hours lab per week.)

**Prerequisite:** PHY 210 or equivalent, MTH 115. (Offered fall semester.)

### **PHY 311 Electricity and Magnetism** **Four Credits**

An intermediate course that is basic for graduate work in physics. Topics covered include direct and alternating current circuits, static electric and magnetic fields, and Maxwell's equations. (Three hours lecture and three hours lab per week.)

**Prerequisite:** PHY 220, CIS 140, MTH 217, 218. (Offered fall semester of even calendar years.)

**PHY 318 Theoretical Mechanics****Four Credits**

The motion of a particle and a system of particles as described by Newtonian mechanics are studied. Vector algebra and vector calculus are used. Velocity dependent forces, central forces, oscillatory motion, rigid body motion, and moving coordinate frames are typical topics.

**Prerequisite:** PHY 220, CIS 140, MTH 217, 218. (Offered spring semester.)

**PHY 321 Thermodynamics****Four Credits**

Equilibrium thermodynamics, the first law, equations of state, changes of state, the second law, criteria for spontaneity, electrochemistry, and applications to chemical and physical systems. Cross listed with CHM 321 Physical Chemistry.

**Prerequisite:** CHM 112, MTH 217. (Offered fall semester of even calendar years.)

**PHY 322 Modern Physics****Four Credits**

In this course a quantitative understanding of atomic, molecular, and nuclear physics is presented through the applications of introductory quantum mechanics. The course is valuable to both Physics majors and Chemistry students who need a background in quantum mechanics. (Three hours lecture and three hours lab per week.) Cross listed with CHM 322 Physical Chemistry.

**Prerequisite:** PHY 220, CIS 140, MTH 217, 218. (Offered fall semester of odd calendar years.)

**PHY 342 Instrumental Analysis****Four Credits**

This course covers the major types of instrumentation utilized in Chemistry, Biology, and Physics by providing "hands-on" experience as well as emphasizing the underlying principles. (Two hours lecture and six hours lab per week.) Cross listed with BIO 341/CHM 342.

**Prerequisite:** CHM 112 and PHY 120. Chemistry 201 recommended. (Offered spring semester of odd calendar years.)

**PHY 350 Science Curriculum Projects****Two Credits**

This course will explore current trends and issues in science curriculum, development, and evaluation of science curriculum, and construction and use of science equipment. Students will consider the "big ideas" of science that should constitute a core curriculum. Cross listed with BIO 350/CHM 350.

**Prerequisite:** Admission to Teacher Education Program; junior status. (Offered spring semester of odd calendar years.)

**PHY 400, 401 Senior Physics****Four Credits Each**

This is an independent study of theoretical physics at an advanced undergraduate level. The student will meet with the professor for guidance and discussion at regularly appointed times.

**Prerequisite:** Core curriculum through PHY 322. (Offered fall and spring semesters respectively.)

**PHY 402, 403 Senior Physics Laboratory****Two Credits Each**

This is an independent laboratory course in which the students will engage in laboratory study of a research nature. This will require six to eight hours in the laboratory each week. Those preparing to teach learn how to design, construct, and repair scientific apparatus. They will also learn techniques associated with the operation of a school laboratory.

**Prerequisite:** Same as PHY 400. (Offered fall and spring semesters respectively.)

**PHY 405 Practicum**

This course is for all Physics students completing a BS degree. The student is given an opportunity to apply his/her physics training by working in business, industry, or in a research laboratory. For students who plan to attend graduate school, an on-campus practicum experience will be provided. Students taking PHY 405 are evaluated with a letter grade.

<b>PHYSICS</b>
<b>POLITICAL SCIENCE</b>
<b>PSYCHOLOGY</b>

<b>PHY 409 Seminar in Physics</b>	<b>One Credit (WI)</b>
Students present oral and written reports and discuss topics dealing with the history and philosophy of science. This course is to be taken by all Physics majors in either the junior or senior year.	
<b>Prerequisite:</b> Attainment of junior standing. (Offered spring semester of odd calendar years.)	
<b>PHY 389 Junior Departmental Honors Research</b>	<b>One to Two Credits</b>
<b>PHY 489 Departmental Honors Research</b>	<b>Two Credits</b>
<b>PHY 490 Departmental Honors Thesis</b>	<b>Two Credits</b>
<b>PHY 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **POLITICAL SCIENCE (POL)**

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<b>POL 210 American Government</b>	<b>Three Credits</b>
Examines structures, functions, and policies of the national government. (Offered every semester.)	
<b>POL 306 Seminar on Southern Africa</b>	<b>Three Credits</b>
Students will learn to reflect beyond the ordinary European perspective of Africa. Seminar goals include learning to value aspects of African cultures and seeing the importance of Africa to the rest of the world. Cross listed with HST 306. ("Greenville in Africa" course.)	
<b>POL 311 History of Political Thought</b>	<b>Three Credits</b>
Concerns political ideas from Plato to the present, analyzed from the perspective of the Judeo-Christian-Classical tradition. Cross listed with PHL 311.	
<b>Prerequisite:</b> POL 210. (Offered fall semester of odd calendar years.)	
<b>POL 350 Readings in Government</b>	<b>One to Two Credits</b>
Selected readings chosen by student and instructor.	
<b>Prerequisite:</b> Permission of instructor. (Offered every semester.)	
<b>POL 405 Internship</b>	
<b>POL 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **PSYCHOLOGY (PSY)**

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<b>PSY 101 General Psychology</b>	<b>Three Credits</b>
A general introduction to psychology with an emphasis on psychology as a science dealing with human behavior and cognition. All students participate in a service learning experience in which they apply course concepts. Understanding psychology from a Christian perspective is included. (Offered every semester.)	
<b>PSY 202 Statistics</b>	<b>Three Credits</b>
A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include measures of central tendency and dispersion, probability, correlation and regression analysis, and various tests of significance using both parametric and nonparametric procedures. Cross listed with SOC 202. Meets Quantitative Reasoning requirement. (Offered every semester.)	

**PSY 205 Child Development****Three Credits**

A study of human growth from the prenatal period through childhood development. Theoretical and empirical approaches are used to relate development to societal, family, peer, and school settings. Five hours of clinical experience required.

**Prerequisite:** PSY 101. (Offered fall semester.)

**PSY 206 Adolescent Psychology****Three Credits**

A study of the transitional years of human development from puberty to early adulthood. Emphasis is on developmental tasks which adolescents face in their different roles. Five hours of clinical experience required.

**Prerequisite:** PSY 101 or 220 or admittance into the Teacher Education program. (Offered every semester)

**PSY 210 Experimental Psychology****Three Credits**

A study of research methods used in psychological experimentation. Students conduct psychological experiments both individually and in groups. Special emphasis is given to the writing skills necessary to document psychological experiments. Required of all Psychology majors.

**Prerequisite:** PSY 101 and 202. (Offered spring semester.)

**PSY 212 Developmental Psychology****Three Credits**

A study of the physical growth and intellectual, emotional, social, moral, and religious development of human beings from prenatal life to old age.

**Prerequisite:** PSY 101. (Offered spring semester.)

**PSY 220 Psychology for Living****Three Credits**

This course provides an introduction to the applied side of the field of psychology. Topics of study include personality, self-concept, stress, coping, adjustment/adaptation, gender and socialization, psychopathology, and psychopathological treatments and interventions. In this course, Christian/religious approaches to spirituality and coping are integrated with psychological concepts. (Offered fall semester.)

**PSY 240 Organizational Psychology****Three Credits**

A study of leadership and group behavior in organizational settings. Major topics to be considered include group development, group dynamics, morale, motivation, decision-making, leadership skills and style, and use of power.

**Prerequisite:** PSY 101. (Offered fall semester of even calendar years.)

**PSY 300 Group Dynamics****Three Credits**

A study of the social psychological dynamics of small group behavior. Major topics include group formation, intra- and inter- group conflict, and group structure. Analysis of groups in which students have membership is stressed. (Offered fall semester.)

**PSY 304 Social Psychology****Three Credits**

The study of social and psychological factors involved in motivation; attitude formation, organization, and change; value development and group norms; and interaction processes between the individual and the group. Experiential learning, field observation, and public service involvement are included in the curriculum format.

Cross listed with SOC 304.

**Prerequisite:** PSY 101 or SOC 101. (Offered fall semester.)

**PSY 305 Psychology of Religion****Three Credits**

A study of the major theories, concepts, issues, data and research methodologies in the psychology of religion. Classic and contemporary views of religious experiences, as well as the relationship between psychodynamics and faith will be examined. (Offered fall semester of odd calendar years.)

**PSY 310 Psychology of Personality****Three Credits**

Major theories of personality are studied, including assumptions about the nature of

the person, research regarding the validity of the theory, and discussion of how the theory is used currently in clinical practice. Recent neurophysiological evidence regarding the formation of the core self, the functions of the autobiographical self, and the capacity for moral choice is included in the curriculum. Vignette experiences allow students the opportunity to actively address clinical issues through the theoretical orientations they study.

**Prerequisite:** PSY 101. (Offered fall semester.)

**PSY 315 Introduction to Counseling****Three Credits**

An introduction to current theories of psychological counseling and the techniques commonly used in therapy. Through role-play and peer counseling, students practice counseling skills. Special emphasis is given to examining how faith and values influence the theory and practice of counseling.

**Prerequisite:** PSY 310 or permission of instructor. (Offered spring semester.)

**PSY 320 Physiological Psychology****Three Credits**

Students are introduced to the integration of psychological and physiological processes within the areas of vision, audition, olfaction, movement, human communication, learning, depressive disorders, and schizophrenia. Active participation with three dimensional models and interactive assessment techniques provide students with ways to incorporate what they learn into their existing knowledge in the field of psychology.

**Prerequisite:** PSY 101. (Offered spring semester.)

**PSY 330 Motivation and Emotion****Three Credits**

Theoretical and empirical findings in the fields of motivation and emotion are integrated with recent physiological findings in these areas. The psychological and physiological processes involved in sleep, hunger, thirst, arousal, hormonal balance, and response to stressful conditions are included in the curriculum. Students track their own daily cycles of wakefulness, rest, nutritional balance, activity, and felt sense of accomplishment. Research projects focus upon each student's motivational preferences and style of achievement.

**Prerequisite:** PSY 210. (Offered fall semester.)

**PSY 332 Consumer Behavior****Three Credits**

Open to advanced students in Management and Marketing. From various theoretical perspectives including psychology, anthropology, economics, marketing, and sociology, the student examines how consumers move through decision processes from awareness to trial and brand loyalty. The course emphasizes the forming of marketing plans that will coordinate well with these processes. This course is cross listed with MGT 332. (Offered spring semester.)

**PSY 340 Cognitive Processes****Three Credits**

A study of the higher mental processes in which data from perception, memory, concept formation, problem solving, and other areas are related to theories of the thinking process.

**Prerequisite:** PSY 210 or permission of instructor. (Offered spring semester of odd calendar years.)

**PSY 350 Psychological Systems****Three Credits (WI)**

Traces the history of psychology from its origin in philosophy to its present position among the sciences. Required of all Psychology majors.

**Prerequisite:** Upper division psychology majors only. (Offered fall semester.)

**PSY 360 Introduction to Psychopathology****Three Credits**

The course provides an introduction to abnormal behavior, which addresses the different perspectives on what constitutes 'abnormality.' A vulnerability-stress-coping model of maladaptive behavior is emphasized. Causes, developmental course, treatment, and outcome of the major categories of mental disorders are studied, from

epidemiological, clinical, and phenomenological perspectives. This course typically will include site-based involvement with the community mental health programs.

**Prerequisite:** PSY 310 or permission of instructor. (Offered spring semester.)

**PSY 370 Learning and Cognition**

**Three Credits**

Theories of learning including classical and operant conditioning are studies along with empirical evidence regarding the notion of emotional intelligence, creativity, and comparator models. Cognitive processing, working memory, long-term memory, encoding, retrieval, and schema theory are discussed with opportunities for integrative self-exploration of the student's preferred learning style.

**Prerequisite:** PSY 210 or permission of instructor. (Offered spring semester.)

**PSY 405 Practicum  
(per semester)**

**One to Four Credits**

In the fields of psychology, undergraduate practicum courses provide students with an exposure to the contexts and organizations in which psychology services are offered to the public. Behavioral health facilities, community mental health agencies, substance abuse treatment facilities, shelters, teen centers, and early childhood intervention units are among the facilities selected by Psychology students. Forty hours of practicum service for each hour of credit is required. This course may be taken in two separate semesters.

**Prerequisite:** Completed 20 hours of psychology; approval of department head.

**PSY 485 Seminar**

**Three Credits**

This interactive course explores moral and ethical issues commonly faced by psychologists. Students develop personal vocational mission statements, present their portfolios and prepare for job interviews and/or graduate school admissions interviews. Working in teams of two or three, students prepare and present an educational workshop on a topic of their choice, relating to the area of specialization.

(Offered spring semester.)

**PSY 389 Junior Departmental Honors Research**

**One to Two Credits**

**PSY 489 Departmental Honors Research**

**Two Credits**

**PSY 490 Departmental Honors Thesis**

**Two Credits**

**PSY 199, 399 Open Titled Course**

**One to Four Credits**

**RELIGION (REL)**

**REL 180 Dynamics of Youth Ministry**

**Three Credits**

This course is a general overview of the varied topics within the field. The concept of relationship building will be emphasized and structured for the student to apply. (Offered fall semester.)

**REL 200 Orientation to Ministry**

**Three Credits**

Prepares the student for admission to the Christian ministerial education program. Such topics as: understanding God's call, grace-gifts, the different personalities of churches, church growth, church relationships, spiritual journeying, and Christian worship will be examined. Open to second semester freshmen and to sophomores. Required for admission to practica required in the fields of Christian ministry. (Offered fall semester.)

**REL 205 Old Testament Survey**

**Three Credits**

This course introduces the student to the central story of the Old Testament by examining its characters, events, unifying themes, and literary characteristics.

**Prerequisite:** COR 102. (Offered fall semester.)

**REL 215 New Testament Survey****Three Credits**

The course is a rapid survey of the books of the New Testament, focusing primarily on their content and theology. The course will also acquaint the student with the political, social, and religious environment of the New Testament period and introduce the student to issues of authorship, dating, transmission, and canon.

**Prerequisite:** COR 102. (Offered spring semester.)

**REL 235 Ministry of Discipleship and Evangelism****Three Credits**

The course will enable the student to develop a Biblical theology of evangelism and discipleship, to identify the critical issues involved in providing constructive ministries in modern society, to learn effective personal evangelistic and discipleship strategies, and to study the principles and practices of healthy church growth and church planting. (Offered fall semester.)

**REL 240/440 World Religions****Three Credits**

Students may enroll for this course at either the 200 or the 400 level. Students at both levels will study nine of the great religious traditions of the world descriptively. Students at the 400 level will engage in a comparative study of these traditions with an emphasis upon the unique characteristics of Christianity. Attention will be given to ways of communicating the Gospel to persons loyal to non-Christian religious traditions. Cross listed with PHL 440. (Offered fall semester.)

**REL 245 Jews, Christians Muslims****Three Credits**

A study of the history, culture, and texts of Jews, Christians, and Muslims based upon an examination of the significance of monotheism, Scripture, authority, ritual, family life, ethics, material culture, within each group. Observation of concepts and phenomena they share, as well as the ways they are distinguished for the purpose of understanding each group's origin, development, influence, and connection to civil/political orders. Cross listed with HST 245.

**Prerequisite:** COR 102 (taken concurrently) or Bible course or permission of instructor (Offered spring semester of even calendar years.)

**REL 261/361 The Church in the City****Three Credits**

This class explores the Biblical, theological, and sociological dimensions of the urban church. Themes discussed include: theology of church and kingdom, seeking the shalom of the city, ministry to the poor, and confronting the principalities and powers. (St. Louis Urban Center course.)

**REL 265 Homiletics****Three Credits**

Analysis of the construction and delivery of sermons. For student and lay ministers. (Offered fall semester.)

**REL 266 Introduction to Worship****Three Credits**

This course introduces students to the language and various elements of Christian worship and provides instruction in the theology and leadership of central liturgical events within the Christian community, including weddings, funerals, and the sacraments of baptism and the eucharist.

**Prerequisite:** REL 265. (Offered spring semester.)

**REL 270 Wisdom and Poetic Literature of the Old Testament****Three Credits**

Intensive analyses of the ideas and literary patterns of the books of Psalms, Proverbs, Ecclesiastes, Job, Song of Solomon, and certain other selections from the inter-testamental literature of the Hebrews. (Offered spring semester.)

**REL 275 Free Methodist Polity and Doctrine****Two Credits**

History, major beliefs, and administrative structure of the Free Methodist Church. Required of all ministerial students wishing to join an annual conference as a ministerial candidate. (Offered irregularly.)

**REL 280 Philosophy of Youth Ministry****Three Credits**

This class will prepare students to discover their purpose for going into youth work. A solid foundational mission statement and the specific goals in which to accomplish their purpose will be emphasized. (Offered spring semester.)

**REL 285 Historic Methodism****Two Credits**

Issues and developments in the origin and growth of world Methodism. Emphasis on the life and work of John Wesley and on the distinctive growth of American Methodism. (Offered irregularly.)

**REL 306 Religion and African Philosophy****Three Credits**

This course will introduce students to African spirituality and thought systems through the eyes of Christian faith. Field trips and lectures are the primary means of learning. Cross listed with PHL 306. ("Greenville in Africa" course.)

**REL 321 Pentateuch****Three Credits**

The course focuses on the first five books of the Bible, also known as Torah or Law. As the first major section of the Bible, Torah is foundational to the rest of the Biblical witness. In this course students will ascertain the primary theological emphases of a narrative that begins with creation and ends with the death of Moses.

**Prerequisite:** COR102. (Offered fall semester.)

**REL 322 Prophets****Three Credits**

A critical and exegetical study of the Former (Joshua, Judges, Samuels, and Kings) and the Latter (Isaiah, Jeremiah, Ezekiel and the Twelve) Prophets with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message both for their time and the present age.

**Prerequisite:** COR102. (Offered spring semester.)

**REL 345 History of Judaism****Three Credits**

A study of the Jewish religion/culture that developed in the sixth century BCE and flourished in the Persian, Greek and Roman periods. Includes encounters with the rabbinic literature that began to be produced in the second century CE—the Midrashim, Mishnah, and Talmuds—and modern expressions of Judaism around the world. Cross listed with HST 345.

**Prerequisite:** COR 102 or one Bible course or permission of the instructor. (Offered spring semester.)

**REL 352 Pauline Epistles****Three Credits**

Studies in these epistolary form as it appears in the New Testament, focusing particularly on the issues which arise in the Pauline Letters and the broader cultural milieu of the first century church.

**Prerequisite:** COR 102. (Offered spring semester.)

**REL 343 Western Christianity I****Three Credits**

The systematic study of the development of Western Christendom from the First through the Fifteenth Centuries focusing on major themes, figures, actions, and impulses. The historical method of research will be employed as a means of helping students to gain a contextualized understanding and appreciation for the developing role of the church and its relationship to culture. A major emphasis will be placed on the reading of primary sources as a means for understanding the development of Christian theology. Cross listed with HST 343. (Offered fall semester.)

**REL 344 Western Christianity II****Three Credits**

The systematic study of the development of Western Christendom from the Sixteenth through the Twentieth centuries focusing on major themes, figures, actions, and impulses. The historical method of research will be employed as a means of helping students to gain a contextualized understanding and appreciation for the developing role of the church and its relationship to culture. A major emphasis will be placed on

the reading of primary sources as a means for understanding the development of Christian theology. Cross listed with HST 344. (Offered spring semester.)

**REL 353 Synoptic Gospels****Three Credits**

Intensive study of the three synoptic Gospels as they interpret the works and words of Jesus Christ.

**Prerequisite:** COR 102 (Offered fall semester.)

**REL 390 American Christianity****Three Credits**

A phenomenological study of the interrelation of religion and culture in the American experience. Emphasis is placed on experiencing religion in American life through the reading and discussion of significant modern American literature. Attention is given to the nature and function of both religion and culture. (Offered irregularly.)

**REL 405 Internship**

Taken for four or eight credits. On-the-scene, supervised experience in an agency such as the church, a Christian school, a mission, a Christian camp, or other focus for practical experience related to one's departmental major.

**REL 410 Professional Issues****Three Credits**

Designed for senior majors who anticipate Christian ministry as a profession. This course will involve a close look at such professional issues as: pastoral ethics, church administration, clergy counseling, legal liability, care giving, and relationship building so that the minister sees him/herself as a part of the community team of professionals. (Offered spring semester.)

**REL 451 Foundations of Christian Doctrine****Three Credits**

An historical and philosophical study of the development of Christian theology over the centuries.

**Prerequisite:** Junior Standing, and COR 102 and 201, or COR 301. (Offered fall semester.)

**REL 452 Methods in Wesleyan Theology****Three Credits**

Analysis of methodology in the development of certain historically important systems of Christian theology with a focus upon doing theology in the 21<sup>st</sup> century. A consideration of how the student may do theology today.

**Prerequisite:** REL 451. (Offered spring semester.)

**REL 389 Junior Departmental Honors Research****One to Two Credits****REL 489 Departmental Honors Research****Two Credits****REL 490 Departmental Honors Thesis****Two Credits****REL 199, 399 Open Titled Course****One to Four Credits**

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**SCIENCE DIVISION COURSES (SCI)**

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**SCI 101 Biological Science (Biology)****Three Credits**

This course aims to give students in general an integrated view of the web of life in its enormous perspective from molecule to man, a vivid realization of the essentials of the evolutionary theory, and an appreciation of man's potent but precarious position in nature. It should infuse the values of science, arouse a sense of responsible participation in human progress, and develop an appreciation of God as revealed in nature. The course is not open to students who have had other courses in biology, with the exception of Hygiene and Public Health. (Two hours lecture and two hours lab each week.) (Offered every semester.)

**SCI 102 Energy and the Environment (Physics)****Three Credits**

Principles and ideas from elementary science are applied to the broad topics of energy, pollution, and transportation. The student should gain an awareness of some of the major environmental problems and develop a basis for understanding the complexity of the problems. Introductory physical processes are introduced so that this course not only counts toward a graduation science requirement, but also serves as a foundation for other science courses. (Two hours lecture and two hours lab each week.) (Offered spring semester.)

**SCI 104 The Molecular World (Chemistry)****Three Credits**

The course is designed for non-science majors. Solutions of important problems in our society which require an understanding of molecular change such as air and water pollution, global warming, destruction of the ozone layer, acid rain, and energy sources are central to the course. Chemical principles will be introduced as needed to understand these issues. (Two hours lecture and two hours lab each week.) (Offered fall semester).

**SCI 105 Planets & Stars (Physics)****Three Credits**

A wealth of information has been collected on our Sun and Solar System, surprising us with the richness and variety of geological environments scattered among the planets and their moons. In-depth studies of our Sun reveal a dynamic cauldron of hot plasma that in many ways astronomers are just beginning to understand. In exploring questions about lifecycles of our Sun and Planetary System, students will gain an awareness of both the power and limitations of scientific inquiry. In the laboratory section of this course, students will be introduced to night sky observing, becoming familiar with star maps, the constellations, and basic telescope operation. (Two hours of lecture and two hours of evening lab each week.) (Offered every semester.)

**SCI 106 Readings in Science****One or Two Credits**

This course is an independent reading course to give the student freedom to read from several suggested titles. The course intends to increase scientific ability and awareness by having students read the thoughts of significant authors.

**SCI 310 Exploring the Universe (Physics)****Four Credits**

Our universe is a wonderfully complex and vast array of stars, galaxies, and exotic objects. Astronomers continue to be amazed at the unexpected behavior of the cosmos, as observed through new and more powerful telescopes. During this course, the full spectra of stars and galaxies will be explored and compared to the current astronomical theories used to describe their behavior. Students will embark on a voyage of scientific discovery as they look at how theories are developed to explain the observations and data collected on these objects. From this background the latest frontiers of astronomy will be explored with a particular emphasis on cosmology. The laboratory section of the course will focus on advanced telescoped observing skills, with students designing and carrying out their own observing programs. (Three hours of lecture and two hours of evening laboratory each week.)

**Prerequisite:** SCI 105 or permission of instructor. (Offered fall semester of odd calendar years.)

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**SOCIOLOGY (SOC)****SOC 101 Principles of Sociology****Three Credits**

A basic course introducing the student to the concepts, theories, and methods employed in an objective scientific analysis of society, culture, social institutions and organizations, social control, deviancy, and social factors involved in personality development. (Offered every semester.)

**SOC 103 Social Problems****Three Credits**

Expansion of awareness and knowledge of perceived social problems in American society. Problems studied include current social concerns such as alcoholism, drug addiction, mental illness, crime, violence, war, poverty, sexual deviancy, and population. (Offered fall semester of odd calendar years.)

**SOC 112 Introduction to Anthropology****Three Credits CC**

The scientific study of humanity, human origins, fossil forms, and the evolution of material and non-material culture.

**Prerequisite:** SOC 101 is recommended. (Offered spring semester.)

**SOC 202 Statistics****Three Credits**

A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representations, measures of central tendency and dispersion, probability theory, and various significant tests of relationship, including measures of association, correlation, linear relationship, and means tests. This course includes an introduction to multivariate statistics and non-parametrics. Cross listed with PSY 202. Meets Quantitative Reasoning requirement. (Offered every semester.)

**SOC 210 Research Methods****Three Credits**

A study of problem formulation, data collection, data analysis including descriptive and inferential statistical techniques, and research report writing. Includes two or more applied projects, usually in collaboration with the entire class or with a group, and the development of a publication-ready research paper.

**Prerequisites:** SOC 101, SOC 202 (may be taken concurrently). (Offered spring semester.)

**SOC 301 Marriage and The Family****Three Credits**

A study of courtship, marriage, and family in its historical development and many contemporary forms. Emphasis is placed on factors providing stability or stress to modern courtships and marriages. A combination of theoretical perspectives are used (sociological, psychological, anthropological, theological), and several professional and practical issues (parenting, financial planning, communication, divorce, etc.) are examined.

**Prerequisites:** SOC 101, SOC 112, PSY 101, or SWK 205. (Offered spring semester.)

**SOC 302 Diversity Issues****Three Credits (CC)**

The status of "minority group" is defined, and dominant-subdominant relationships in society are examined. The value and challenges of diversity in a pluralistic society are presented. An emphasis is placed on the social factors traditionally included under diversity (e.g. race, ethnicity, deviant lifestyles), and non-traditional factors (religion, social class, geographic setting, etc.). Techniques for resolving problems as well as patterns of adaptation are considered. (Offered spring semester of even calendar years.)

**SOC 303 Crime and Social Deviancy****Three Credits**

A social and social psychological approach to the study of disvalued persons and behavior. Theoretical approaches to causes and control of deviant behavior are studied with a major emphasis placed on crime and criminals.

**Prerequisite:** SOC 101 or consent of the instructor. (Offered fall semester of even calendar years.)

**SOC 304 Social Psychology****Three Credits**

The study of social and psychological factors involved in motivation attitude formation, organization and change, the development of value systems and group norms, as evidenced in the process of interaction between the individual and the group.

**Prerequisite:** SOC 101 or PSY 101 - preferably both, or consent of instructor. (Offered fall semester.)

**SOC 309 Social Stratification****Three Credits**

In this course, students will study and contrast the rich and the poor, the powerful and the powerless, the have's and the have-nots. More importantly, it asks important questions such as "Why does such inequality exist in every known society?" It then builds a frame of reference from which to view the social and personal meanings of structured, legitimized social inequality, and to explore Christian responses to injustice and inequity in the world.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)

**SOC 350 Introduction to Criminal Justice****Three Credits**

An advanced survey course focusing on the description and interrelationships of the many agencies and institutions which comprise criminal justice; i.e., justice systems, law enforcement, corrections, etc. Agencies and institutions will be studied in their historical and social contexts, and will be further examined by way of major theories and models of criminal justice. The various professional implications of criminal justice will be examined.

**Prerequisite:** SOC 101 or consent of instructor. (Offered spring semester of even calendar years.)

**SOC 351 Juvenile Delinquency****Three Credits**

A course designed to investigate delinquency, including juvenile deviancy and juvenile crime. Applicable theories and models of delinquency will be investigated, as will social construction of delinquency. The course is appropriate for students focusing on criminal justice generally, as well as social work. Professional implications will also be examined. Cross listed with CRJ 351 and SWK 351.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)

**SOC 360 Sociology of Cities****Three Credits (CC)**

This course allows students to study the city as a unique form of social organization and as the highest and most complex product of human civilization. Students will learn about the historical development of cities in global perspective, about the current state of urban affairs, and about the complex interdependencies of ecological, economic, and social systems. One field trip to a nearby city will allow students to see urban systems in action.

**Prerequisite:** SOC 101, SOC 112, PSY 101, or SWK 205. (Offered fall semester of even calendar years.)

**SOC 365 Social Organization****Three Credits**

A study of the types of organizational patterns occurring in Western Society, their origin, functions, and structure. The place of the individual in an impersonal organizational system is examined.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)

**SOC 370 Professional Seminar I****Two Credits**

This course provides Sociology students with a required seminar experience (typically on a weekend), and instructs the student on developing a Student Success Plan (for the current semester) and Professional Development Plan (for the college career and beyond). These student created Plans will focus on coursework, service hours, professional conferences, and research opportunities. The professional seminar series provides the bridge between coursework and career, graduate school, and/or ministry. Cross listed with SWK 270.

**Prerequisites:** SOC 101. (Offered fall semester.)

**SOC 380 Sociological Theory****Three Credits (WI)**

The development of major schools of social thought, major theoreticians and their distinctive contributions, are considered and analyzed for relationships.

**Prerequisite:** SOC 101 or consent of instructor. (Offered spring semester.)

**SOC 382 Issues in Poverty and Development****Three Credits**

This course has both field and classroom components designed to allow students to use the tools of their discipline to evaluate and define poverty. After living in a village community, students will engage a multi-national group of specialists in history, sociology, and economic development, as well as published sources to produce their own analysis. Cross listed with MGT 382. ("Greenville in Africa" course.)

**SOC 385 Sociology of Religion****Three Credits**

Students will learn about a variety of American and international religions and religious movements and how these are shaped by culture. Students will contrast the theoretical perspectives of Durkheim, Weber, Marx, and the social constructionists. In addition to the hypothesis that social circumstances shape religion, the converse will be studied: that religious creeds and beliefs can create unique social structures. The course will examine the assertion that when societies believe certain things about God and the universe, that unique cultural arrangements result. The influence of religion in the U.S. will be studied and students will be challenged to examine the cultural underpinnings of their own faith.

**Prerequisite:** SOC 101, SOC 112, PSY 101, or SWK 205. (Offered spring semesters of odd calendar years.)

**SOC 390 Individual Readings Variable****Two or Four Credits**

Selected readings in an area not covered by course offerings. Annotated bibliography, reading notes, and a comprehensive examination required. Open only by special permission and departmental approval.

**SOC 405 Practicum** (For description, see page 112.)

**SOC 470 Professional Seminar II****Two Credits**

This course provides Sociology students with a required seminar experience (typically on a weekend), and instructs the student on developing a Student Success Plan (for the current semester) and Professional Development Plan (for the college career and beyond). These student created Plans will focus on coursework, service hours, professional conferences, and research opportunities. The professional seminar series provides the bridge between coursework and career, graduate school, and/or ministry. Cross listed with SWK 370.

**Prerequisites:** SOC 101, 202, 210, 370. (Offered fall semester.)

**SOC 389 Junior Departmental Honors Research****One or Two Credits****SOC 489 Departmental Honors Research****One or Two Credits****SOC 490 Departmental Honors Thesis****Two Credits****SOC 199, 399 Open Titled Course****One to Four Credits**

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**SPANISH (SPN)****SPN 101, 102 Elementary Spanish I and II****Four Credits Each**

Essentials of Spanish, oral and written: grammar, composition, conversation, and reading.

**Prerequisite:** SPN 101 must be taken before SPN 102. (Offered fall and spring semesters, respectively.)

**SPN 150, 250, 350 Directed Readings in Spanish****One or Two Credits**

This course may be repeated until the student has acquired four credits. As far as possible each student will be allowed to follow his/her own interest. (Offered every semester.)

**SPN 201 Intermediate Spanish****Four Credits**

Conversation, readings, grammar review.

**Prerequisite:** SPN 102 or equivalent. (Offered fall semester.)**SPN 220 Spoken Spanish****Three Credits**

Practice in listening to spoken Spanish. Oral reports and informal conversation.

Phonetics.

**Prerequisite:** SPN 201 or equivalent. (Offered spring semester.)**SPN 281/381 Spanish House****One or Two Credits**

Spanish House provides an immersion in a controlled academic on-campus context. Selected students sign a pledge to use only the Spanish language and must be currently enrolled in a Spanish class. The chief goals are to improve the speaking, writing, and verbal comprehension of students. Additionally students will increase their appreciation for the culture by participating in the cooking and eating of meals and other planned activities. Students enrolling at the 381 level must have successfully completed SPN 281. Spanish House credits do not count toward the Spanish major. (Offered every semester.)

**SPN 320 Espana y Su Civilizacion****Three Credits (CC)**

Discussion and reading in Spanish of history, literature, art, and customs. Meets cross cultural requirement.

**Prerequisite:** SPN 201 or equivalent. (Offered fall semester of even calendar years.)**SPN 321 Latinoamerica y su Civilizacion****Three Credits**

Discussion in Spanish of history, literature, art, and customs.

**Prerequisite:** SPN 201 or equivalent. (Offered fall semester of odd calendar years.)**SPN 351 Spanish Grammar for Bilinguals****One Credit**

An in-depth study of Spanish Grammar with special attention to weaknesses inherent in the Spanish of American bilingual speakers. Applying intense practice in areas of weaknesses, the course is designed to specifically address the needs of the individual, who has grown up speaking, but not studying, the Spanish language. Required for bilingual majors. (Offered spring semester of even calendar years.)

**SPN 370 La Novela Hispanica****Three Credits**

Study of the Hispanic novel through reading of selected novels.

**Prerequisite:** 201 or equivalent. (Offered spring semester of even calendar years.)**SPN 380 El Drama Hispanico****Three Credits (CC)**

Study of the Hispanic drama through reading of selected dramas. Meets cross cultural requirement.

**Prerequisite:** 201 or equivalent. (Offered spring semester of even years.)**SPN 405 Practicum****SPN 389 Junior Departmental Honors Research****One to Two Credits****SPN 489 Departmental Honors Research****One or Two Credits****SPN 490 Departmental Honors Thesis****One or Two Credits****SPN 199, 399, Open Titled Course****One to Four Credits****Summer Study in Santiago—Dominican Republic**

The College occasionally conducts an advanced language workshop at the Instituto Evangelico located in the city of Santiago, Dominican Republic. Up to six credits of Spanish can be earned for satisfactory completion of either lower or upper division

courses during each summer. Those students who are able to benefit from classes taught entirely in Spanish are eligible to participate in upper division credit courses. Most students who have completed two years of college Spanish will be able to profit from the work. Students who have demonstrated proficiency in the aural-oral skill on the elementary level may qualify for participation in the lower division credit course (SPN 201) if they have not already completed six hours of credit in Intermediate Spanish. Native teachers in the Dominican Republic as well as those from the Greenville faculty participate in each summer's workshop. The courses offered in this program are as follows:

**SPN 201 Intermediate Spanish** **Four Credits**

Reading, conversation, grammar review, sessions with private tutor.

**SPN 310 Intermediate Composition and Conversation** **Three Credits**

Writing of themes, informal conversation, and private session with tutor.

**SPN 330 Survey of the Dominican Republic** **Three Credits**

An introduction to the Dominican Republic, its history, geography, customs, literature, and art. Includes field trips.

**SPN 360 Latin-American Literature until 1880** **Three Credits**

Reading and discussion of literature.

**SPN 361 Latin-American Literature after 1880** **Three Credits**

Reading and discussion of literature.

**SPN 410 Advanced Composition and Conversation** **Three Credits**

Writing of themes, informal conversation, and practical speaking assignments.

**SPN 430 Culture of the Dominican Republic** **Three Credits**

A comprehensive study of the Dominican Republic with emphasis on the biography of heroes, current events, and literature including field trips.

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## **SOCIAL SCIENCE DIVISIONAL COURSES (SS)**

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**SS 151 Consumer Economics** **Three Credits**

Analyzes the nature of the American economy and the economic problems of the individual consumer; examines methods by which the consumer acquires goods and services, budgets his money, invests, and obtains consumer information. Recommended for non-majors. (Offered irregularly.)

**SS 251/351 Social Science Research Methods** **Four Credits**

A study of the methods of inquiry both common among and unique to the social sciences. Designed particularly to serve students in Teacher Education, in any of the social science disciplines and others interested in the social sciences by permission of the instructor. (Offered irregularly.)

**SS 301 Professional Communications** **Two Credits**

This applied skills course is intended for people going into professional, rather than academic, post-graduate work. It applies those skills learned in foundational courses to specific professional situations such as proposal writing, staff briefings, and charting of financial information. Cross listed with MGT 301.

**Prerequisite:** ENG 101 and COM 101 or their equivalents, plus junior or senior status. (Offered spring semester.)

**SWK 205 Introduction to Social Work****Two Credits**

The nature, functions, and values of social work are explored. Social work is presented as a problem-solving process with wide applicability in the arena of human services; thus, social work is studied within a wide spectrum of situations and institutions.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester.)

**SWK 208 Social Welfare Agencies and Institutions****Two Credits**

An introductory course providing basic understanding and knowledge of welfare practices and policies as they have historically developed and are currently employed.

**Prerequisite:** SOC 101 and SWK 205 or consent of instructor. (Offered fall semester.)

**SWK 305 Fields of Social Work****Three Credits**

A course designed to develop the student's awareness of alternative methods of treatment available and to help the student develop the skills and techniques that are essential to professional competency in the "helping" processes.

**Prerequisite:** SWK 205 and 208. (Offered spring semester.)

**SWK 351 Juvenile Delinquency****Three Credits**

A course designed to investigate delinquency, including juvenile deviancy and juvenile crime. Applicable theories and models of delinquency will be investigated, as will social construction of delinquency. The course is appropriate for students focusing on criminal justice generally, as well as social work. Professional implications will also be examined. Cross listed with CRJ 351 and \I "swk351" SOC 351.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)

**SWK 365 Child Welfare****Three Credits**

This course introduces the student to the basic services available under the auspices of child welfare. The major emphasis is on services as offered within the United States; however, brief attention is given to a comparison with other countries. A historical overview of the field is also provided.

**Prerequisite:** SWK 205 and 208. (Offered fall semester of even calendar years.)

**SWK 370 Professional Seminar I****Two Credits**

This course provides Social Work majors with a required seminar experience (typically on a weekend), and instructs the student on developing a Student Success Plan (for the current semester) and Professional Development Plan (for the college career and beyond). These student created Plans will focus on coursework, service hours, professional conferences, and research opportunities. The professional seminar series provides the bridge between coursework and career, graduate school, and/or ministry. Cross listed with SOC 370.

**Prerequisites:** SOC 101. (Offered fall semester.)

**SWK 405 Internship**

Each student must successfully complete a minimum practicum of eight semester hours.

**Prerequisite:** SWK 202, 205, 210; upper division status; approval of department head.

**SWK 470 Professional Seminar II****Two Credits**

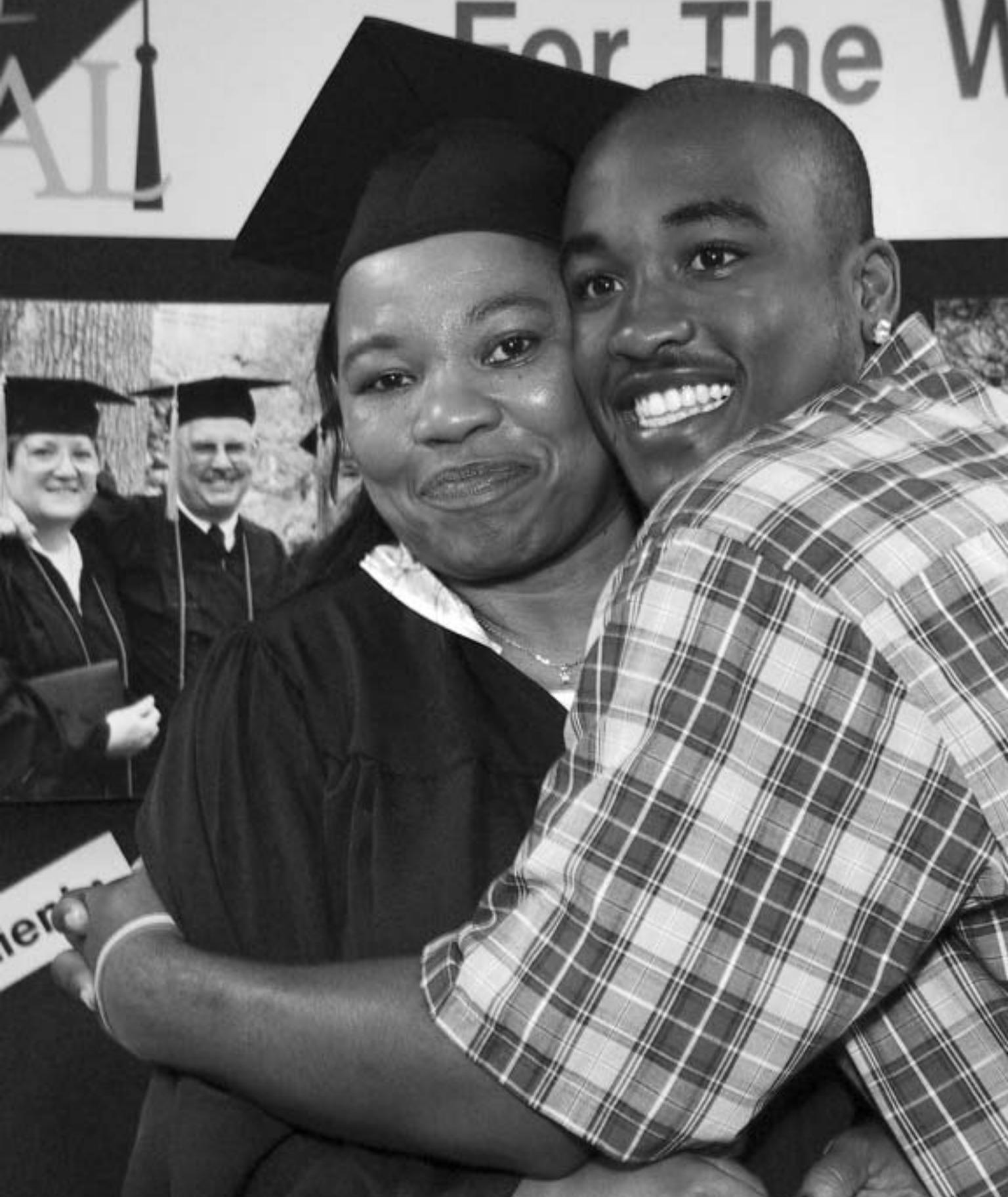
This course provides Social Work majors with a required seminar experience (typically on a weekend), and instructs the student on developing a Student Success Plan (for the current semester) and Professional Development Plan (for the college career and beyond). These student created Plans will focus on coursework, service hours, professional conferences, and research opportunities. The professional seminar series

**SOCIAL WORK**

provides the bridge between coursework and career, graduate school, and/or ministry. Cross listed with SOC 470.

**Prerequisites:** SOC 101, 202, 210, 370. (Offered fall semester.)

<b>SWK 389 Junior Departmental Honors Research</b>	<b>One to Two Credits</b>
<b>SWK 489 Departmental Honors Research</b>	<b>Two Credits</b>
<b>SWK 490 Department Honors Thesis</b>	<b>Two Credits</b>



G R A D U A T E   P R O G R A M

# GRADUATE PROGRAM

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## Transcripts

Upon the written request of a student, the Registrar's Office will issue an official transcript of credits. The first transcript is issued without cost while a fee of \$1.00 must accompany each succeeding request for currently enrolled students or \$5.00 for former students. Students with an unpaid account or note with the College or any other college authorized agency including local banks will not be furnished a transcript of credit or receive a diploma until the account or note has been paid in full.

Transcript requests along with appropriate payment may be sent to:

Records Office  
Greenville College  
315 E. College Avenue  
Greenville, IL 62246-0159

Or, a faxed request will be accepted with adequate credit card information for charges.  
Fax to 618-664-9775

## Zero Balance Policy

The "Zero Balance Policy" requires that the balance due on a student's account must be paid in full prior to the beginning of each course. Students will be billed for each course registered and will be expected to pay their balance due in full prior to the first class. The only exceptions are those students whose costs are completely covered by their financial aid packages, or those who have set up a monthly payment plan through Tuition Management Systems (TMS). Students whose balances are delinquent will be withdrawn from their course(s), NO EXCEPTIONS.

Due to Greenville College's "Zero Balance Policy," the College will not allow any student with a delinquent account to register for subsequent terms. Because a transcript of a student's record is the property of Greenville College and is not the property of the student, the College will not release a student's transcript or diploma until all outstanding indebtedness is satisfied.

The College reserves the right to assign any past due accounts to an agency for collection. In such a case, the student is responsible for the delinquent principal and interest, 20% of Attorney's fees, and all other reasonable charges and costs incident to the collection of any amount not paid when due. In case of bankruptcy by the student, the student waives all access to transcripts and diploma(s) until all amounts are paid to the College.

## Student Accounts

Students are responsible for their entire tuition and other fees, even if the financing is arranged through a third party (i.e., employer assistance, external loan). Payment of tuition and fees is due at registration (the Monday before the start of course instruction) each term. In order to facilitate the registration process, returning students are requested to settle their account in full no less than thirty days prior to registration. Estimated bills will be sent to all students approximately two months prior to registration.

Greenville College offers three payment option:

1. Cash payment at registration: Greenville College accepts cash, checks, money orders, and all major credit cards. Please make checks and money orders payable to Greenville College. Payments may be made in person at the Business Office on campus (Hogue Hall) or mailed to:

Adult and Graduate Studies Office  
Greenville College  
315 E. College Avenue  
Greenville, IL 62246

2. Financial Aid: Student may apply for financial aid through the Financial Aid Office. Any amount not covered by financial aid is due at registration via cash payment.

3. Monthly Payment Plan: You may arrange a monthly payment plan administered by the Tuition Management System (TMS). We will help you determine your cost after financial aid. Your total cost is then split into 11-16 equal monthly payments, beginning on the date of the registration meeting. Monthly payments will be due on the first of each month. The enrollment cost of this plan is \$90, but there are NO interest charges. TMS will mail you a monthly statement in advance of each payment due date.

Student who experience difficulties with tuition payment or have questions regarding their outstanding balances should contact Student Accounts Office at 618-664-7016 as soon as possible.

### **Financial Aid**

Financial assistance for the graduate student is often available from private, non-government sources. Inquire directly through your employer and with other organizations with which you are affiliated. An excellent "free" database search of scholarship resources can be addressed at [www.fastweb.com](http://www.fastweb.com).

Government assistance is available in the form of student loans. Greenville College is a participant in the William D. Ford Federal Direct Student Loan Program. Students may borrow either through the Federal Direct Subsidized Loan Program (government pays interest) or the Federal Direct Unsubsidized Loan Program (student pays interest). Eligibility is determined after completion of the Free Application for Federal Student Aid (FAFSA).

Graduate students may borrow to meet full program expenses less scholarship assistance received for the program. Federal Direct Loans may be consolidated with other student loans in repayment. Variable terms for repayment are available to meet your financing needs. Contact the Financial Aid Office at 618-664-7109 with questions of any of these programs.

Some LAMP students may also be eligible for financial aid from the John Wesley Seminary Foundation. The John Wesley Seminary Foundation is a legally incorporated institution sponsored by the Free Methodist Church of North America. The foundation is the medium through which the church expresses interest and support for its ministers. This interest takes the form of guidance, prayer support, and financial aid toward tuition expense. Any student who is a conference ministerial candidate of an annual conference in the Free Methodist Church who has declared his/her purpose to minister in the Free Methodist Church on a full time basis, and who is admitted or in the process of admission for graduate study at selected institutions, including Greenville College, is eligible. To receive an application and information packet, contact the Office of Adult and Graduate Studies, or submit a request to:

Director, John Wesley Seminary Foundation  
World Ministries Center  
PO Box 535002  
Indianapolis, Indiana 46253-5002

### **Services for Students with Disabilities**

Greenville College is committed to providing the best college education possible. The Academic Enrichment Center (AEC) strives to provide strong academic support services for all students who require specialized accommodations. This includes

students with physical and learning disabilities. The AEC makes accommodations based on the student's individual needs to the best of the Colleges' resources. The AEC will work in partnership with the student to further his or her educational goal. This includes all students in the undergraduate and graduate programs.

The AEC can provide the following accommodations for students with special needs:

- Extended time for tests
- Readers for tests
- Note takers
- Advocacy
- Assist the student in obtaining books on tape
- Tutoring
- Some assisted technology devices for the visually impaired

A student who requires these accommodations needs to have official documentation on file with the Academic Enrichment Center. This documentation may be a letter from a physician or professional on letterhead, a report from the student's last psychological evaluation from high school, a high school IEP, or other sources. A list of accommodations that the student has used in the past would be helpful in planning for the student's educational needs.

## **Leadership and Ministry Master's Program (LAMP)**

The Master of Arts in Leadership and Ministry (LAMP) seeks to prepare persons for effective service in the Body of Christ by offering graduate education that is theologically sound, practically oriented, and spiritually centered.

LAMP students earn the Master of Arts degree by progressing through the program at a pace which best fits their needs. Two courses are taught in the summer (August) and two in the winter (January). Each course requires an average of 40-45 hours of study and preparation prior to on-campus instruction, and additional study and writing following the conclusion of classroom work. Students who take both courses in August and January can complete LAMP in three years.

Courses are designed to "stand alone" allowing students to enter the program at any point in the instruction cycle. The only exception is the practicum. LAMP students must have completed a minimum of six courses to begin the practicum.

### **Admission Requirements**

Applicants must have completed a minimum of one year in Christian ministry or comparable work as a volunteer in a local church or Christian organization, and possess a bachelor's degree from an accredited undergraduate institution. Official transcripts from all colleges/universities attended, two letters of reference, and a completed LAMP application are required. An interview with the LAMP Director (either in person or by phone) is also required. Up to six (6) hours of graduate credit from other institutions may be transferred into LAMP upon approval by the Lamp Director. All transfer courses must directly correspond to the specific course objectives and criteria for the LAMP course they are to replace.

Apply online at [www.greenville.edu/lamp](http://www.greenville.edu/lamp), or call toll free 888-818-4625 for further information. The student's application must be received at least eight weeks prior to the beginning of a new instruction session.

### **Registration**

Once application paperwork is on file and an acceptance letter is sent, pre-registration forms are sent to students. For subsequent sessions, students are automatically sent pre-registration materials. Students will be required to pre-register by June 15 for the



**LAMP**

[www.greenville.edu/lamp](http://www.greenville.edu/lamp)

fall term, and by November 15 for the spring term. A list of required texts, reading, and study assignments will be sent once the student is pre-registered.

Registration is held from 4:00 PM – 6:00 PM on the Monday prior to the first class session of each course. All students are required to attend registration.

### **Program Costs**

Tuition fee is \$293 credit hour. The costs of texts and materials vary from course and course. Students are responsible to acquire their own texts. Occasionally texts may be provided by the program for a minimal fee. Housing and meals are independently arranged by the student.

### **Grading**

A grade point average (GPA) is calculated on all graded work, including transfer credit, applied toward all graduate degrees. A four-point system is used to calculate the GPA:

Grade	Quality Point
A	4.0
A-	3.8
B+	3.2
B	3.0
B-	2.8
C	2.0
F	0.0
I	—

Grades of Incomplete, Withdraw, or Transfer Credit from other approved graduate programs are not used in calculating the GPA.

### **Incomplete Course Work**

Students are given 30 days following the completion of course instruction to finish any coursework. Time extensions must be arranged with the instructor of the course and a "LAMP Grade Completion Contract" must be submitted. Upon completion and approval of the form, an Incomplete (I) will be recorded. Incomplete coursework must be completed within 90 days from the end of the LAMP session. If after 90 days no further work is submitted, a grade will be assigned based on previously submitted coursework.

### **Withdrawal**

Students who need to withdraw from a LAMP course due to a personal or professional emergency may do so by completing a "Request to Drop from the Leadership and Ministry Program" form available from the Office of Adult and Graduate Studies. Students who drop a course have the option to:

1. request a refund according to the Tuition Refund Schedule (Consult the LAMP Student Handbook)
2. request the tuition paid be applied to a future course
3. delay completion of course requirements by submitting the "LAMP Grade Completion Contract" form available from the Office of Adult and Graduate Studies.

### **Transfer Credit**

Students may apply to transfer a maximum of six credits into the Master of Arts Program in Leadership and Ministry, provided the following conditions are met:

1. the course were taken at an accredited seminary, divinity school, or graduate program
2. the course has a reasonable counterpart in LAMP
3. the student earned a minimum grade of B in the course.

All applications for transfer credits are subject to the approval of the Greenville College Graduate Academic Affairs Office.

### **Graduation Requirements**

LAMP students must complete 39 hours of coursework, including six credit hours of research/practicum in applied ministry, and must maintain a minimum cumulative GPA of 3.0. Required courses include:

BIB 500 Introduction to Biblical Studies (3 cr)  
BIB 510 Biblical Foundations for Leadership (3 cr)  
CM 500 Spiritual Development (3 cr)  
CM 501 Effective Communication in the Local Church (3 cr)  
CM 503 Letting the Church Work (3 cr)  
CM 505 The Worshiping Community (3 cr)  
CM 510 Reaching a Culturally Diverse World (3 cr)  
CM 515 The Ministry of Mercy (3 cr)  
CM 593 Practicum in Applied Ministry (3 cr)  
CM 594 Practicum in Applied Ministry (3 cr)  
THE 500 The Wesleyan Theological Heritage (3 cr)  
THE 502 Theological Ethics in the Christian Tradition (3 cr)  
THE 503 Pastoral Theology (3 cr)

### **Final Honors**

Graduating students in the Master of Arts program with outstanding scholarship qualify for honors recognized at Commencement. Students who qualify for honors receive honors cords at Commencement, are noted in the commencement program, and are recognized during the ceremony.

Students with a cumulative grade point average of 3.50 or higher are eligible for graduation with honors. To qualify, graduates of the Master of Arts program must complete all required courses within the major at Greenville College. The honor ranks are as follows:

Cum Laude (with honors) requires a grade point average of 3.50  
Magna Cum Laude (with high honors) requires a grade point average of 3.70  
Summa Cum Laude (with highest honors) requires a grade point average of 3.90

### **Master of Arts in Education (MAE)**

This program is designed for teachers who wish to continue their professional development by earning an advanced degree. The MAE program is accredited by the Higher Learning Commission of the North Central Association.

The major consists of a 32 semester hour program over approximately 22 months. There are eight courses plus a research component. The program format follows an accelerated learning model requiring attendance one class at a time, one evening a week. There are three locations beginning in early spring 2003: Fairfield, Greenville, and Godfrey. Future locations will include Belleville and Centralia.

Students may transfer up to six credit hours of comparable undergraduate or graduate coursework.

### **Mission**

Preparing Teachers to Serve in a Culturally Diverse World

### **Admissions Requirements**

- Application for Admission
- Submission of a \$30.00 application fee
- Official transcript from the institution that awarded the baccalaureate degree
- Official transcripts from institutions where graduate level courses may have been taken

- Two recommendation forms
- Scores from the Graduate Record Examination (GRE)
- Copy of teacher certificate

As the Office of Adult and Graduate Studies receives your application documents, you will receive a postcard confirming their receipt. Once all of the documents have been received and evaluated the Admissions Committee will review your application file and determine your eligibility for admission. You will receive notification of their decision by letter.

### **Program Costs**

2003-2004 tuition for coursework and research component is \$320 per credit hour.

Students missing normal registration deadlines, withdrawing, or seeking to re-enroll in the program may be subject to additional fees up to \$200.

Tuition fee for courses designated as Continuing Education is \$175 per credit hour. (A limit of 6 hours of continuing education credit can be applied to the MAE program.)

A one credit hour charge of \$320 will be assessed if the continuing advisement is required after the designated due date of the MAE thesis/project.

The cost of texts and materials vary from course to course. Students are responsible for acquiring their own texts. Occasionally texts may be provided by the program for a minimal fee.

### **Master of Arts in Education Degree Requirements**

EDU 544 Technology and Teaching (3 cr)

EDU 563 Disciplined Inquiry in Education (3 cr)

EDU 564 Teacher Leadership and School Improvement (3 cr)

EDU 566 Trends/Issues in Elementary Schools (3 cr) or

EDU 567 Trends/Issues in Middle and Secondary Schools (3 cr)

EDU 568 School Curriculum (3 cr)

EDU 570 Classroom and Behavior Management (2 cr)

EDU 574 Equity in School and Society (3 cr)

EDU 576 Action Research (3 cr)

EDU 580 Master's Thesis (9 cr) or

EDU 582 Reflective Studies (9 cr)

### **Master of Arts in Teaching (MAT)**

This program is designed for individuals who possess a bachelor's degree from an accredited college or university (in a field other than education) who desire to prepare for a career in teaching at the elementary or secondary level. The curriculum is designed to prepare candidates for Illinois state certification. The MAT program is accredited by the Higher Learning Commission of the North Central Association.

Both the elementary and secondary tracks require 42 semester hours, which includes student teaching, over a 25 month period. There are 12 courses plus student teaching. Students will attend one class at a time, one night a week (6-10 PM). Day hours will be required for field experiences and student teaching. Beginning in early spring 2003 students may complete their program at Frontier Community College, Greenville College, and Lewis & Clark Community College. Future locations will include Belleville & Centralia.

Students may transfer up to six credit hours of comparable undergraduate or graduate coursework.

### **Mission**

Preparing Teachers to Serve in a Culturally Diverse World

### **Admissions Requirements**

- Application for admission
- \$30.00 application fee
- Official transcripts from all colleges and universities attended.
- Two recommendations
- Scores from the Graduate Record Examination (GRE)
- Score from the Illinois Certification Testing System (ICTS) Basic Skills test
- Results of a criminal background check

As the Office of Adult and Graduate Studies receives your application documents, you will receive a postcard confirming their receipt. Once all of the documents have been received and evaluated the Admissions Committee will review your application file and determine your eligibility for admission. You will receive notification of their decision by letter.

### **Program Costs**

2003-2004 tuition for coursework and research component is \$320 per credit hour.

Students missing normal registration deadlines, withdrawing, or seeking to re-enroll in the program may be subject to additional fees up to \$200.

The cost of texts and materials vary from course to course. Students are responsible for acquiring their own texts. Occasionally texts may be provided by the program for a minimal fee.

### **Master of Arts in Teaching Degree Requirements – Elementary Certificate**

- EDU 500 Issues in Education (2 cr)
- EDU 512 Teaching Reading and Writing (3 cr)
- EDU 538 Special Education (2 cr)
- EDU 539 Adolescent Growth and Development (3 cr)
- EDU 540 Student with Exceptionalities (3 cr)
- EDU 542 Diversity and Schools (3 cr)
- EDU 544 Technology and Teaching (3 cr)
- EDU 548 Behavioral Management (2 cr)
- EDU 518 Corrective Reading and Writing (3 cr)
- EDU 522 Teaching Fine Arts (2 cr)
- EDU 524 Teaching Social Studies (2 cr)
- EDU 534 Teaching Mathematics and Science (4 cr)
- EDU 546 Elementary Student Teaching (10 cr)

### **Master of Arts in Teaching Degree Requirements – Secondary Certificate**

- EDU 500 Issues in Education (2 cr)
- EDU 538 Special Education (2 cr)
- EDU 539 Adolescent Growth and Development (3 cr)
- EDU 540 Students with Exceptionalities (3 cr)
- EDU 542 Diversity and Schools (3 cr)
- EDU 544 Technology and Teaching (3 cr)
- EDU 548 Behavioral Management (2 cr)
- EDU 550 Measurement and Design (3 cr)
- EDU 552 Teaching Middle/Secondary Students (3 cr)
- EDU 558 Reading/Writing in Content Area (3 cr)
- EDU 556 Middle/Secondary School Curriculum (3 cr)
- EDU 560 Secondary Student Teaching (10 cr)
- EDU 562 Seminar in Student Teaching (2 cr)



**EDUCATION (EDU)****EDU 500 Issues in Education****Two Credits**

Introduces graduate students to issues of professionalism including the agencies and entities that impact education. Review school law that relates to the practice of teaching.

**EDU 512 Teaching Reading and Writing****Three Credits**

Addresses the processes of reading and writing development, emphasizing methods and materials for teaching literacy skills in elementary and middle schools. (Requires 10 hours of field experience.)

**EDU 518 Corrective Reading and Writing****Three Credits**

Explores strategies for meeting the needs of individual students through the use of commercial reading materials and development of teacher prepared materials. (Requires 10 hours of field experience.)

**EDU 522 Teaching Fine Arts****Two Credits**

Provides student exposure to the techniques for teaching art and music to elementary students. (Requires 10 hours of field experience.)

**EDU 524 Teaching Social Studies****Two Credits**

Provides students the opportunity to develop teaching methods and strategies to integrate social studies with other content areas. (Requires 10 hours of field experience.)

**EDU 534 Teaching Mathematics and Science****Four Credits**

Introduces strategies for teaching mathematics and science topics to elementary and middle school children. (Requires 15 hours of field experience.)

**EDU 538 Special Education****Two Credits**

Focuses on the educational needs of exceptional children and youth who deviate from normalcy in their emotional, intellectual, social, or communication abilities. (Requires 10 hours of field experience.)

**EDU 539 Adolescent Growth and Development****Three Credits**

Explores human growth of typical and exceptional youth from the on-set of puberty through late adolescence. (Requires 10 hours of field experience.)

**EDU 540 Students with Exceptionalities****Three Credits**

Examines the process of identifying children whose intellectual, physical, or emotional development deviates from normalcy in order to create strategies to accommodate them. Introduces the legal, historical, and social foundations of Special Education. (Requires 20 hours of field experience.)

**EDU 542 Diversity and Schools****Three Credits**

Provides and introduction to the history, politics, issues, and approaches to educating a culturally and linguistically diverse student population. (Requires 20 hours of field experience.)

**EDU 544 Technology and Teaching****Three Credits**

Investigates the impact technology has on teaching and learning. Students design and implement technology based curriculum for use in the classroom. (Requires 20 hours of field experience, for MAT degree seekers only.)

**EDU 546 Elementary Student Teaching****Ten Credits**

Offers students the opportunity to participate full time in a supervised teaching assignment in an appropriate school environment. (Requires 14 weeks of clinical practice.)

**EDU 548 Behavioral Management****Two Credits**

Examines the application of learning theory to the management of both exceptional and typical school populations.

**EDU 550 Measurement and Design****Three Credits**

Explores the evaluation of student growth as an integral part of instruction. Also addresses professional, social, ethical, and philosophical implications. (Requires 10 hours of field experience.)

**EDU 552 Teaching Middle/Secondary Students****Three Credits**

Introduces instructional planning and teaching methodology appropriate for middle/secondary students. (Requires 20 hours of field experience.)

**EDU 558 Reading/Writing in Content Area****Three Credits**

Provides orientation to the processes of reading and writing, emphasizing methods and materials appropriate to instruction within the appropriate subject area in middle/secondary school. (Requires 10 hours of field experience.)

**EDU 556 Middle/Secondary School Curriculum****Three Credits**

Examines the principles and practices of curriculum planning, design, implementation, and evaluation.

**EDU 560 Secondary Student Teaching****Ten Credits**

Offers students the opportunity to participate full time in a supervised teaching assignment in an appropriate school environment. (Requires 14 weeks of clinical practice.)

**EDU 562 Seminar in Student Teaching****Two Credits**

Provides students the opportunity to reflect on practice and performance activities related to their student teaching assignments.

**EDU 563 Disciplined Inquiry in Education****Three Credits**

Introduces graduate students to research methods in education, analysis of research reviews, and applying research results in educational settings.

**EDU 564 Teacher Leadership and School Improvement****Three Credits**

Examines alternative approaches to instructional leadership in K-12 schools with special attention to problems of curriculum development, supervision and evaluation of teaching, assessment of student learning, and the design and implementation of school improvement plans.

**EDU 566 Trends/Issues in Elementary Schools****Three Credits**

Investigates current issues, research, and theory of educating elementary school students.

**EDU 567 Trends/Issues in Middle and Secondary Schools****Three Credits**

Investigates current issues, research, and theory of educating middle and secondary school students.

**EDU 568 School Curriculum****Three Credits**

Examines curriculum planning, design, implementation, and evaluation in elementary, middle, and secondary schools. Emphasizes principles and objectives that may underlie these processes and specific practices that may flow from them.

**EDU 570 Classroom and Behavior Management****Two Credits**

Applies various theories of learning to the management of classroom behavior.

**EDU 574 Equity in School and Society****Three Credits**

Focuses on gender, ethnicity, and cross cultural differences from an educational

perspective. Examines how different social and psychological characteristics of classroom/school milieus influence individual achievement and personal development.

**EDU 576 Action Research****Three Credits**

Covers methods used to study the process of classroom teaching and learning including observation, questionnaire, interview, think aloud, and case study. Field experience required.

**EDU 580 Master's Thesis****Nine Credits**

Provides students the opportunity to conduct original research.

**EDU 582 Reflective Studies****Nine Credits**

This field based study offers the opportunity to assess one or more educational programs to determine their efficacy. Formal presentation given at the conclusion of the project.

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**THEOLOGICAL STUDIES (THE)**

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**THE 500 The Wesleyan Theological Heritage****Three Credits**

A systematic study of the Wesleyan theological heritage and method. The Biblical doctrines of God, Christ, the Holy Spirit, human nature, sin, salvation, and related topics are discussed. Highlights what Wesley and others said on critical issues.

**THE 502 Theological Ethics in the Christian Tradition**   **Three Credits**

Theoretical and practical problems of moral conduct and proposed solutions are addressed. The basic moral assumptions of society at large and the nature of ethics and virtue are studied from a moral development perspective.

**THE 503 Pastoral Theology****T h r e e****Credits**

An examination of pastoral care in both its historical and theological contexts is undertaken. Contemporary approaches and methods are reviewed in light of the development of pastoral care throughout the centuries.

# COLLEGE PERSONNEL

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## BOARD OF TRUSTEES

### Officers

Pearson L. Miller	Chair
Craig W. Tidball	Past Chair
Kathryn L. Scanland	Vice Chair
Paul R. Killinger	Secretary
Michael L. Coling	Treasurer

### Members Emeriti

Jay G. Burgess	Wadsworth, Illinois
Cleo T. Denbo	Indianapolis, Indiana
Duane E. Hood	Black Mountain, North Carolina
Roger J. Johnson	Grand Rapids, Minnesota
Donald M. Joy	Wilmore, Kentucky
M. Kenneth Kaufmann	Greenville, Illinois
Lowell L. Kline	Evanston, Illinois
Charles O. Smout	Lakeland, Florida
Jacob O. Whitlock	Springfield, Illinois
Wendell P. Wingler	Plainfield, Indiana

### Accession

		Expiration
1999	V. James Mannoia, Jr., President, Honorary Member of the Board	
1967	Robert E. Stroud Prairie Village, Kansas	2005
1968	Herbert H. Coates Greenville, Illinois	2004
1975	James W. Claussen Winter Haven, Florida	2005
1977	Donald B. Goldsmith Naples, Florida	2004
1978*	Pearson L. Miller Greenfield, Indiana	2005
1978	Ernest R. Ross, Jr., Ed.D. Seminole, Florida	2005
1978*	Marjorie R. Smith St. Louis, Missouri	2005
1980	Wesley F. Phillips, M.D. Kernersville, North Carolina	2004
1981*	Lloyd G. Ganton Spring Arbor, Michigan	2005
1984	Gene R. Alston, Ph.D. Godfrey, Illinois	2005
1984	Sandra M. Boileau Champaign, Illinois	2006
1988*	David S. Fisher Brookfield, Wisconsin	2005
1991	Ian Van Norman Calgary, Alberta, Canada	2006
1991	Wayne E. Neeley Rock Hill, South Carolina	2004
1993	Barry J. Swanson Littleton, Colorado	2004
1993*	Craig W. Tidball Warsaw, Indiana	2005
1994*	Kendell G. Stephens, M.D. Greenville, Illinois	2006
1994	David G. Colgan Bedford, Indiana	2006

1996*	Michael L. Coling Greenville, Illinois	2004
1996	Robert E. Cranston, M.D. Champaign, Illinois	2004
1996*	Paul R. Killinger Dunlap, Illinois	2004
1997*	Kathryn L. Scanland Chicago, Illinois	2006
1999	Jill H. Carter Lake Forest, Illinois	2006
2001	Yoshio D. Gotoh Chicago, Illinois	2004
2001	Leslie L. Krober Greenville, Illinois	2004
2002	J. Richard Schien Carlinville, Illinois	2006
2002	Rebecca E. Smith Mableton, Georgia	2006
2002	Kamilia E. Snyder, M.D. Royal Oak, Michigan	2005
2002	Mark D. Whitlock Springfield, Illinois	2006
2003	M. Kenneth Mudge Redlands, California	2006

\*Member of the Executive Committee.

(Date preceding name indicates year service began at Greenville College.)

## PRESIDENT'S CABINET

### **V. James Mannoia, Jr. (1999)**

President; B.S., Massachusetts Institute of Technology; M.A., Washington University, St. Louis; Ph.D., Washington University, St. Louis.

### **Karen A. Longman (1999)**

Vice President for Academic Affairs and Dean of the Faculty; B.A., Albion College; M.A., Trinity Evangelical Divinity School; Ph.D., The University of Michigan.

### **R. Pepper Dill (2003)**

Vice President for Enrollment Management; B.A., Mississippi State University; M.Div., Mid-America Baptist Theological Seminary; Ph.D., Louisiana State University.

### **Norman D. Hall (1998)**

Associate Vice President and Dean of Student Development; B.A., Greenville College; M.S., Southern Illinois University, Carbondale; Ed.D., Pepperdine University

### **David A. Hoag (1996)**

Vice President for College Advancement; B.S., Asbury College; M.S., University of Kentucky; Ph.D., St. Louis University.

### **Will A. Krause (2001)**

Associate Vice President for Technology and Planning; B.S., California State University, San Diego.

### **Richard K. Rieder (1999)**

Vice President for Finance; B.A., Baker University; M.A., Oklahoma City University.

## ADMINISTRATIVE STAFF

### **President's Office:**

#### **Tamie Heichelbeck (1984)**

Administrative Assistant

**Academic Affairs:**

**Randall S. Bergen** (2001)

Dean of Instruction; B.A., Greenville College; M.A., University of Illinois, Champaign; Ph.D., University of Illinois, Champaign.

**Jeff Boele** (2000)

Assistant Cross Country and Track Coach; B.S., Greenville College.

**Austin G. Buffum** (2003)

Assistant Football Coach; B.S., Azusa Pacific University; M.S., Azusa Pacific University.

**Denise Derrick** (1999)

Director of Marketing/Recruiting-Adult Studies; B.A., Webster University, St. Louis; M.A., Webster University, Scott Air Force Base.

**Jessica Estevez** (2000)

Director of Multicultural and Cross Cultural Programs; B.A., Mount Holyoke College; M.A., Brandeis University - Heller Graduate School.

**Eileen Harrison** (2002)

Registrar; B.A., University of Pittsburgh; B.A., Quincy University; M.A., Indiana University of Pennsylvania.

**Dave Holden** (1995)

Dean: Adult and Graduate Studies; B.S., University of Southern California; M.A., University of Southern California.

**Tonya Holman** (1990)

Director: Academic Enrichment Center; B.A., Greenville College; M.A., Southern Illinois University, Edwardsville.

**Steve Holler** (1993)

Academic Director: Adult Studies; B.A., Columbia College-Chicago; M.A., University of South Dakota; Ed.D., University of South Dakota.

**Brenda Jackson** (2001)

Director of Pre-College Programs; B.A., University of Missouri, St. Louis.

**Julie Jobryce** (2001)

Assistant Registrar; B.A., Asbury College.

**Erin Landers** (2002)

Coordinator of Graduate Programs in Education; B.S., Greenville College.

**Sandi Laurent** (2000)

Administrative Assistant: Adult and Graduate Studies; B.S., Greenville College.

**Brian McMahon** (2000)

Head Men's and Women's Soccer Coach; B.S., Indiana Wesleyan University.

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Director of Graduate Programs in Education; A.A., Rend Lake College; B.S., Eastern Illinois University; M.S., Eastern Illinois University; Ph.D., Southern Illinois University, Carbondale.

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**Michelle Sussenbach** (2000)  
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**Ordell Walker** (2003)  
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### Admissions

**Jack Etter** (2003)  
Assistant Director of Financial Aid.

**Elizabeth (Bess) Eaval** (2002)  
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Admissions Counselor; B.A., Greenville College.

**Steven Moore** (2002)  
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**Chris Noyes** (2002)  
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**Michael Ritter** (1999-2001, 2003)  
Director of Admissions; B.S., Greenville College; M.B.A., University of Illinois at Champaign-Urbana.

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Director of Financial Aid; B.A., Spring Arbor College; M.B.A., State University of New York, College at Brockport.

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### Business Affairs and Support Services

**Melissa Cantrill** (1995)  
Manager of Student Accounts; B.S., Greenville College.

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Controller; B.S., Southern Illinois University, Edwardsville.

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**Johnny Matthews** (1998)  
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Technical Support Specialist; CompTIA A+ Certified PC Technician; CCNA.

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Information Technology Help Desk Coordinator; B.S., Greenville College

**Natali Rinderer** (2000)  
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**Brenda Smith** (2003)  
Financial Aid Advisor; A.S., Lincoln Land Community College; B.S., Southern Illinois University of Edwardsville; Secondary Teaching Certificate, Southern Illinois University of Edwardsville;

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Voice and Data Network Engineer; B.S., Greenville College.

**Christian Wyglendowski** (2001)  
Network Administrator; B.A., Communication, Malone College.

**Paul Younker** (1985)  
Associate Director of Information Technology; B.S., Greenville College.

#### **Student Development**

**Leah Christian** (2001)  
Coordinator of Women's Residence Education; B.A., Cornerstone University.

**Nancy Gaines** (2000)  
Campus Counselor; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville.

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Director of Career Services; B.S. Northern Illinois University; M.S., Northern Illinois University.

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Graduate Assistant Coordinator of Residence Education; B.S., Gordon College.

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Coordinator of Service Learning: Assistant to the Dean for Special Projects; B.S., Greenville College.

**George Smith** (1998)  
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**Pedro Valentin** (2001)  
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**Ryan Young** (2001)  
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#### **Office of College Advancement**

**Janine Boyd** (1995)  
Stewardship Director: Greenville College Foundation; B.A., Greenville College.

**David Disch** (1994)  
Director: Development; B.A., Greenville College.

**Robyn Florian** (1997)  
Web Communications Manager; B.S. Greenville College.

**Sandra Guthrie (2002)**

Director of College Relations & Marketing; B.A., University of North Dakota

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Director of Alumni and Church Relations; B.A., Greenville College; J.D., University of Illinois at Urbana-Champaign

**Pam Taylor (1972)**

Director: Foundation Relations; B.A., Greenville College.

**Andrea Thies (2003)**

Director of Development Services; B.S., Southern Illinois University at Carbondale; CPA.

**Jenara Willman (1976-1978; 1994)**

Executive Assistant: VP Advancement;  
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**DIRECTORS OF SUPPLEMENTARY SERVICES****Phil Amos**

Director of Facilities and Support Services; B.S., Regent College; M.S., Troy State University.

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Maintence Supervisor

**Darlene Malloy**

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**THE FACULTY****William B. Ahern (1966)**

Professor of Biology; Head, Department of Biology; B.S. Ed., Kansas State Teachers College; M.S., Kansas University; D.A., University of Northern Colorado.

**George D. Barber (1999)**

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**James H. Butts (1997)**

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Assistant Professor of Religion and Director of LAMP; B.A., Greenville College; M. Div., Asbury Theological Seminary; D. Min., Fuller Seminary.

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Associate Professor of Art; B.A., Bethel College; M.F.A., University of Minnesota, Minneapolis.

**Cary L. Holman (1980)**

Associate Professor of Communication; B.S., Greenville College; M.S., Southern Illinois University, Edwardsville; Ph.D., School of Journalism at Southern Illinois University at Carbondale.

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Assistant Professor of Music; B.S., University of Colorado; M.M., University of Miami; D.M.A., University of Miami.

**Robert W. Johnson** (1987)

Professor of Health, Physical Education, and Recreation; B.A., Greenville College; M.Ed., Texas Tech University; Ph.D., University of Iowa.

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**James M. Lang** (1980)

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**Donald L. Sheriff (1967-1976; 1978)**

Professor of Management and French; Chairman, Division of Social Sciences; B.A., Greenville College; M.S., Kansas State Teachers College; M.I.M., American Graduate School of International Management.

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Professor of Physics; Chairman, Division of Mathematics, Natural Sciences, and Computer Science; Head, Department of Physics; B.A., Greenville College; M.S., University of Kansas; Ph.D., University of Kansas; Post Doctoral Fellow, University of British Columbia, Vancouver, B.C.

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**L. Everett Sanders**

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**Edith Simcoe**

Director Emerita of College Publications and Special Events (1977-1993).

**Robert E. Smith**

President Emeritus (1993-1999)

Professor Emeritus of Health, Physical Education, and Recreation (1961-1998). B.S., Greenville College; M.A., Southern Illinois University; Ph.D., Florida State University.

**Larry Starr**

Professor Emeritus of Mathematics (1981-1998). B.S., Western Michigan University; M.A., University of Michigan.

**W. Richard Stephens, Sr.**

President Emeritus (1971-1993). Distinguished Professor of History, Retired; Senior Consultant for Constituent Development.

**John M. Strahl**

Professor Emeritus of Health, Physical Education, and Recreation (1950-1990). B.S., Taylor University; M.S., Illinois University; D.Ed., Greenville College.

**Frank H. Thompson**

Professor Emeritus of Philosophy and Religion (1967-1995). B.A., Seattle Pacific University; M.Div., Asbury Theological Seminary; Th.M., Princeton Theological Seminary.

**S. Watson Tidball**

Associate Professor Emeritus of Management and Planned Giving (1949-1993). B.A., Greenville College; M.B.A., Washington University.

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**Jack D. Trager**

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Professor Emeritus of Science Education and Physical Science (1960-69; 1987-2000). B.A., Greenville College; M.A., Michigan State University; Ph.D., Cornell University.

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