

# GREENVILLE COLLEGE

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# A CHRISTIAN COLLEGE OF THE LIBERAL 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 2007-2008 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. Students who interrupt their education by a period of more than four years who then return to Greenville College must comply with the provisions and requirements in place upon their return. If professional certification requirements change during the time students are absent from the College, they must meet the requirements in place upon their return, even if they have been absent for less than four years. The College will make every effort to match those courses already completed with new requirements. However, when equivalent courses are not found, students will be required to take additional coursework in order to complete the degree.

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, and other information helpful for anyone wanting to learn about our orientation to education.

The second section gives details on the **Traditional Undergraduate Program**. The traditional program is a four-year undergraduate program in which students can seek to major in more than 50 academic disciplines.

The final section includes information on Greenville College's **Non-Traditional Undergraduate and Graduate Programs**. The College offers an undergraduate degree completion program, GOAL (Greenville College Opportunities for Adult Learning), for adults who have completed at least two years of college. All students who complete the requirements of the adult degree completion program earn a bachelor's degree in organizational leadership. New in spring 2005, the College offers an Off-Campus Undergraduate Teacher Education Program (UTEP) through Kaskaskia and Lewis & Clark Community Colleges. Students earn their associates degree at their community college then "transfer" to Greenville College to earn their bachelor of science degree (in early childhood, elementary, or special education) or a bachelor of music education (available only at LCCC) while still taking classes at their community college location. The College also offers two graduate programs. The MAT and MAE programs are both in the area of teacher training. The MAT (Master of Arts in Teaching) program trains students who seek a certificate to teach at the elementary or secondary level or in a special education classroom. The MAE (Master of Arts in Education) program provides a master's degree in education with three different areas of concentration for people who already have teaching certificates. In addition to the graduate degree programs, Greenville College also offers Continuing Education courses for teachers seeking reaccreditation.

## 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.

# Educational Foundations

## Purpose

Our mission is clear: *Greenville College transforms students for lives of character and service through a Christ-centered education in the liberating arts and sciences.*

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

A Greenville College education is marked by quality, innovation, and spiritual depth. The College seeks to relate this education to the needs of students entering a dynamic, changing society. To enable students to thrive in a complex world and address societal needs, students develop knowledge and skills across a variety of domains, become empowered to critically relate what they are learning with their Christian faith, and apply theoretical knowledge to real world problems.

In the pages that follow, Greenville College invites you to examine its rich legacy and contemporary relevance. 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 on 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.

## 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’s degree, and since 1996 granting the master’s 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 & 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 recommended to any members who want to pursue Christian higher education.

## Historical Roots

For 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. 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 110-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 have gone on to earn doctorates. Alumni serve with distinction in major professions in government, business, the church, Christian missions, and as faculty 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. 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 recreational lake in Illinois. Though rural, the town enjoys the urban advantages of metropolitan St. Louis with its concerts, sports events, cultural attractions, and large international airport.

### **Theological Assumptions<sup>1</sup>**

Our faith commitments and our understanding about the nature of God and creation profoundly shape Greenville College. They are central to all we do. The theological assumptions 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 in that 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:

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<sup>1</sup> The statements of the College's theological assumptions and educational philosophy were crafted by the faculty in 1995.

*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 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.



### **Student Handbook**

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

*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. 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 all graduates:

- **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.

## 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 was decommissioned and razed in 2008 due to a lack of structural integrity of the 150 year old building.

The historic **LaDue Auditorium**, built in 1906, is used for recitals, Vespers, Guest Artist Series, and other programs. LaDue's lower and upper levels were completely renovated during the spring of 2007 and is the new home of the School of Education. **Marston Hall**, a classroom building added in 1961, is the temporary home to the Records and Business Offices. The classrooms in Marston 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, 400 periodicals, and two daily newspapers are held, in addition to more than 5,000 audiovisual items, including videocassettes, DVDs, compact disks, and other formats. The Library belongs to the Consortium of Academic and Research Libraries in Illinois (CARLI). This group maintains



**Campus Tour Online**  
[www.greenville.edu/admissions/tour](http://www.greenville.edu/admissions/tour)

I-Share, an online library catalog that allows patrons to search the Greenville College Library collection and the collections of the 64 other academic libraries in the organization. The Library provides online access to many databases, including indexes to periodicals, full-text articles in over 12,000 journals, 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 **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 baseball, football, soccer, softball, and track are located at the **John M. Strahl Complex**, an approximate 50-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**, built in 1960 underwent a main floor remodel in 2005 and in 2006 the second floor was remodeled to better serve the variety of student needs. The Student Association and Campus Service Organization (CSO) offices, a commuter lounge, snack bar, and student recreation space with ping pong, pool, foosball and a state of the art media room are here, as well as campus mailboxes.

The **Dietzman Center**, completed in 2001, contains Greenville Christian Bookstore that benefits both the community and College. Also included in the two-story building are the WGRN Radio Studios, classrooms, 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 Physical Plant (including maintenance and grounds) headquarters and workshops and the **Factory Theatre** share this unmatched space. Included in the theatre are additional facilities for drama students.

The **Maves Art Center**, located three blocks east of the main campus, was renovated in 2003. The upper floor contains the **Rowland Art Gallery**, a drawing and painting studio, a fine arts classroom, a computer graphics center, and a student lounge. The lower level contains studio space for senior art majors, a sculpture studio that includes welding and foundry facilities, a wood shop, and a ceramics studio.

The **Bock Museum**, the historic Almira College House constructed in 1855 and restored in 2005, serves as the museum facility for the Richard W. Bock Sculpture Collection. The collection consists of over 300 plaster and bronze sculptures of varying development of Bock's ideas and early conceptions for projects and commissions. A number of the renderings were made in the 1880s in Europe. The collection also contains several architectural drawings by Frank Lloyd Wright. Bock served as Wright's sculptor for many years, during which time they became close personal friends and collaborated on numerous projects. Several items designed by Wright are in the collection, including a rectilinear oak table and a leaded stained glass window. The Bock Museum is currently the temporary home for the president's office.

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 an inviting place for scientific discovery.

The **John and Martha Ayers Science Field Station** is located on 140 acres 3.8 miles north of campus. This field station/nature preserve, extending from the creek bed through wetlands and woodlands to hilltop prairies, provides a fitting facility to allow for ongoing class, laboratory, and research projects by departments within the sciences. Located at the field station is the **Leon Winslow Observatory**. The three part observatory is a facility that promotes the direct observation of stars and galaxies. First, long tables external to the building provide a platform for smaller, computer controlled telescopes that can be set, aligned and then programmed to locate virtually any position in the sky. The other two parts of the observatory are located in a 20' x 40' building which has a split roof so that the upper portion may be retracted to expose two larger telescopes to the sky. Under the fixed roof is a classroom. In addition to the observatory, construction is complete on the **Glenn and Ruth White Environmental Science Center** also located at the Ayers Science Field Station. This log building contains classrooms, offices and storage for field equipment all of which enhance learning for environmental biology majors as well as provides an attractive setting for introducing area public school children to the values of environmental stewardship.

Acquired in 2005, the old Greenville Free Methodist Church building became Greenville College's new **Whitlock Music Center**. The College has converted the 38,000 sq. ft. of space into a new home for the Music Department that includes classrooms, practice rooms, recording studios, and space for lab bands. The sanctuary has been converted into the **James E Wilson Recital Hall**. The renovated Music Center's featured future addition, a glass atrium, will serve as an attractive meeting place for elegant dinners, receptions, and other special events.

The **Watson and Bonnie Tidball Alumni House and Welcome Center**, dedicated in 2008, serves as a symbolic as well as physical connection between GC and its alumni, linking alumni more effectively to the institution and to each other. The Tidball Alumni House provides space for Alumni Relations offices, social gatherings and college receptions, as well as overnight accommodations for visiting guests.

**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 frequently holds open houses as he and the first lady entertains 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. GC has several computer laboratories on campus, some open for student use 24 hours a day. Information Technology (IT) has a HelpDesk, staffed by highly knowledgeable individuals, which can assist students with problems they may have with their personal computers or laptops. For a large number of courses, students are able to check their grades, turn in work, and evaluate courses via Internet based programs. Students are also able to view and print their class schedules and transcripts on-line.

Eleven residence halls on the Greenville College campus become "home" for approximately 850 residential students during the academic year. **Carrie T. Burritt Hall** is the site of the first residence hall for women built in 1922. Adjoining Burritt Hall are two additions, **Dallas Annex**, 1946, and **Burritt Annex**, 1958. Adjacent to this residential complex is **Armington Center**. Completed in 1982, this is the location of the dining commons. The lower level of this building contains the offices of Admissions, and Financial Aid. 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-story building which offers a traditional residence hall living environment. **Janssen Hall** was renovated during the summer of 2007 and offers a similar living environment to Joy Hall but on a smaller scale. Two other residence halls include **Elva E. Kinney Hall** built in 1966 and renovated in 1998 and **Mary A. Tenney Hall**, 1967. The **Nancy Blankenship Apartments**, 2000, offer 60 students apartment-style living complete with full kitchens, while the **Ellen J. Mannoia Residence Hall**, 2001, offer 78 students apartment-style

living as well. The most recent addition is **Oak Street Residence Hall** which houses 100 students in a traditional dorm setting; construction was completed during the summer of 2007. 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.



## Student Life

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

## Student Life

Greenville College provides support for students in and out of the classroom. Students may participate in a rich variety of activities, from athletics to worship. **Student Development** is a comprehensive, seamless program on 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 **Vice President for Student Development** oversees residence life, GCSA, career services, counseling, student activities, campus safety (the Community Service Organization), and the judicial process. The Student Development team organizes and maintains a program on campus that is coordinated with the academic, experiential learning, religious, and social expectations of the College. Dean of Men and Women, Graduate Assistants-Coordinators of Residence Education and student Resident Chaplains assist the Director.

## Lifestyle and Behavioral Standards for Students Attending Greenville College

Greenville students are expected to come to college eager to enter into a 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.

Education, from our perspective, should be holistic. Greenville College seeks to help students develop intellectually, socially, 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.

A traditional view of college assumes that most learning takes place in the classroom, library, or laboratory. Greenville students know that important learning happens not only in formal educational settings, but also in the residence halls, on athletic fields, and in interacting with professors and peers in Jo's Java coffee shop. The entire campus is a laboratory of personal and group learning experiences. It is the entire campus experience that shapes students for lives of character and service.

Because learning is not confined to the classroom, all single students enrolled in the traditional undergraduate program must live in College housing (unless they can live at home and commute). The residential experience gives students the chance to immerse themselves in their educational experience. Students who must earn extra income while in college are encouraged (but *not* required) to seek employment on campus. Immersion in the campus community helps students gain the greatest benefit from their time at GC.

Exceptions to this policy of requiring single undergraduates in the traditional program to live on campus may be made if students are in good academic and social standing but have unusual circumstances necessitating off campus living. Applications should be made in writing to the Vice President for Student Development for each semester that the student desires to live off campus. 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.

The College has always sought to maintain positive standards of life and action among all faculty and students, whether they live on campus or off. Consequently, we have behavioral standards for all members of the community. These standards reflect our view that we are 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 included here.

We expect Greenville students to avoid all 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 in the traditional undergraduate program allowed to live off campus are expected to observe 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 public laws, the College reserves the right to take appropriate disciplinary action. Disciplinary action may include dismissal from the College at any time, and/or denial of the privilege to register 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.

Our goal in creating residential and behavioral policies is always to help students grow holistically, in knowledge and skill, and especially in their relationship with Jesus Christ. While all policies and standards are imperfect, we have found these standards particularly valuable in shaping students and the GC community in positive ways.

## **Worship Opportunities**

**Chapel** is the cornerstone of the Spiritual Formation program at Greenville College. A place of corporate worship, prayer, education, and growth, Chapel exists to encourage the formation of Christian community and to foster the development of a vibrant, life-changing relationship with our Lord and Savior Jesus Christ for each individual within the community. As the whole community gathers together, the distinctively Christian atmosphere of the chapel program is designed to help us live out our Christian faith in all settings and circumstances of life, strengthen our community ties, allow people the opportunity to respond to the Gospel of Jesus Christ through confession of sin and profession of faith, and learn to integrate important social, moral, intellectual and political issues in a Christian faith and learning context. The chapel program is shaped by the Dean of the Chapel, who also serves as the Chair of the Religion/Philosophy Department, and the Chaplain, who also serves as the Director of Spiritual Formation.

**Vespers**, meeting on Thursday evenings at 9:30, is a student-led time of worship. Vespers often consists of music, testimonies, Scripture readings, and preaching by our music and ministry majors, as well as other students. Vespers provides an opportunity for students to actively engage in leadership of an important corporate worship time on campus.

**Churches** in the community warmly welcome Greenville students to their services. The College and the local Free Methodist congregation enjoy a close cooperative relationship, while other community churches also serve faculty and students from the College community. Whatever their denominational preference, students are welcomed and 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



**Greenville Free Methodist Church**  
[www.greenvillefmc.org](http://www.greenvillefmc.org)

supports Student Ministries by providing guidance, training, scheduling, and transportation. Students are encouraged to participate through music, teaching, and visitation.

### Healthcare

Local physicians and the local hospital provide excellent health care. Greenville Regional Hospital is located less than one mile from campus, and was rated as one of the Top 100 Hospitals® in the country by Solucient in 2002. 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 difficult life transitions experienced throughout their collegiate journey.

### 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 Affairs was established to help integrate and develop these leadership efforts. Events such as our Gospel Festival Celebration, Hispanic Heritage Dinner, Monthly Heritage Activities, 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. 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.

### Greenville College Student Association (GCSA)

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

**Student Senate** in conjunction with the Executive Cabinet has committees responsible for social and cultural activities, publications, student relations, and academic affairs. The President of the Student Association as well as 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, cross-country, soccer, softball, track, tennis, and volleyball. The College belongs to the **National Collegiate Athletics Association (NCAA)**, Division Three, the **St. Louis Intercollegiate Athletic Conference (SLIAC)** and the **National Christian College Athletic Association (NCCAA)**. All players must meet eligibility and physical examination requirements.

In addition to an intercollegiate athletic program, Greenville College provides a strong intramural program. The specific activities provided annually are determined by interest of the current student body. In general, sports such as basketball, flag football, indoor soccer, and volleyball

have proved to be popular for the recreational athlete on campus. Also available is the Greenville College Fitness Center. 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 over 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 group. Within the concert band are several ensembles. Other opportunities for musical involvement are available with **Chamber Singers**, **Chorale**, and **Chamber Orchestra**.

The College has a preeminent contemporary Christian music program. The Department sponsors a number of contemporary Christian **worship arts ensembles**. Each semester several **lab bands** are chosen by audition.

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 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 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 weekly eight or twelve page student newspaper covering campus events and expressing student views. Qualified volunteers selected by the editor fill positions on the staff. Experience as writers for the newspaper 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 the past. The artistic quality of photographs taken by the student staff has been outstanding.

## Broadcasting

WGRN-FM provides information and entertainment for the campus and surrounding communities. It also gives occupational opportunity to students involved in the programming and production. The 300-watt station broadcasts 24 hours a day, seven days a week, 365 days a year. Mostly music, programming also includes live broadcasts of football and basketball games, news and interviews, and recorded broadcasts from several sources of religious programming. Sunday morning worship services are broadcast from community churches. Listeners can access WGRN's streamed audio through the station website at <http://www.wgrn.net>.

## Drama

**The Factory Theatre**, named for its location in a former glove factory (now called **The Kelsey Building**), is the place where students learn the art of acting and play production. In recent years, The Factory Theatre has presented performances such as *Fiddler on the Roof*, *Much Ado About Nothing*, *The Odd Couple*, *The Glass Menagerie*, and *Charlotte's Web*. Several student-directed one-act plays have also been produced.



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



**WGRN Radio**  
[www.wgrn.net](http://www.wgrn.net)

# Admissions

## Student Admissions Policy and Requirements<sup>1</sup>

Individuals interested in Greenville College should visit our website at <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 to Greenville College, prospective students must submit the following:

- (1) a completed application form,
- (2) a \$25.00 application fee for the paper application, or a \$10 application fee for the online application,
- (3) official transcripts from high school and/or from any college previously attended (a college catalog including course descriptions should be submitted for evaluating any transfer work),
- (4) official ACT or SAT scores.

Academic and personal references may also be requested. Students are encouraged to submit additional documentation they deem helpful and insightful to their application process. High school students are welcome to apply for admission beginning the spring 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 and SAT or ACT scores. When requested, personal and academic references are also considered in the application process. The College reserves the right to request a personal interview prior to the admission decision.

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 should attend Greenville only if they are interested in pursuing higher education within a Christ-centered community. Prospective students should also be completely comfortable abiding by our lifestyle statement. This is available on-line at <http://www.greenville.edu/content/view/1063/57/>.

Greenville College welcomes home school applicants. Requirements for admission and the application process are the same as that described above. In lieu of "official" high school transcripts, documentation of completed high school coursework may be accepted.

In addition to the 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 and provides the student the opportunity to register for classes.

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<sup>1</sup> 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 above.

## ACT or SAT Test Scores

College entrance examination scores are required for admittance for all students who do not have significant college experience. Greenville College recommends that students take the ACT, though SAT scores are also accepted. 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>

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.

Beginning in the spring of 2005, both the SAT and ACT added writing sections to their tests. While the SAT writing section is required, the ACT writing section is optional, meaning that students can elect not to take that section of the test. Currently, Greenville College does not require students to submit an ACT writing score, but we highly encourage students to do so.

## English Proficiency and Developmental English

All first time freshmen must demonstrate proficiency in high school English in order to enroll in ENG 101 Research and Writing, a graduation requirement. Students may demonstrate proficiency by:

1. Scoring above the 30<sup>th</sup> percentile on the English portion of the ACT or SAT, or
2. Completing ENG 100 (Developmental English) with a grade of C or better or
3. Completing a course deemed equivalent to ENG 100 at another institution and transferring the credits to Greenville College

Credits earned for successfully completing ENG 100 count toward graduation credits.

## Mathematics Proficiency and Developmental Mathematics

Students must demonstrate high school mathematics proficiency in order to complete a college level mathematics course, a graduation requirement. Students may demonstrate proficiency in any of the following ways:

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

*Credits earned for successfully completing MTH 090 do not count towards the 126 credits needed to graduate.* However, the credits do count towards the full time status of students registered for MTH 090 during a semester that may allow the student to be eligible for financial aid, participate in athletics, and earn semester honors.

## International Students

International students and those 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, 60 on the TOEFL iBT, 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

Certificate of Eligibility for Nonimmigrant Student Status - for Academic and Language Students (I-20 form) is issued.

## 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 admissions steps outlined above. Official transcripts should be sent from each institution previously attended. Transfer students who have earned the Associate in Arts (A.A.) or Associate in Science (A.S.) 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). Students wanting to transfer with an Associate of Arts in Teaching degree must have completed a general education core consisting of 40-45 credits in order to be accepted. Any remedial credits earned as part of an associate's degree will not transfer. For example, a remedial mathematics or English course taken at a community college will not be accepted as credit toward a Greenville College degree even if it was accepted toward an A.A. or A.S. degree.. Occasionally students are admitted with a grade point average less than 2.0 on a 4.0 scale at their current institution. Any student accepted at GC with less than a GPA of 2.0 at their current institution will be placed on academic probation.

## Transfer Credit

Greenville College accepts transfer credit from other accredited institutions, including junior and community colleges, four year colleges and universities, and Bible colleges. Students seeking credit for work completed at other colleges or universities must provide official transcripts to Greenville College. They must also provide course descriptions and/or course syllabi for each course before transfer evaluations can be made.

The registrar, in consultation with appropriate faculty members, makes the final decision on what courses will be accepted for transfer credit. When all college level work has been evaluated, students will receive a written statement documenting what courses were or were not accepted for transfer credit. Students are strongly advised to keep this statement on file in their personal records until they graduate. Students who have questions about the transfer evaluation process should contact the registrar at 618-664-7025 or via email at [records@greenville.edu](mailto:records@greenville.edu).

Current or prospective Greenville College students sometimes wish to take courses elsewhere and transfer them to GC. Students wishing to take courses from other institutions in future terms should confirm that the course credits are transferable *before they enroll*. The registrar is able to make those decisions if students provide a course description or syllabus.

Transfer work will not affect the student's Greenville College grade point average. *However, students should be aware that grades in all college level courses, even those earned at other institutions and transferred to GC, are used when computing final graduation honors.*

*In evaluating courses for transfer credit, the registrar follows these policies:*

- Transfer credit may be accepted for college level courses that are academic in nature.
- Courses to be transferred must be C- or better from each institution and apply to the student's program at Greenville.
- A maximum of 86 semester credits may be accepted from four-year colleges and universities. (Refer to the section on degree requirements and residency requirement on page 28 for more information.)
- A maximum of 66 semester credits can be accepted from two-year institutions (junior or community colleges) or from Bible colleges.
- A maximum of 30 semester credits can be accepted in any area of concentration (e.g. Bible and religion courses).
- A maximum of 30 semester credits earned through correspondence and/or extension coursework can be accepted.
- Students who have completed 66 or more semester credits cannot transfer additional credit from two-year institutions or Bible colleges unless it is a lower division course taken to meet a

general education requirement. In other words, once students have reached junior status, with the stated exception, they must take additional courses from four-year degree granting colleges and universities if they wish to transfer the credit to GC.

- Credit for courses completed through the armed forces will be granted according to the recommendations of the Commission on Accreditation of Service Experiences.
- Transfer credit is not possible for remedial courses, special courses such as orientation or speed-reading, or most vocational training courses (for example, courses on welding, plumbing, or appliance repair will not be accepted.).
- Some academically-oriented vocational courses, such as an anatomy course in a nurse assistant program, may be accepted (up to 30 credit hours). Any vocational course approved by the registrar in consultation with the Department Head to meet a general education requirement is not counted toward the 30-credit limit.
- 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.
- Credits earned for an associates degree are not automatically accepted by Greenville College. All individual courses must meet the policy for transfer credit.

## **Advanced Placement (AP) and College Level Examination Program (CLEP) Credits**

Greenville College accepts credits based on AP and CLEP test results. The relevant tests and required scores are listed on page 57 of this Catalog.

### **Credit for Life Experience**

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. A fee may apply for placing credit for life experience onto a transcript (see p. 22).

### **Admission for Previously Enrolled Students**

Students who have previously enrolled at Greenville College but withdrew or were dismissed must follow the readmission process if they wish to return. Students must submit a personal statement outlining the reasons they would like to return and contact the Admissions Office. After the student submits the personal statement, the following conditions must be met before a student can be re-admitted:

- The student must have a zero balance on their student account at Greenville College and be current with any student loans that are in repayment.
- The student must submit official transcripts for any college work completed since withdrawing from Greenville College.
- The student must be approved for re-admission by the Office of Student Development, the Academic Affairs Office, and the Admissions Office.

The Admissions committee reserves the right to request additional materials from students applying for re-admission and may also request an interview before granting re-admission.

### **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 Equivalency Degree (GED) 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 Student Success Center.

### **Guest Admission**

Students not seeking a degree from Greenville College may be admitted as a Guest. A different application for admission is required for Guest status. Please contact the Office of Admissions for this application. If the student plans to transfer Greenville College credits back to his/her present college, Guest admission may require approval and recommendation of the student from that college.

## **Articulation Agreements**

### **Tokyo Metropolitan Chihaya High School**

In an effort to better serve Japanese students intending to pursue education in the United States, Tokyo Metropolitan Chihaya High School and Greenville College entered into an agreement for a transfer alliance intended to benefit students at both institutions in February 2006. The agreement enables students completing specified courses at Tokyo Metropolitan Chihaya High School to receive transfer college credit from Greenville College upon matriculation. The transfer credit will be articulated as stated below for students who achieve 4.0 grades for the listed courses.

Chihaya Course	Greenville Course	Credits to be granted
Business Basic	MGT 101 Introduction to Management	3 cr
Data Processing 1 & Data Processing 2	CIS 105 Computer Fundamentals	3 cr
Marketing	MKT 201 Marketing	3 cr

### **Lincoln Land Community College**

A “two-plus-two” plan allows students from Lincoln Land Community College (LLCC) to transfer credits from LLCC to Greenville College under a special articulation agreement between the two institutions. The agreement, signed by the presidents of both institutions in September 2007, enables students who complete an Associates degree at LLCC to enter Greenville College and complete a bachelor’s degree in early childhood education, elementary education, or special education in two additional years. Students matriculating to the GC program after completing academic and program requirements at LLCC, including a 2.75 Grade Point Average and a passing score on the State Basic Skills Test will be admitted to the GC portion automatically. Students participating in the program will receive advisement from both institutions to assist them to complete the degree in a timely way. By participating in this Program, credits earned in one institution are automatically transferred between institutions.

### **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.

### **Community College Partnerships for Students Interested in Becoming Teachers**

Greenville College has partnership agreements with Kaskaskia and Lewis and Clark Community Colleges that allow students to complete a four-year college degree with teacher certification on their local community college campuses. For details about these partnerships contact the School of Education at 618-664-6800. See also pages 194-198 for program details.

### **Admission into Non-Traditional/Off-campus Programs**

Admissions requirements for Greenville College Adult Degree Completion, Undergraduate Teacher Education Program (UTEP), and the Master of Arts programs in Education and Teaching can be found with the program details beginning on p. 191.

# Student Charges and Payment Information

## Tuition Charges



### Financial Aid

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

#### Fall and Spring Semesters

Tuition charges in the fall and spring semesters are dependent on the number of credit hours for which students are registered. Most students take a standard load ranging from 12 to 17 credit hours per semester. Students taking the standard load are said to be within-the-band. The within-the-band tuition is \$19,282 for the 2008-2009 academic year or \$9,641 for each semester. Students taking more than 17 credit hours in a single semester pay the within-the-band semester tuition of \$9,641 plus an additional \$540 per credit hour for any credits exceeding 17.

Students taking from 0.5 to 6.0 credit hours are charged a reduced rate of \$406 per credit hour. Those taking between 6.5 and 11.5 credit hours are charged \$812 per credit hour. Please see the table on p 23 for a summary of this information.

#### Interterm

Tuition for all coursework taken during Interterm is \$150 per credit.

#### May Term and other Summer Enrollments

Tuition for scheduled May Term courses, independent studies, internships, or practica is \$270 per credit hour.

## Room Charges

Please note that all single students not living at home must live in College residence halls unless special approval is obtained by the Vice President of Student Development.

#### Fall and Spring Semesters

The standard room rate of \$3,136 for the academic year or \$1,568 per semester is charged to all students living in Burritt, Dallas, Holtwick, Janssen, Joy, or West Oak residence halls. The rate of \$3,314 per year or \$1,657 per semester is charged to students living in College Avenue, Kinney, or Tenney residence halls, and in campus houses. The rate of \$4,192 for the year or \$2,096 per semester is charged to students living in Blankenship Apartments.

#### Interterm

Students who enroll in an Interterm course or athletes who are required by their coaches to be on campus in January will not be charged for their room during Interterm if they were full time students in the fall. Those who were not full time students in the fall will be charged \$208.

#### May Term

May Term room charges are \$240 for students enrolled in courses. Students working on campus may rent rooms for \$120 for the last weeks of May and \$240 per month for the months of June, July, and August.

## Board Charges

#### Fall and Spring Semesters

The board fee (i.e. the cost of being on a meal plan which enables students to eat on campus) is \$3,432 for the academic year or \$1,716 per semester. Students may select from up to five different meal plans, but each is billed at the same rate. Information on meal plans is available from the Student Development Office, reachable by telephone at 618-664-7119 or by email to [kim.fitch@greenville.edu](mailto:kim.fitch@greenville.edu).

**Interterm**

Students who enroll in an Interterm course or athletes who are required by their coaches to be on campus in January will not be charged to eat on campus during Interterm if they paid board in the fall. Those not on a meal plan in the fall will be charged \$185 for Interterm meals if they wish to eat on campus.

**May Term**

May Term meal plans are not available because the dining commons is not open.

**Fees and Miscellaneous Costs****Student Activity Fee (mandatory for all full time students)**

Students pay \$146 for the year or \$73 per semester for Student Association (student government) activities and publications.

**Parking Permit (mandatory for all those who bring cars to campus)**

The parking permit is \$75 and is valid for one year.

**Private Acting Lesson Fee (mandatory for those enrolled in COM 220/420)**

Students enrolling in COM 220/420 Acting: Private Lessons and Studio will be charged \$375 per credit hour. This fee is in addition to regular tuition.

**Applied Music Fee (mandatory for those enrolled in applied music courses)**

Music students will pay \$175 per credit hour for group applied lessons and \$375 per credit hour for private applied lessons. These fees are in addition to regular tuition for those courses.

**Student Health Insurance**

All students are required to have health insurance. Those who are not covered by a health insurance plan when they arrive on campus must purchase insurance through the College. The cost of insurance in 2008-09 is \$600.

**Athletic Insurance**

Greenville College athletes are required to carry athletic insurance in addition to regular medical coverage. Athletic insurance provides athletes with secondary insurance coverage. The estimated cost is \$225.

**Personal Liability (PL) Insurance Fee**

Students completing a practicum in which they work with other people will be charged a \$25 fee for personal liability insurance. The \$25 fee covers the student premium for a full year. Departments that potentially could offer a 405PL Practicum include BIO, HPR, PSY, REL, SOC, and SWK.

**Graduation Fee (mandatory for all students graduating in an academic year or participating in commencement)**

Students participating in commencement or who are graduating in the current academic year will be charged \$85. Graduating students who choose not to participate in commencement ceremonies will also be charged \$85.

**Course Audit**

Full time students may audit courses at no additional charge if the total of regularly enrolled and audited semester credit hours does not exceed 17. If the total of credit hours exceeds 17, students will be charged \$35 for each audited credit beyond 17. Part time students may audit courses for \$45 per credit.

**CLEP Testing Fees**

Students may take College Level Examination Program (CLEP) tests on campus to receive college credit. The total cost is \$85; \$70 is the CLEP test fee, and \$15 covers the College's administrative costs.

**Credit Posting Fee**

Full time students who receive passing scores on CLEP tests or demonstrate proficiency in other ways may post the credits to their transcript at no additional cost if the number of currently enrolled and posted credits does not exceed 17 credit hours. Full time students will be charged \$25 per credit for each posted credit that exceeds 17 (based on the total of currently enrolled and posted credits). Part time students will also be charged \$25 per posted credit.

**Books**

The estimated cost of books for the 2008-2009 academic year is between \$700-\$900. Exact costs are determined by the courses in which students enroll. Books are for sale in Greenville Christian Bookstore on campus.

**Lost Key Charge**

Any student who loses a dorm, room, and/or building key will be charged \$20 per key. Lost mailbox keys will be replaced for \$25.

**Payment of Semester Charges**

Students must pay their accounts in full prior to the beginning of each semester/term of enrollment. This means that all tuition, room, board, required fees, and deposits must be paid in advance. Full semester payments are due by August 10<sup>th</sup> for the fall semester and by January 11<sup>th</sup> for the spring semester for traditional and UTEP students, and in no less than thirty days prior to registration for adult degree completion and graduate students. Students may use financial aid (scholarships, grants, and loans) as payment as long as annual financial aid documents are on file in the Financial Aid Office prior to the beginning of each term and aid has been approved.

For all charges that are not covered by scholarships, aid, or loans, Greenville College accepts cash, check, money orders (payable to Greenville College), and Visa and MasterCard credit cards. Students may also arrange to use the Tuition Management Systems' (TMS) monthly payment plan. This is a third party service provided in conjunction with Greenville College. Those who have set up a TMS payment plan are not required to pay the balance in full by the dates listed above.

Students may arrange a monthly payment plan administered by the **Tuition Management System (TMS)**. The cost, less financial aid, is divided into equal payments and payments are spread over a ten-month period. 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 but there is an enrollment fee. This service includes 24-hour full interactive access to account information through the TMS web site, toll-free automated account information, and personal account service Monday through Saturday. For more information contact a TMS Education Payment Counselor at 1-800-722-4867 or the web site at <http://www.afford.com>.

Students who qualify for employer reimbursement may use student loans or personal funds to cover the cost of course or term fees, until reimbursement funds are available. Reimbursement dollars may then be applied to subsequent course or 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 College will work with students and employers to provide additional information needed to facilitate employer reimbursement.

Greenville College Adult Degree Completion students may receive a five percent discount on the total tuition cost if students pay in full for the entire program (all three terms) by the registration meeting. (Note: The discount does not apply to course material fees, learning experience essay fees, or miscellaneous fees.)

Students who experience difficulties with tuition payment or have a question regarding their outstanding balance should contact the Student Accounts Office at 618-664-7013 as soon as possible. Failure to receive a bill does not relieve students of their fiscal responsibilities.

**Summary of Costs****2007-2008**

Full Time Tuition	
Academic Year <sup>1</sup> Band Rate (12-17 hours each semester)	\$19,282
Above 17 hours (per credit hour)	\$540
Full Time Audit (per credit hour over 17 hours)	\$35
Part time Tuition (Charged to those taking fewer than 12 hours in a semester)	
0.5-6.0 Credit Hours (per credit hour)	\$406
6.5-11.5 Credit Hours (per credit hour)	\$812
Part time Audit (per credit hour)	\$45
Interterm Tuition (per credit hour)	\$150
May Term (per credit hour)	\$270
Full Year Room Charges <sup>1</sup>	
Traditional (Burritt, Dallas, Holtwick, Janssen, Joy and West Oak)	\$3,136
Intermediate (College Avenue Apartments, Kinney, Tenney, & Houses)	\$3,314
Nancy Blankenship Apartments	\$4,192
Interterm <sup>2</sup>	\$208
May Term Room (for students enrolled in courses)	\$240
(for students working on campus)	\$120 – May
	\$240/month thereafter
Board Charges <sup>1</sup>	
Full Year	\$3,432
Interterm <sup>2</sup>	\$185
Fees and Miscellaneous Costs	
Student Activity <sup>1</sup> (mandatory)	\$146
Parking Permit	\$75
Acting <sup>3</sup> /Applied Music Fees <sup>4</sup>	
Group	\$175
Private	\$375
Health Insurance (estimate)	\$600
Athletic Insurance (estimate)	\$225
Personal Liability Insurance for 405PL Practicums	\$25
Graduation Fee	\$85
Books (Available at College Bookstore) (estimate)	\$700-\$900
CLEP testing fee	\$85
Credit posting fee (per credit hour) for demonstrated proficiencies	\$25
Lost Key Charge	
Mailbox key	\$25
Building, dorm, and/or room key	\$20
Other Fees	
Off campus study fee <sup>5</sup>	\$500
Driver Education Program Tuition (per credit hour)	\$480
Non-Traditional/Off-campus Program Fees are included with the program details beginning on p. 191.	

<sup>1</sup> Costs for a single semester can be computed by dividing the full year costs in half.<sup>2</sup> Students who were enrolled at GC full time in the fall, who lived in campus housing, and who were on the campus meal plan will not be charged room and board for interterm. Other students will. Please see the sections on Interterm Tuition, Room, and Board on p. 20-21.<sup>3</sup> Only Private Acting Lessons are offered.<sup>4</sup> See MUAP course listings to see which classes are group and which ones are private.<sup>5</sup> This fee is waived for certain programs sponsored by the Council for Christian Colleges & Universities.

### **Statement of Financial Responsibility**

Students who do not pay their account in full by each semester's due date will not be able to register until their account is paid in full by each semester's due date or they have set up a payment plan with TMS. Students with delinquent accounts will not be able to pre-register for subsequent terms, receive copies of their transcripts, or receive diplomas until the College receives full payment.

The College reserves the right to assign any past due accounts to a collection agency. Further, the student agrees to pay any and all costs, including collection, attorney, and litigation costs incurred by the College in efforts to collect, should the student default on their account. 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.

### **Withdrawal and Refund**

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.

Students withdrawing from Greenville College during the first two weeks of a semester will receive a full refund on tuition paid. Room and board charges will be pro-rated based on the time spent on campus. Withdrawals after the first two weeks of the semester will result in a pro-ration of tuition, room and board charges and financial aid, up to the 60% mark in the semester. Students who withdraw beyond that point are responsible for full charges.

There is no provision for rebates to students who are away on weekends, vacation, or who forgo the opportunity to take a class during Interterm.

Students approved to move off campus will receive a pro-rated refund up to the 60% mark in the semester. Students moving off campus beyond the 60% mark in the semester will be responsible for full room and board charges.

# Financial Aid

The Financial Aid Office assists students and parents in finding resources necessary to finance college costs. Financial aid is available to all undergraduate and graduate students who are fully or provisionally admitted to the College, 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. Eligibility for most programs is based on financial need as determined through filing the Free Application for Federal Student Aid (FAFSA). In the awarding of financial aid, Greenville College does not discriminate on the basis of race, creed, sex, color, national origin, or physical handicap.



**Financial Aid**  
[www.greenville.edu/content/  
view/3131174/](http://www.greenville.edu/content/view/3131174/)

Recourses in the form of scholarships are available in recognition of meritorious achievement in high school or in college. Government assistance is available to qualifying students in the form of student loans. Greenville College is a participant in the Federal Direct Student Loan Program. This program allows students to borrow either through the Federal Direct Subsidized Student Loan Program (no interest charged while in school) or the Federal Direct Unsubsidized Student Loan Program (interest charged for life of loan). Both programs offer deferred repayment options and an extended repayment period of up to ten years depending on total amount borrowed. Greenville College Adult Degree Completion and UTEP students may borrow up to the cost of each term (minus grants and scholarships) through the subsidized and/or unsubsidized loan programs. An additional \$1,500 per term is also available in either loan program for living expense costs.

Any student in default on a Federal Student Loan Program (Direct, Stafford Perkins, PLUS, ICL, or Consolidated Loan) is not eligible for federal grants or loans, and may not participate in the Tuition Management System (TMS) monthly payment option.

The Director of Financial Aid may be reached by telephone at 618-664-7111 or by email at [financialaid@greenville.edu](mailto:financialaid@greenville.edu). More information is available on the web at <http://www.greenville.edu/financialaid/>.

## Federal Financial Aid Programs

Greenville College students benefit from government funding in several federal programs. These include:

- Federal Academic Competitiveness Grant
- Federal Smart Grant
- Federal PELL Grant
- Federal SEOG Grant
- Federal Direct Student Loans
- Federal Perkins Loan
- Federal Direct Parent PLUS Loan
- Federal College Work Study

Additional information can be found on the web sites: <http://www.studentaid.ed.gov> and Greenville College's website.

## Illinois State Financial Aid Programs

Greenville College students from Illinois benefit from funding in the following Illinois State programs. These include:

- MAP Grant
- Future Teacher Corp Program
- Incentive for Access (IIA) Grant
- Robert Byrd Honors Scholarship

Additional information can be found on the web sites: <http://www.collegezone.org> and Greenville College's website.

Grant or Scholarship	Award Amount	Eligible Students	Continuation
▪ <b>Alumni Dependent Grant</b>	\$500/year	Children of Alumni.	2.0 GPA
▪ <b>Art Scholarship</b>	Up to \$1,500/year	Art majors chosen following portfolio review.	Status as art major and selection by Art Dept. Faculty
▪ <b>Boyer Christian Leadership Scholarship</b>	75% of Tuition	National Merit finalists or semi-finalists.	3.0 GPA
▪ <b>Character &amp; Service Scholarship</b>	Up to \$5,000/year	Awarded to full time students who have a cumulative GPA of at least 2.5 on a 4.0 scale.	Continued participation in leadership/service activities and 2.5 GPA
▪ <b>Christian Service Dependent Scholarship</b>	Up to \$2,500/year	Children of active or retired ministers or missionaries who are employees of the church, whose primary income is derived from the church. Consideration is also given to dependents of parents teaching in a Christian school.	2.0 GPA
▪ <b>Church Partnership Scholarship</b>	Matching up to \$1000/year	Funds generated by the student's local church. The financial aid office must be notified of churches intent to participate no later than March 1, preceding fall enrollment.	Continued local church support.
▪ <b>Dean's Scholarship</b>	\$6,000/year	Awarded to entering freshmen with a cumulative high school GPA of 3.0 on a 4.0 scale and a score of 22 to 26 on the ACT or 1020 to 1200 on the SAT.	3.00 GPA
▪ <b>Free Methodist Youth Scholarship</b>	\$500/year	Members or active participants in Free Methodist church programs.	2.0 GPA
▪ <b>Greenville College Endowed Scholarships</b>	Up to \$4,000/year	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.	
▪ <b>International Student Scholarship</b>	Up to \$5,000/year	International students who show financial need.	2.5 GPA
▪ <b>Minority Education Scholarship</b>	Up to \$2,500/year	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.	2.7 GPA
▪ <b>Music Participation Scholarship</b>	Up to \$500/year	Students not majoring in music who participate in the concert band or string ensemble.	Continued participation in band or string ensembles.
▪ <b>Music Scholarship</b>	Up to \$1,000/year	Awarded to students who major in music. Audition and approval required.	Continued major in music and approval of Music Department faculty
▪ <b>Out-of-State Tuition Grant</b>	Up to \$5,000/year	Full time students with financial need whose legal residence is outside of Illinois.	
▪ <b>Phi Theta Kappa Scholarship</b>	\$5,000/year	Awarded to transfer students with membership in the Phi Theta Kappa Honor Society.	3.0 GPA and good standing with Greenville College
▪ <b>President's Scholarship</b>	\$8,000/year	Awarded to incoming freshmen with a cumulative high school Grade Point Average (GPA) of 3.0 on a 4.0 scale and a minimum score of 27 on the ACT or 1210 on the SAT.	3.0 GPA and good standing with Greenville College
▪ <b>Science Scholarship</b>	Between \$1,000 and \$2,000/year	Awarded to students planning to major in Biology, Chemistry, Mathematics, or Physics who also qualify for a merit scholarship.	3.0 GPA and continued major in Natural Sciences and/or Mathematics field
▪ <b>Sibling Scholarship</b>	Up to \$500/year	Awarded to each additional sibling attending Greenville College.	2.0 GPA
▪ <b>Trustee's Scholarship</b>	\$10,000/year	Awarded to students with a cumulative GPA of 3.0 on a 4.0 scale and a minimum score of 29 on the ACT or 1280 on the SAT	3.0 GPA

## Student Employment

Greenville College hires approximately 350 students each year through the campus employment or Federal Work Study (FWS) program. Students with FWS 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 office worker positions. Campus employment application materials are available upon request from the Business 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.

## 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 accumulate a minimum number of credit hours over a maximum number of enrollment periods. Refer to the Academic Probation section of this Catalog (p. 54) for detailed information.

Satisfactory Academic Progress evaluation is made for all students at the end of each academic year. Students will normally receive financial aid for no more than two consecutive semesters while on Academic Probation. A student facing a third semester of Academic Probation must appeal in writing to the Director of Financial Aid, to receive financial aid for the third semester on Academic Probation.

## 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 Financial Aid, 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.

## Off-Campus Study Programs

Charges for off-campus study vary according to program. Students enrolling in programs sponsored by the Council for Christian Colleges & Universities programs will be charged the greater of GC's tuition, room and board or the program's tuition, room, board, and fees. For all other programs approved by GC, students will be charged the program's tuition, room, board, and fees plus a \$500 processing fee that allows the student to receive credit through Greenville College. Students receiving credit through GC for off-campus study will be billed by the College, which will forward the funds to the relevant program.

Students receiving credit through Greenville College while enrolled in an off-campus program may be eligible to receive state and federal financial aid. Students should seek information and assistance about receiving state and federal aid for off-campus study from the Financial Aid Office very early in their planning stages. Students should not commit to enroll in off-campus programs until financial aid arrangements are confirmed.

In order for students to be eligible to receive Greenville College scholarships, state and federal aid, and receive transfer credit for courses they must comply with specific application deadlines. There are a limited number of students who can "carry" their Greenville College financial aid to off-campus programs as the committee works with a finite pool or award funds. The following



### Student Employment

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

criterion are used by, but not limited to, the Student Abroad Committee to determine the awarding of institutional aid towards these programs.

1. International and urban studies programs will be given priority.
2. Financial need and family contribution.
3. How does the chosen program fit into the student's overall education plans? (i.e. Is the program essential to the student's major?)
4. Seniors may have priority, based on the number of credits towards graduation.
5. The program must be from an accredited U.S. school and Greenville College must have a contractual or consortia agreement with the program in which the student has been accepted.

No student will be allowed to carry institutional aid to more than a single program during their college career. Students attending Greenville College under tuition exchange agreements will not be allowed to apply institutional aid to off-campus programs. Dependents of Greenville faculty, administration, and staff may use any tuition benefit they receive once during their college career for off-campus study if approved by the off-campus study committee.

# Academic Information

## Bachelor's Degrees Offered

Greenville College offers three undergraduate degrees through the traditional on-campus programs:



### Academics

[www.greenville.edu/content/view/551/93/](http://www.greenville.edu/content/view/551/93/)

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

## Bachelor's Degree Requirements

To earn a bachelor's degree at Greenville College, the following requirements must be met:

- Complete a minimum of 126 credits. These credits consist of courses fulfilling general education, and major requirements, and may include electives as well. Depending upon the choice of major, students may graduate with more than 126 credits.
- Complete the general education requirements. Requirements vary slightly depending on the degree being sought. Majors determine the degree requirements students must complete in order to graduate. For example, students majoring in psychology complete the bachelor of arts degree requirements, whereas students majoring in digital media complete the bachelor of science degree requirements. Some majors allow students the ability to choose which degree they will earn. When available, this option is listed with the descriptions of specific majors in the "Majors & Minors" section of the Catalog (starting on p. 68).
- Complete the requirements for an academic major. At least eight credits in the major must be upper division. See specific majors for the number of credits required.
- Complete a minimum of 38<sup>1</sup> upper division credits. Upper division credits are those numbered 300 and above.
- Fulfill the residency requirement. Students must either complete three-fourths of the total credits required for graduation or must complete 40 of the last 60 credits at Greenville College. In addition, at least half of all major and/or minor course requirements must be completed at Greenville College.
- Earn a minimum cumulative Grade Point Average (GPA) of at least 2.00. Whereas all coursework taken while enrolled at Greenville College is included in the cumulative GPA, transfer and off-campus semester coursework is not calculated into the cumulative GPA.
- Earn a minimum GPA of 2.0 within the student's chosen major. (Teacher education majors must have a minimum major GPA of 2.75.) The minimum GPA is also required for students opting to complete a minor.

## Earning Two Degrees Simultaneously

Students occasionally wish to graduate with more than one degree (e.g. both a B.A. and B.S.). In order to graduate with two degrees at the same time, the following requirements must be met:

1. All of the regular requirements for the degrees 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 126 credits to receive a second degree (for a total of at least 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

<sup>1</sup> Students who entered Greenville College prior to May Term 2008 only need a minimum of 32 upper division credits.

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 earn a B.A. with a major in psychology and a B.S. with a major in management. The student must complete at least 142 total hours, 126 hours minimally required to receive one of the degrees plus an additional 16 hours. If the student earned fewer than 142 total credits, he or she would not receive both degrees, though both majors would be noted on the transcript.
- (B) A student wishes to earn a B.S. degree with a major in accounting and a B.A. degree with a major in management. 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.

### **Earning a Second Bachelors Degree after Graduation**

A student with a bachelor's degree from another regionally accredited school who wishes to earn a second degree at Greenville College must meet the following requirements:

1. COR 301, 302, and 401 (same requirement as for an A.A., A.S., or A.A.T.)
2. A cross cultural course or experience (same requirement as for an A.A., A.S., or A.A.T.)
3. A writing intensive course (same requirement as for an A.A., A.S., or A.A.T.).
4. The major for the second degree must be from a different department from the original degree or the requirements must be substantially different and lead to a different degree.
5. At least 18 credits in the new major must be earned at Greenville College.
6. A residency requirement of 32 credits (at least 32 credits must be taken from Greenville College).

### **Majors Offered**

Greenville College's departments are organized into three schools. Students have the opportunity to select and complete study in one or more of the major fields listed below. Students opting to complete multiple majors may select majors from different schools.

#### **School of Arts and Sciences**

- Art
- Biology
- Biology Education
- Chemistry
- Chemistry Education
- Communication: Mass Communication Emphasis
- Communication: Public Relations Emphasis
- Communication: Speech Communication Emphasis
- Communication: Theatre Emphasis
- Contemporary Christian Music
- Criminal Justice
- English
- English Language Arts Education
- Environmental Biology
- History and Political Science
- History Education
- Individually Tailored Education Plan
- International and Cross Cultural Studies
- Mathematics

- Mathematics Education
- Media Promotions
- Ministry: Pastoral Emphasis
- Ministry: Urban/Cross Cultural Emphasis
- Music
- Music Business
- Music Education
- Philosophy
- Physics
- Physics Education
- Psychology
- Psychology/Religion
- Religion
- Social Work
- Sociology: Anthropology & Cultural Studies Emphasis
- Sociology: Family Studies Emphasis
- Sociology: Organizations & Leadership Emphasis
- Sociology: Urban Studies & Community Development Emphasis
- Spanish

- Spanish Education
- Youth Ministries

#### **School of Education**

- Early Childhood Education
- Elementary Education
- Special Education

#### **School of Professional Studies**

- Accounting
- Business Administration (second major only)
- Business Management
- Computer and Information Science: Management Emphasis
- Computer and Information Science: Mathematics Emphasis
- Digital Media
- Marketing
- Physical Education
- Recreation: Adult Fitness Emphasis
- Recreation: Leadership Emphasis
- Recreation: Management Emphasis

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

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 completing the degree requirements as well as information about careers and graduate education.

### **Policy for Double Majoring**

Students may have multiple majors appear on their transcript when the two majors are from different departments and/or schools, or the student has earned at least 15 credits of coursework unique to the major. Up to six of those 15 credits may be earned in a practicum that is demonstrably relevant to a particular major.

Students with two majors with different degree requirements may choose which degree they wish to earn. For instance, a student wanting to major in marketing (B.S.) and Spanish (B.A.) may choose to graduate with either a bachelor of arts or bachelor of science degree as long as the specific degree requirements have been met.

Some major combinations are not possible because there isn't sufficient coursework unique between the majors. For example, a student wanting a double major in music and/or in music education and/or in contemporary Christian music isn't possible because of the considerable overlap in requirements between the majors.

### **Minors Offered**

A minor is not required for graduation, but students may elect to complete one or more. For a student to earn a minor, they must complete at least half of the minor's required coursework at Greenville College, and earn a minimum GPA of 2.00 in that coursework.. Minors are recorded on the transcript with degrees and majors earned. Requirements for the minors below are listed after the corresponding major requirements in the "Majors & Minors" section of the Catalog.

#### **School of Arts and Sciences**

- Art
- Communication: Mass Communication
- Communication: Public Relations
- Communication: Speech Communication
- Communication: Theatre
- English
- History and Political Science
- Ministry
- Music
- Philosophy
- Physics
- Psychology

#### **School of Professional Studies**

- Religion
- Sociology
- Spanish
- Teaching English to Speakers of Other Languages
- Accounting
- Business
- Computer and Information Systems
- Digital Media
- Human Resource Management
- Marketing
- Physical Education: Coaching

# General Education

## 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. This liberating learning will introduce students to transformative ideas, skills, and values that they can 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 we view as 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 (p.37). 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 come to Greenville College's campus with less than 60 hours of college credit, those with 60 or more hours of credit, and those with an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Arts in Teaching (A.A.T)<sup>2</sup> degree. Because different students will have different requirements, they 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 the 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 are not required to take one specific course that satisfies the requirement; many courses can. These are explained in the section below.

**Core Requirements:** Core courses are 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 302: Science and Christianity (3 credits)
- COR 401: Capstone Seminar: Advanced Integrative Studies (2 credits).

Transfer students who arrive at Greenville College with 60 or more credits or an A.A., A.S., or A.A.T. degree are exempt from taking COR 101 and COR 102. However, these transfer students

<sup>2</sup> Transfer students with an Associate of Arts in Teaching degree must have completed a general education core consisting of 40-45 credits.

still must take COR 302 and COR 401. Their first fall semester on campus they must also take COR 301: Liberal Arts and Christian Thought (3 credits).

**Distributed Requirements.** Distributed courses help students develop skills such as critical thinking and provide students with 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)
- HST 101: Western Civilization (3 credits).

Students arriving on campus with an A.A., A.S., or A.A.T. 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., A.S., or A.A.T 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). The prerequisite for Biblical Studies courses is COR 102. 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 should check with the head of the Department of Philosophy and Religion to ensure that proposed courses will fulfill the Biblical Studies requirement.

### Cross Cultural Course or Experience

All students must complete a cross cultural (CC) course or experience. Either a CC course or an approved CC experience will meet the graduation requirement. Greenville offers more than 15 courses during the academic year that meet the CC requirement. Students may also gain CC credit through participation in off-campus programs such as those offered by the Council for Christian Colleges & Universities.

Ideally, CC courses:

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.

Minimally, a CC course or experience must meet five of the eight criteria. The CC designation for a course is made by the director of multicultural and cross cultural affairs in conjunction with the Inter-School Academic Affairs Counsel (ISAAC).

In unusual circumstances a student can meet the CC requirement through an alternative experience (CCE). The objective of the CCE alternative is to encourage formal cross cultural interactions, intentional learning, and engagement. A CCE must take place in an intercultural setting through an approved institution, voluntary service agency, or other approved organization. Completion of the CCE requires at least 100 contact hours with people of a different culture.

*CCEs must be approved by the director of multicultural and cross cultural affairs and the student's faculty advisor at least two months before they occur. In no case will CCE approval be granted after an experience has occurred.* The CCE alternative is intended for those who plan to participate directly in a cross cultural setting, in service, work, and study activities. It cannot be met through informal travel or extended tourist activities.

### **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 (3 credits) or a three credit art history, theatre history, or music history course. Eligible Art History courses include ART 251: Art History: Introduction and Survey; ART 252: Art History Survey II; ART 351: Historical Survey of Women Artists; ART 352: Nineteenth Century Art History; ART 353: Twentieth Century Art History; and ART 355: Non-Western Art History. Eligible Theatre History courses include COM/ENG 309: Theatre History and Literature 1 and COM/ENG 310: Theatre History and Literature II. Eligible Music History courses include MUSG 309 Music History I, and MUSG 310 Music History II. Students who enter with an A.A., A.S., or A.A.T. degree are not required to complete the Fine Arts Requirement. B.M.E. students should take MUSG 309 Music History I to fulfill this requirement.

### **Foreign Language**

Students pursuing a B.A. degree who enter Greenville College without an A.A. or A.S. degree must complete the foreign language requirement. The language requirement may be met either by passing six credit hours of language coursework (courses numbered 101 and 102 at GC, e.g. SPN 101 and SPN 102) or by demonstrating intermediate proficiency on a Greenville College approved proficiency examination. Greenville College offers examinations in three languages: Spanish, French, and German. Students wishing to demonstrate proficiency in other languages may make arrangements for an approved examination on their own.

Students whose primary language is not English and who are citizens of countries other than the United States may waive the language requirement upon successful completion of twelve or more credits at Greenville College.

Students should contact Dr. Brian Reinhard (brian.reinhard@greenville.edu) for more information about competency testing. Transfer students who have earned an Associate of Arts in Teaching (A.A.T.) degree with a general education core of 40-45 credits are considered to have met the foreign language requirement.

### **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, which include a variety of Individual and Team Sports.

Students who enter with an A.A., A.S., or A.A.T. 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 for secondary education majors must include Self Defense.

Students participating in a varsity sport, cheerleading, or dance team for a complete season may waive a half (.5) activity credit per season up to a maximum of one credit of the activity requirement. Varsity athletes, cheerleaders, and dance team members do not earn HPR activity course credit for their athletic participation; they waive the activity requirement. In other words, participation cannot help students accumulate credits towards graduation but can 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 for the first time may also waive the HPR activity credits. The HPR 101 and HPR 102 requirements still must be completed.

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 an A.A., A.S., or A.A.T. degree 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. Students majoring in early childhood, elementary, and/or special education may take ENG 350: Children's Literature to meet the literature requirement. Students pursuing B.S. degrees in one of eight secondary education programs may fulfill this requirement by completing ENG 351: Literature for Adolescents. 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 an A.A., A.S., or A.A.T. degree must complete the mathematics or quantitative reasoning requirement. Any mathematics course numbered 101 or higher offered for three or four hours of credit will meet the requirement, as will PSY 202: Statistics or SOC 202: Statistics (both three credits).

### **Natural Science**

Most students at Greenville College must complete two natural science courses each which must be either 3-4 credits with a minimum of six credits total. Of the two required courses one of those courses must include a laboratory component. Natural science courses are those taught in Biology (BIO), Chemistry (CHM), and Physics (PHY). Students must take one course in one area and a second course in a second area. For example, a student can fulfill this requirement by taking one course with a BIO prefix and a second course with either a CHM or PHY prefix. A student cannot fulfill this requirement by taking two courses from a single area. For example, a student taking

two courses with a BIO prefix will need an additional course with either a CHM or a PHY prefix. Courses that have laboratory components all require students to sign up for separate laboratory sections.

Some students are exempt from some or all of the natural science requirement. Students who are majoring in any secondary education program or are pursuing a bachelor's of music education degree must take only one natural science course. This course must include a laboratory component. Those entering GC with an A.A., A.S., or A.A.T. degrees do not have to take natural science classes to fulfill the general education requirements.

### **Philosophy**

All students except those entering with an A.A., A.S., or A.A.T. 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., A.S., or A.A.T. 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. Education majors should take either PSY 205: Child Development or PSY 206: Adolescent Development depending on their area of specialization.

### **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., A.S., or A.A.T. degree. This requirement can be fulfilled by the successful completion of any three credit 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 345 Managing Technical People
- COM/MP 410 Seminar
- DM 305 Professional Communications
- EDU 305 Issues and Trends in Early Childhood Education
- EDU 312 Teaching of Reading
- EDU 340 Educational Measurement and Evaluation (if prior to Spring 2006)
- EDU 342 Middle School Curriculum
- ENG 324 Writing Fiction and Poetry
- ENG 417 Assessment & Evaluation in TESOL
- ENG 456 English Seminar
- HPR 410 Seminar in Health, Physical Education, and Recreation
- HST 305 20<sup>th</sup> Century American History
- MGT 409 Seminar: Business as a Calling
- MGT 301 Professional Communication
- MTH 212 Linear Algebra
- MUSG 310 Music History II

- PHL 310 Philosophy of Religion
- PHL 330 Ethics
- PHL 470 Metaphysics Seminar
- PHY 409 Seminar in Physics
- PSY 350 Psychological Systems
- SOC 380 Social Theory

	CREDIT HOURS	B.A.	B.S.	B.M.E.	B.A.	B.S.	B.M.E.	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 Associates degree who seek a:	Required of transfer students entering with an Associates or Bachelors degree who seek a:
								CORE REQUIREMENTS	DISTRIBUTED REQUIREMENTS	B.A.
COR 101: Cornerstone Seminar: Foundations in the Liberal Arts Tradition	3	X	X	X	-	-	-	-	-	-
COR 102: Introduction to Christian Thought and Life	3	X	X	X	-	-	-	-	-	-
COR 301: Liberal Arts and Christian Thought	3	-	-	-	X	X	X	X	X	X
COR 302: Science and Christianity	3	X	X	X	X	X	X	X	X	X
COR 401: Capstone Seminar: Advanced Integrative Studies	2	X	X	X	X	X	X	X	X	X
<b>Required Courses</b>										
COM 101: Speech Communication	3	X	X	X	X	X	X	-	-	-
ENG 101: Research and Writing	3	X	X	X	X	X	X	-	-	-
HPR 101: Wellness: Basic Concepts	1	X	X	X	X	X	X	-	-	-
HPR 102: Wellness: Physical Fitness	1	X	X	-	X	X	-	-	-	-
HST 101: Western Civilization	3	X	X	X	X	X	X	-	-	-
<b>Required Areas of Study</b>										
Biblical Studies	3	X	X	X	X	X	X	X <sup>5</sup>	-	-
Cross Cultural Course or Experience	0 - 3	X	X	X	X	X	X	X	X	X
Fine Arts	3	X	X	X	X	X	X	-	-	-
Foreign Language Competency at Intermediate Level	0 - 6 <sup>1</sup>	X	-	-	X	-	-	-	-	-
HPR Activities	2	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	-	-	-
Science course (With or w/o lab component in a 2nd science)	3 - 4	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 <sup>4</sup>	-	X	X <sup>4</sup>	-	-	-	-
Sociology	-	X	X	X	X	X	X	-	-	-
Upper Division Writing Intensive Course within Major										
<b>MINIMUM REQUIRED CREDITS<sup>6</sup></b>										
B.A. Bachelor of Arts	57	51	40.5	57	48	37.5	8	8	8	8

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> Students may fulfill the foreign language requirement by demonstrating proficiency on an examination or by taking college coursework.

<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 an 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.

<sup>6</sup> Students may fulfill the foreign language requirement by demonstrating proficiency on an examination or by taking college coursework.  
<sup>7</sup> Minimum Credits assumes that the CC requirement was met with a 0-credit experience.

# Professional and Pre-Professional Curricula

Although the curriculum of Greenville is not organized for specialized technical or professional training and maintains the liberal arts 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, social work, human services, teaching, and theology, may be obtained from the appropriate academic departments.

Students taking advantage of 3/2 or 3/3 programs, in which two bachelor degrees are earned one from Greenville College and one from a cooperative school, must notify the Registrar of their intent to graduate from Greenville College before transferring. Notification should be in the form of a graduation application.

## Engineering 3/2

A student following the Engineering 3/2 curriculum may receive a B.A. from Greenville College and B.S. with a major in engineering from one of the university engineering schools with which Greenville has a cooperative arrangement. The College established such an 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, chemical, 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 B.A. degree from Greenville College and the second should be the B.S. degree with a major in engineering from the respective university. The student applies for graduation as outlined in the catalogs from the two institutions.

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 courses for the pre-engineering curriculum are listed below. These should be taken along with 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.

CHM 111 General Chemistry I (4 cr)	MTH 217 Multivariable Calculus (3 cr)
CHM 112 General Chemistry II (4 cr)	MTH 218 Differential Equations (3 cr)
CIS 210 Programming and Data Structures I (4 cr)	PHY 120 University Physics I (4 cr)
HST 202 Eastern Civilization (3 cr)	PHY 210 University Physics II (4 cr)
ECON 201 Principles of Microeconomics (3 cr)	PHY 220 University 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-Chiropractic Curriculum

Greenville College students interested in obtaining chiropractic licensure may participate in a 3/3 program with Logan College of Chiropractic. Greenville College students will complete a minimum of 93 semester hours in coursework leading toward a Bachelor of Arts degree with a major in Biology. Coursework at GC must include all general education requirements as stated in the Catalog (COR 401 should be taken during the junior year), and the following courses:

BIO 110 General Biology I (4 cr)	CHM 111 General Chemistry I (4 cr)
BIO 112 General Biology II (4 cr)	CHM 112 General Chemistry II (4 cr)
BIO 115 General Botany (4 cr)	CHM 201 Organic Chemistry I (4 cr)
BIO 340 Cell Biology or	CHM 301 Organic Chemistry II (4 cr)
BIO 370 Basic Ecology (4 cr)	PHY 120C College Physics I (4 cr)
BIO 410 Seminar (2 cr)	PHY 210C College Physics II (4 cr)
Electives and other Biology Courses (0-6 cr)	

Students must apply to LCC one year in advance of their desired entrance date and must complete all required application procedures including submission of a recommendation and a satisfactory interview. Upon completion of the first two 15 weeks trimesters at Logan College of Chiropractic with C's or better a maximum of 34 LCC credits may be transferred to GC toward the completion of the Bachelor of Arts degree at Greenville College.

The acceptance of transfer credits or testing toward completion of bachelor degree requirements shall be governed by current policies of Greenville College. However, no more than 20 credits of required courses and none of the science credits required for admission to LCC may be earned via examination or transfer from another school. Students who earn less than a 3.25 GPA, but at least a 2.50 GPA at Greenville College will be eligible for admission to LCC, and will receive appropriate consideration in the admission process for having completed the GC Pre-Chiropractic Program, but will not receive the assurance of a seat reserved for students earning a 3.25 or higher GPA.

### Pre-Law Curriculum

The Pre-Law program at Greenville College is not a specific course of study, but rather 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 cases, 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.



**Pre-Medicine**  
[www.greenville.edu/content/view/363/83/](http://www.greenville.edu/content/view/363/83/)

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

BIO 110 General Biology I (4 cr)	CHM 111 General Chemistry I (4 cr)
BIO 112 General Biology II (4 cr)	CHM 112 General Chemistry II (4 cr)
BIO 245 Human Anatomy & Physiology I (4 cr)	CHM 201 Organic Chemistry I (4 cr)
BIO 305 Genetics (4 cr)	CHM 301 Organic Chemistry II (4 cr)
BIO 303 Parasitology (4 cr)	CHM 315 Biochemistry (4 cr)
BIO 340 Cell Biology (4cr)	MTH 115 Introduction to Calculus I (4 cr)
BIO 345 Human Anatomy & Physiology II (4 cr)	PHY 120C College Physics I (4 cr)
BIO 360 Microbiology (4 cr)	PHY 210C College Physics II (4 cr)

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

BIO 115 General Botany (4 cr)	CHM 321 Physical Chemistry (4 cr)
BIO 316 Invertebrate Zoology (4 cr)	PHY 192 Electronics (4 cr)
BIO 330 Vertebrate Morphogenesis (4 cr)	PSY 210 Experimental Psychology (3 cr)
CHM 305 Quantitative Chemical Analysis (4 cr)	PSY 320 Physiological Psychology (3 cr)

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-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 through St. John's College of Nursing 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 a biology major. The student in five years then is awarded the B.S.N. degree from St. John's College of Nursing and the B.A. degree with a major in biology from Greenville College.

### Pre-Osteopathic Early Acceptance Program

A.T. Still University (ATSU) comprising of the Kirksville College of Osteopathic Medicine (KCOM) located in Kirksville, MO, offers doctor of osteopathic medicine (D.O.), master of Biomedical sciences (M.S.), or a dual degree D.O./M.S. A.T. Still Scholars, Pre-Osteopathic Program is designed to provide early admission to outstanding sophomore level students who have as their goal to become Doctors of Osteopathic Medicine. The advantage for those students accepted after completing their sophomore year at Greenville College is to have a reserved seat in KCOM's entering class upon graduation. After acceptance to the program, students can spend the last two years at Greenville College meeting graduation major/minor requirements, taking electives, fulfilling internship and/or service opportunities, and otherwise broadening his/her life experiences. Scholars will be awarded an academic scholarship for ATSU, KCOM.

Students may enroll in any major at Greenville College, provided the KCOM entry requirements are met by the designated year of enrollment. Students will apply for admissions to this program after completing three semesters (approximately 45 credit hours). Applications will be available in the spring of their sophomore year, and must be submitted to KCOM by June 1. Applicants will interview during the summer following their sophomore year. Selected students will be awarded reserved admissions to KCOM at the beginning of their junior year.



#### Pre-Nursing

[www.greenville.edu/content/view/364/83/](http://www.greenville.edu/content/view/364/83/)

# Student Schedules

## 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 fall and spring semester. The fall semester typically begins the last week of August and ends immediately before the Christmas vacation. Spring semester typically begins the last week of January and ends the third week of May. Fall and spring semesters consist of 14 weeks of instruction and 3 days of examinations.

In between these two semesters, students return in January for Interterm. Interterm is an intense three-week period when a student focuses on one three credit course. The purpose of 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.

May Term typically begins the on the Monday immediately following Commencement 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. Students are also free to propose independent studies with faculty members or to pursue internships or practica. Independent studies, internships, and practica can follow a schedule that is somewhat different from the regular May Term. Scheduling details for all May Term courses as well as independent studies, etc., are available in the early spring from the Records Office.

## Student Load

Academic credit is measured in semester hours. 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 a GPA of at least 3.00 and special permission of the Dean of the School in which the student is majoring. Faculty advisors consult with every student at least once each semester to ensure that they are making satisfactory academic progress and to help plan their course of study.

## 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: Any student taking courses but not seeking a degree  
FULL TIME: Any student taking at least 12 credits per semester  
PART TIME: Any student carrying less than 12 credits per semester

## Pre-Registration

Pre-Registration days are held in the spring for May Term and the following academic year, including Interterm, for all on-campus students continuing their education at the College. First time freshmen and new transfer students have an opportunity during the summer to pre-register for their courses. New students will complete an advising form, and a team of academic advisors will select appropriate courses for each individual student. Students can pre-register only after meeting with an advisor and obtaining his or her guidance and signature.

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

### **Academic Advising**

Academic advising is a critically important component of the student's education. For that reason, all students at Greenville College are assigned an advisor. Students should make it a priority to meet regularly with this person. Advisors can help students make the adjustment to college life, select a major and courses, and establish goals. They also provide guidance about requirements for attaining professional positions or admittance into graduate school.

The advisor for all first time freshmen is their professor for their "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. 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 pre-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 toward 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 toward 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.

### **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 the instructor's permission. During the second five days of the term, students

are permitted to add a course only with the instructor's permission. After the tenth day of the term, students will not be allowed to add a course unless a student generated petition is approved<sup>3</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 School Dean. 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 or 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; grades of W will not be automatically granted for students not completing a course after the withdrawal date in any term. During Interterm and May Term, dropping is permitted during the first two days of the term. Withdrawing is permitted from day three to ten for Interterm and May Term.

Adult Degree Completion and Graduate students may also drop and withdraw from classes. Policies regarding dropping and withdrawing for degree completion and graduate can be found in the student handbook. Students can withdraw from practica, research projects, or thesis courses up to three weeks prior to the end of the term. After this, students may not withdraw and will receive whatever grade the instructor deems appropriate.

Students cannot withdraw from a course simply by informing an instructor of their plans or ceasing to attend class. Non-attendance will result in a failing grade for the course.

Exceptions to this policy will only be permitted in unusual 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 appropriate School Dean.

### **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, Days 3 – 10 of May Term
How do I do this?	Get the "Change of Registration" form from the Records Office. Fill in the appropriate information. Obtain advisor's signature. Turn in the completed form to the Records Office by the drop deadline.	Get the "Withdrawal Form" from the Records Office. Fill in the appropriate information. Obtain advisor's and course instructor's signatures. Turn in the form to the Records Office by the withdrawal deadline.
Will the course appear on my transcript?	No	Yes, with a grade of W

<sup>3</sup> Select music ensembles, lab bands, newspaper or yearbook production, or courses related to theatrical participation are exempt from this policy and may be added after the first ten days of classes with signatures of the instructor and advisor.

Will this affect my GPA?	No	No
Will it reduce the number of credits for which I am registered?	Yes	No
Will this change the amount I am charged for tuition?	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

### **Instructor-Initiated Drops or 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. This policy is designed to help remind students of their academic commitments.

The recommendation must be made in writing to the registrar or the Dean of the appropriate school when the instructor seriously questions the student's intent to pursue the course, or when disorderly conduct on the part of the student negatively affects the student, others, or the instructional environment. 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.

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. Instructor-initiated withdrawals after the sixth week of a semester (or sixth day of Interterm and May Term) require a special petition on the part of the instructor. 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.

Students may appeal any instructor-initiated drop or withdrawal. Appeals for reinstatement into a class must be submitted in writing to the Dean of the appropriate school 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 from which they are enrolled must, unless they qualify for an administrative withdrawal (see next section), personally drop or withdraw from their courses in writing. Students cannot drop or withdraw simply by informing an instructor of their plans or ceasing to attend class. The procedures for this are described in the earlier sections on "To Drop a Course" and "To Withdraw from a Course."

Traditional and UTEP students who act early enough, no courses for that term will be recorded on the student's transcript. If the student acts after the end of the drop period but before the end of the withdrawal period all courses will be recorded on the transcript with a grade of W. Students

leaving school after the withdraw date but before the end of the term will receive the grades for the courses in which they were enrolled as the instructor deems appropriate; grades of W will not be automatically awarded.

Adult Degree Completion or Graduate students who officially withdraw in writing before attending the third class of the term (for students who enroll in an entire term) or before attending the third class of any course (for students who enroll in only one course) will result in no recording of grades for the term/course. Students who withdraw from a term or course after the third class will not have their registration canceled. The course will remain on the student transcript and a grade of W recorded.

Any student 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 unable to initiate 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 through an obituary or other evidence.
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 the 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."

## **Graduation Policies**

### **Participating in Commencement Ceremonies**

Degrees are awarded and diplomas are distributed in January, May, August, and December of each year. A single commencement ceremony is held in May. Students completing graduation requirements in January may participate in the upcoming May commencement ceremony. Students completing requirements for graduation in August or December may participate in a commencement ceremony the following year with the following exceptions

- Students (other than education majors) who have completed all requirements for graduation but lack four credit hours or fewer of coursework, or who need only to complete a practicum or internship, may participate in commencement if a graduation application has been filed presenting a plan to complete no more than four additional credit hours of coursework, or a practicum or internship of up to eight credits, by August 15<sup>th</sup> of the same year as commencement. Students presenting this plan must meet the following criteria:
  - All graduation requirements must have been completed with the exception of either

- a) Four or fewer credits of coursework, or
  - b) A practicum or internship of up to eight credits.
- Pre-register for summer work by May 1 of commencement year.
- Grade point average must be at least 2.0 at the time of commencement.
- No grade of incomplete from a prior semester may be carried at commencement.
- All financial obligations to the College must be met no later than two days prior to the commencement ceremony.
- Education students (traditional and off-campus) may participate in commencement and return for the fall semester to complete the professional semester\* only, to meet state certification standards. Students presenting this plan must meet the following criteria:
  - All graduation requirements must have been completed with the exception of the professional semester<sup>4</sup>.
  - Pre-register for the professional semester\* by May 1 of the commencement year.
  - Grade point average must be a minimum of 2.75 at the time of commencement.
  - No grade of incomplete from a prior semester may be carried at commencement.
  - All financial obligations to the College must be met no later than two days prior to the commencement ceremony.

All students are expected to participate in the commencement ceremony. Those who find that they cannot participate must request to graduate *in absentia* on the graduation application or in writing to the Registrar by April 15.

All academic requirements and financial obligations must be met to receive a diploma. To be eligible for academic honors at commencement, students must have completed all requirements. Students participating in the commencement ceremony who have not completed all graduation requirements will have academic honors reflected on the transcript when all requirements are completed at the next regularly scheduled date for conferral of degrees.

### Graduation Application Procedures

All undergraduate and graduate students wishing to earn a degree from Greenville College must submit an application and pay the graduation fee even if they do not plan to participate in commencement ceremonies.

Traditional students may obtain a graduation applications from the Records Office. Applications are due by September 15 whether students intend to graduate in December, January, May, or August. Students seeking to graduate must submit an application even if they do not plan to participate in commencement ceremonies. Seniors studying off-campus during the fall semester must also submit their graduation application by September 15 or prior to departure to their off-campus destination.

Non-traditional and/or off-campus students can acquire a graduation application from either the Records Office or their respective school. Greenville College Opportunities for Adult Learning students will complete their graduation application during term three. Students in the

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4 Education Professional Internship Definitions:

Elementary Education Majors

- EDU 400 Early Experience
- EDU 401 Clinical Practice Elementary K-9
- Student Teaching
- Seminar

Special Education Majors

- EDU 400 Early Experience
- Student Teaching
- Seminar
- EDU 451 Methods and Materials for Special Education (in exceptional cases)

Early Childhood Education, Physical Education, Music Education, and all Secondary Education Majors

- EDU 400 Early Experience
- Student Teaching
- Seminar

Undergraduate Teacher Education Program (UTEP) must also submit their graduation application by September 15 regardless of their intended graduation date. Graduate level students planning to graduate in December, January, or May must submit a graduation application no later than September 15, August graduates must apply for graduation prior to March 15. Students wishing to participate in a ceremony should wait for the following May Commencement Ceremony.

## Educational Records

### Grades

Students receive letter grades in most courses. The letters correspond with the following descriptions:

- A—Superior scholarship
- B—Scholarship distinctly above the average
- C—Satisfactory achievement
- D—Passing quality
- F—Failure/Unsatisfactory

### Alternative Grades

Audits: Audited courses appear on the transcript with either a grade of T (successful audit) or N (unsuccessful audit). Students who audit courses receive no college credit and grades for audited courses do not affect the student's GPA. See "Auditing" on p. 59 for more information.

Incompletes: A student may request or faculty may assign grades of "I" when work for a course is incomplete at the end of the term and the cause of the delay was out of the student's control (i.e. illness, accident, family emergency, etc.). The awarding of an I is not given for simple negligence or inability to complete the work on time. Incompletes may only be given when the instructor and the student have arrived at a plan for work to be completed. A Grade Completion Contract, a written plan for completion of all work, must be submitted to the Records Office at the end of the term. The grade may be changed to any other grade by the end of the following semester or term. Unless the instructor submits another grade based on previously submitted coursework, a grade of F will automatically be assigned. The Registrar must approve extensions beyond the close of the following term. Students with an incomplete grade at the end of a semester are ineligible to be recognized on the Dean's List.

Pass/Fail Courses: Some courses such as student teaching or other practica are graded on a pass/fail basis. Students may also elect to take other courses on a pass/fail basis. 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.

A passing grade is indicated by the letter S (for satisfactory), and may be assigned when academic work was at least at the C- level. A failing grade is indicated by the letter U (for unsatisfactory) and indicates work at the F or D level. All courses recorded with S grades count toward graduation; courses with U grades do not. In either case, the credits do not affect the GPA.

Withdrawals: Students withdrawing from a course receive a grade of W regardless of the quality of their work.

### Grade Points

For the purpose of determining scholastic standing and awarding honors, course grades are converted to numbers referred to as grade points. Grade points are assigned as follows:

Grade	Grade Points	Grade	Grade 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	0.0

Alternative grades such as T, N, I, S, U, and W do not have grade points associated with them.

The Graduate program does not award grades of D or offer +/- associated with other grades.

### Grade Point Average

Grade point average (GPA) is a standard measure of academic achievement of courses a student has completed. GPA may be computed for a student over any number of semesters or any subset of courses, such as those in a major.

Grade point averages take into account three things: grades in each course, the number of credits in each course, and the total number of graded credit hours. To compute GPA, grades are converted to grade points and then multiplied by the number of credit hours in a course. This allows courses carrying more credit to impact GPA more heavily than courses carrying little credit. For example, an "A" in a four credit course has more of an impact on GPA than an "A" in a one credit course. The product of grade point multiplied by course credit creates a value referred to as a *quality point*. GPA is the sum of quality points divided by the sum of credit hours that have been graded:

$$\text{GPA} = \frac{\text{Total Quality Points}}{\text{Total Graded Credit Hours}}$$

The College GPA is computed only on courses taken in residence at Greenville. For courses that are repeated, only the highest grade received affects GPA. If a course is repeated outside of Greenville College and transferred back, only the grade taken at GC (even if it is lower) will affect GPA. GPA is not influenced by grades in audited or pass/fail courses, those courses currently incomplete, or courses from which students have withdrawn.

### Grade Reports

Grades are submitted by instructors two times each term. Students with grades of D or F six weeks into the semester are notified by letter of their low grade with the intent to encourage them to improve before the end of the term. Student end of the term grade reports are only available on the internet at <http://studentreporting.greenville.edu>.

### Transcripts

Upon written request of a student, the Records Office will issue an official transcript of credits. It is preferable that a student request a copy of their transcript on the web at <http://www.getmytranscript.com>

A student may also request a copy of their transcript by mail (see address in table below), by fax (618-664-9775), or in person at the Records Office. When ordering a transcript by mail or fax, please include proper payment for the services requested (see table below). Checks, money orders, and credit cards are accepted. Cash will be accepted for students ordering transcripts in person.

Students (current and former) with unpaid tuition accounts or delinquent Greenville College loan accounts (including the Federal Perkins Loan program) will not be furnished a transcript or receive a diploma until their tuition account is paid in full and/or their school loan account is current.

	<b>On the web</b> <a href="http://www.getmytranscript.com">http://www.getmytranscript.com</a>	<b>By Mail</b> Records Office Greenville College 315 E. College Ave. Greenville, IL 62246	<b>By Fax</b> 618-664-9775	<b>In Person</b> in the Records Office
24 Hour Processing (Former and Current Students)	\$25	\$25	\$25	\$25
Processing within 5 days (Former Students)	\$8	\$8	\$8	\$8
Processing within 5 days (Currently Enrolled Students)	\$8	\$3	\$3	\$3

Unofficial transcripts are only available to currently enrolled students. Students may access and print their unofficial transcript from their student information web page.

## Access to Educational Records

Greenville College maintains educational records on all enrolled students. Educational records are all records related to students and maintained by Greenville College or by any party acting on behalf of Greenville College. These can include but are not limited to grades; application materials; honors, probation, or dismissal records; records related to the student's living or taking classes on campus; records of judicial proceedings; and other information that may be accumulated during the student's educational process. Educational records do not include student health or counseling records, employment records, alumni records, or records created by individual employees or agents of the College that are their sole possession and not accessible or revealed to anyone except possibly a temporary substitute for the maker.

A federal statute called the Family Educational Rights and Privacy Act (FERPA) grants students certain rights with regard to their educational records and governs the release of and access to educational records. Greenville College accords students all rights granted under FERPA.

FERPA gives students the right to inspect and review information contained in their educational records, to challenge the contents of their educational 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 Records Office at Greenville College has been designated by the institution to coordinate the inspection and review of procedures for student educational records, which include admissions, personal, and academic files. Students wishing to review their educational records must give a written request to the Registrar listing the item or items of interest. Only records covered in FERPA are made available within 45 days of the request.

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 educational 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.

Students, parents, and other interested parties should be aware that not all educational records are treated alike. Some are confidential and some are not. Information that is not confidential is called directory information. In contrast to confidential information, directory information can be freely published or made available to interested parties.

The College has defined the following as directory information: the student's name, parents' names and addresses, campus and home addresses, electronic mail address, telephone numbers, date and place of birth, participation in officially recognized activities and sports, dates of attendance, enrollment status (e.g. undergraduate or graduate, full time or part time), major field of study, 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 Records Office within the first two weeks of a semester. Signed statements restricting the release of directory information expire at the beginning of each fall semester. If students do not restrict the release of directory information, Greenville College may make public or release such information to third parties at its discretion.

All educational records that are not considered directory information are confidential. Confidential information is released or accessible only to certain parties. According to FERPA, these confidential records may be released only to the student him- or herself, parents of students who have demonstrated that they claim the student as a dependent on their federal income tax form, other parties when a student requests a release of such information to the College in writing, or in compliance with a subpoena. Parents can demonstrate that they claim a student as a dependent on a federal income tax form by providing a copy of federal tax form 1040 to the Records Office for the most recent tax year. Parents must supply the tax form to the College annually. Evidence that a parent claims a student as a dependent expires on April 15 of each year.

Under FERPA confidential records are accessible to personnel acting in the student's direct educational interest or to others in the case of an emergency in which access to educational records may help protect the health or safety of students or other persons. Personnel acting in the student's educational interest may include those employees in administrative, supervisory, academic, research, or support staff positions; a person or organization with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. No other party shall have access to, nor does the institution release any confidential information from students' education records without the written consent of the student.

Students have the right to file a complaint concerning alleged failures by Greenville College to comply with the requirements of FERPA with the U.S. Department of Education at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

(Adapted from American Association of Collegiate Registrars and Admissions Officers. *The 2001 AACRAO FERPA Guide*. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers.)

## Academic Honors and Awards

### Dean's List

A list of those students who achieve semester academic honors is prepared for the Office of Academic Affairs at the close of each semester. To qualify for the Dean's List a student must:

1. Successfully complete a minimum of twelve hours for the semester,
2. Meet the minimum semester GPA of 3.5 for students who have completed between 12 and 29.5 (freshmen status) credits at the end of the semester, or 3.7 for all other students, and
3. Not carry an incomplete grade at the end of the semester (when grades are dispersed).

Students enrolled in the Undergraduate Teacher Education Program (UTEP) meeting the stated semester requirements are eligible for semester honors. Successful completion of pass/fail

courses (i.e. student teaching) will count in the total hours earned. Students studying off-campus in a program not taught by Greenville College instructors are not eligible for semester honors.

## College Scholars

College Scholars are students who have been named to the Dean's List for multiple semesters. Students who have been on the Dean's List three consecutive semesters qualify. 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

Students who complete and defend a departmental honors thesis are eligible for departmental honors. This honor is announced at commencement and is also recognized in the spring Academic Awards Assembly. Copies of all student theses are bound and housed in the College library.

Departmental honors require at least two semesters of research and writing resulting in a completed thesis that is approved by a three-member faculty committee after an oral examination. Students seeking to receive this honor at commencement must also:

- a. Maintain a GPA of 3.00 for all college work and work done in their major. 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 grade point average during their senior year.
- b. Secure the approval of the head of the department chosen for honors work and notify the Office of Academic Affairs of the intention to enroll in departmental honors two weeks after the first day of class of the fall semester of the senior year. This program may be initiated only within the candidate's major field of study.
- c. Take at least two semesters of honors thesis credit. Students may begin honors research in the second semester of the junior year by taking **HON 389 Junior Departmental Honors Research**. Seniors take **HON 489 Senior Honors Research** and **HON 490 Departmental Honors Thesis**. The Departmental Honors Thesis Project may be pursued for zero to two (0-2) credits per semester (two credits per semester is preferred). Under some circumstances when students will be away from campus for approved semester experiences, they may begin their Departmental Honors Project sequence a semester early. Expectations of these courses and further details are described in the "Instructions for Preparation of Departmental Honors Theses" available from the Departmental Honors Coordinator or the Greenville College website.
- d. Meet all deadlines. By April 1, senior candidates must submit a computer printed thesis on the topic assigned for study and investigation to their thesis committee. In early-to-mid April, students must appear before the committee for an oral examination. Final binded copies are due three weeks prior to graduation. Compliance with all deadlines allows thesis projects and honors to be listed in the Commencement program.

Students whose completed theses are approved by their committees later than the deadlines can have honors noted on the transcript only.

## Honors Societies

Membership in the **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.

**Beta Beta Beta**, a national honor society for students of biological sciences, promotes scholarship, the understanding of scientific truth, and research. The Greenville College GAMMA GAMMA chapter has been active on our campus since 1957. Membership is open to any biology major with a 3.0 GPA in their biology classes and a 2.5 GPA overall.

**Kappa Delta Pi** is an international education honors society for students who have completed 31 credit hours; have completed or have programmed 12 hours of Professional Education courses; and have a minimum GPA of 3.25 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 the National Communication Honors Society for students who have completed 60 credit hours, have completed 12 hours of communication or media promotions courses, have a minimum GPA of 3.25 for all courses taken, and a 3.25 GPA in communication courses and media promotions major courses.

**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 both socially and intellectually. Over 220 history students have been inducted into Phi Alpha Theta during the past forty years.

**Psi Chi** is a national honors society for students majoring or minoring in psychology. Membership is open for students who have completed three semesters of college credit, have completed a minimum of nine hours of psychology courses, and have a minimum of a 3.0 GPA overall and in the major. Transfer students must complete one semester at GC before being eligible for membership.

### The Honors Program

In addition to qualifying for individual academic honors, students, regardless of their major, who meet the eligibility criteria<sup>5</sup> may apply for admission to The Greenville College Honors Program. This academic program was established in 1995 to provide a “value-added” dimension to the excellent, Christ-centered education students regularly receive at Greenville College. The Honors Program consists of a blend of enriched sections of several general education classes<sup>6</sup>, special honors seminars (see HON in the course listing that follows), and experiential learning opportunities offered in an enhanced educational environment that strive for small class sizes to encourage total student participation, facilitate spirited discussion, and promote greater student-faculty interaction. Outside the classroom, the Honors Programs offers a co-curricular program consisting of diversified cultural, social, and educationally-oriented activities and events developed especially for program members. The Honors Program encourages its members to be persons with multi-dimensional interests who participate in a wide range of College sponsored events, activities, and organizations.

Students admitted to The Honors Program automatically become members of The Honors Society, the student organization within the program which elects officers who assist with the planning and implementation of the aforementioned activities and other community building opportunities.

<sup>5</sup> The eligibility criteria for membership are based on the ACT/SAT score, high school grade point average, class rank and a writing sample. Check with the Director of The Honors Program for the current requirements and an application.

<sup>6</sup> Honors sections of general education courses presently include: COM 101H Honors Speech Communication, COR 101H Honors Foundations in the Liberal Arts Tradition, COR 102H Honors Christian Thought and Life, ENG 101H Honors Research and Writing, ENG 243H Honors Masterpieces of World Literature, HST 101 H Honors Western Civilization, PSY 101H Honors General Psychology, SOC 101H Honors Principles of Sociology. Plans are in process to expand the number of Honors sections to other general education courses. Also, members may earn “honors credit” in a regular course by means of an Honors Option which is a contractual agreement with the instructor to engage in learning activities that qualitatively enrich the content and/or the experiences beyond those expected of other members of the class.

The Greenville College Honors Program strives to emulate the guidelines, "Basic Characteristics of a Fully-Developed Honors Program," developed by the National Collegiate Honors Council. It, also, cooperates with member institutions of the Council of Christian Colleges and Universities by encouraging GC students to participate in one of the nearly twenty semester-long academic programs coordinated and promoted by CCCU that are offered at off-campus sites, both domestic and abroad. Locally, The Honors Program is administered by a director who is assisted by an Honors Council composed of faculty and students.

To graduate with Honors Program recognition, students must fulfill the requirements of their academic major, earn a minimum of 25 credit hours of honors work, maintain a cumulative grade point average of 3.50 and complete a Departmental Honors Thesis under the supervision of a three-person faculty thesis committee. Graduates of the Honors Program are awarded a special medallion and receive recognition at commencement and on their transcript.

For additional information about The Honors Program, contact the director's office located in Ruby Dare Library, Room 215, or telephone (618) 664-6610.

### **Honors Awarded at Graduation**

By vote of the faculty, **cum laude** may be awarded at commencement to those students who have attained high distinction (3.50 GPA overall) in general scholarship during the last two years of their college coursework. To be eligible for cum laude honors a student must have successfully completed a minimum of 12 hours each semester in residence at Greenville College for their last four semesters. These two years may include one semester of coursework in an off-campus study program approved by Greenville College or the CCCU and/or the professional semester for education majors. For honors to be announced at graduation, all degree and major requirements must be complete. Students completing requirements after commencement will have honors held and posted on their official transcript.

**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. To be eligible for magna cum laude or summa cum laude honors a student must have taken coursework at Greenville College for their last four semesters of college and have carried at least 12 hours per semester for seven semesters of college work. The two years of work at the College may include one semester of coursework in an off-campus study program approved by Greenville College or the CCCU and/or the professional semester for education majors. A grade 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 a departmental honors thesis.

Students in the Undergraduate Teacher Education Partnership program are eligible for academic honors at graduation. Final honors are determined when all requirements have been met for the degree. Graduation honors of **cum laude** will be awarded to students who have a cumulative grade point average of 3.50 for the last 60 credit hours of graded college level coursework. Both transfer college and Greenville College work will be considered in computing the GPA for honors eligibility. High honors of **magna cum laude** will be awarded to students who attain an average of 3.85 or higher grade point average on all college level coursework (including transfer work).

Students in the Adult Degree Completion program are also eligible for academic honors at graduation. Final honors are determined when all requirements have been met for the degree. Graduation honors of **cum laude** will be awarded to students who have a cumulative grade point average of 3.50 for the last 60 credits hours of graded coursework accepted towards the student's degree. High honors of **magna cum laude** will be awarded to students who attain an average of 3.85 or higher grade point average on all coursework (including transfer work) accepted towards the student's degree.

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, including minimum course load or have completed less than three semesters at Greenville College, 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.

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.

Students completing a graduate level program do not qualify for academic awards at graduation.

## Academic Standards

### Satisfactory Academic Progress, Probation, and Dismissal

Students must maintain a cumulative GPA of 2.00 or higher to graduate. Students falling below that average will be placed on academic probation or dismissed.

Though a GPA of at least 2.00 is typically required, there are some exceptions. These exceptions are as follows:

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 1.75 or higher.
2. 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 1.75 or higher.

Note: Any student with a GPA above the appropriate threshold who has a semester GPA of 1.00 or below will be placed on probation

A student is removed from academic probation when the cumulative GPA and the semester GPA meet the above criteria at the end of the fall or spring semester or Interterm.

Students on probation must develop **learning contracts** in consultation with an advisor. The learning contract details steps they will take to raise their academic record. Students who default on this contract may be dismissed. The contract may include any of the following: restrictions on academic and non-academic activities; requirements for attendance at study sessions; required meetings with a faculty advisor; required tutoring or study sessions with an upper division student; the retaking of certain classes; and requirements that academic performance meet a certain level during the upcoming semester.

A student facing a third semester of academic probation will be dismissed. However, *any student on or eligible for academic probation may be dismissed*. First semester freshmen who have a cumulative GPA of 0.00 will be automatically dismissed. Students who are dismissed may appeal the decision in writing to the Appeals Committee of the Interschool Academic Council; if the dismissal is sustained by the Committee, their decision may be further appealed to the Vice President for Academic Affairs. Details on the appeal process will be included in all dismissal letters. Dismissed students whose appeals are denied or who do not appeal must wait at least one semester before applying for readmission to the College. Any students who have been dismissed will be continued on probation if their appeal is accepted or if they are subsequently readmitted.

### Satisfactory Progress to Graduation and Eligibility for Intercollegiate Athletics

Student athletes must successfully comply with the following criteria in order to make satisfactory progress towards graduation and to be eligible for intercollegiate athletics at Greenville College. This policy is in addition to NCAA enrollment requirements for students athletes competing in

intercollegiate athletics (admission and full time enrollment guidelines).

Students failing to make satisfactory progress could continue as students, but would not be allowed to practice or compete in the college's intercollegiate athletic program.

#### **Student athletes enrolling as freshmen**

1. Prior to competing in the second year of competition, the student athlete shall successfully complete 26 semester credit hours of coursework.
2. Prior to competing in the third year of competition, the student athlete shall successfully complete 52 semester credit hours of coursework with a cumulative grade point average of 2.0 or higher.
3. Prior to competing in the fourth year of competition, the student athlete shall successfully complete 78 semester credit hours of coursework with a cumulative grade point average of 2.0 or higher.
4. Enrollment will be in courses leading towards completion of the general education requirements, one or more majors, and appropriate electives.
5. Student athletes shall progress at a rate that allows completion of degree requirements within no more than 10 semesters of full time enrollment.

#### **Student athletes enrolling as transfer students**

1. Student athletes transferring to Greenville College will successfully complete a minimum of 26 semester credit hours in the first year of enrollment with a minimum cumulative grade point average of 2.0 in order to be eligible for the next year of competition.
2. In years following the first year of enrollment, student athletes who transferred to Greenville College shall successfully complete a minimum of 26 semester credit hours with a cumulative grade point average of 2.0 or higher.
3. Enrollment will be in courses leading towards completion of the general education requirements, one or more majors, and appropriate electives.
4. Student athletes shall progress at a rate that allows completion of degree requirements within no more than 10 semesters of full time enrollment.

#### **Exceptions and adjustments to the policy**

Exceptions to the policy can be appealed to a sub-committee of the Academic Affairs Committee. This committee is responsible to work with the faculty athletic representative, student athlete, and the faculty advisor to develop a graduation plan. The plan must comply with the general education requirements, major requirements, and NCAA rules.

## **Student Support Services**

### **Student Success Center**

The Student Success Office exists for the sole purpose of helping students succeed in college. The office is located on the main floor at the north end of the Ruby E. Dare Library. This office helps students (1) navigate the various offices and systems on campus, (2) find the campus resources they need, and (3) set effective goals. Students who are frustrated in their efforts to get help with various college related problems or who find themselves in academic difficulty should seek out the Assistant Dean for Student Success at 618-664-6611.

The Student Success 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 Student Success 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
- Accountability
- Limited Services for Students with Disabilities

### Services for Students with Disabilities

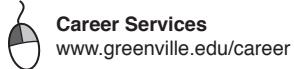
The Student Success Center strives to provide strong academic support services for all students who require specialized accommodations. This includes students with physical and learning disabilities. The Student Success Center makes accommodations based on the student's individual needs to the best of the Colleges' resources. The Student Success Center 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 Student Success Center 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 must have official documentation on file with the Student Success Center. This documentation may be a letter from a physician or qualified professional on letterhead or a report from the student's last psychological evaluation no more than three years old. A list of accommodations that the student has used in the past would be helpful in planning for the student's educational needs.

### Career Services



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 résumé writing, interviewing skills, and job search strategies. In the Career Resource Center, students can obtain information about occupations, career fields, résumé writing, job search strategies, interviewing techniques, graduate schools, employer information, and job openings. Full time, part time, co-op, internship, and summer employment opportunities are posted by the office. Students interested in exploring career related interests, and in gaining professional work experience, can participate in 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 <http://www.greenville.edu/career>. The Office is located in the Ruby E. Dare Library.

### Office of World Outreach & Missions

The Office of World Outreach & Missions exists to mobilize students, faculty, and staff for responsible and sustainable acts of compassion worldwide, offering hope through a holistic approach to those in need. This office pursues the development and implementation of short term mission partnerships and projects, and coordinates the many logistical factors involved with sending students overseas. Issues of liability, finances, and cross-cultural training for short term missions are also managed by the World Outreach & Missions staff. The Office is located in the Ruby E. Dare Library.

# Alternative Means of Earning College Credit

## 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 Equivalency</u>	<u>Passing Score</u>	<u>Credits</u>	<u>Course</u>
Art: History	3,4,5	3	ART 251
Biology	3,4	4	BIO 110
Biology	5	8	BIO 110, 112
Chemistry	3,4	4	CHM 111
Chemistry	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	ECON 201
Economics: Macro	3,4,5	3	ECON 202
English Language & Composition	3,4,5	3	ENG 101
English Literature & Composition	3	3	ENG 101
	4,5	6	ENG 101, 201
European History	3,4,5	3	HST 101
French Language	3,4	3	FRN 101
French Language	5	6	FRN 101, 102
French Literature	3,4,5	3	FRN 199
German Language	3,4	3	GER 101
German Language	5	6	GER 101, 102
Government & Politics United States	3,4,5	3	POL 210
Mathematics:			
Calculus AB	4,5	4	MTH 115
Calculus BC	3	4	MTH 115
	4,5	8	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	5	4	PHY 120
Physics C: Mechanics	5	4	PHY 120
Physics C: Electricity & Magnetism	5	4	PHY 120
Psychology	3,4,5	3	PSY 101
Spanish Language	3,4	3	SPN 101
Spanish Language	5	6	SPN 101, 102
Spanish Literature	3,4,5	3	SPN 199
U.S. History	3,4,5	3	HST 201

## College Level Examination Program

Students at Greenville College may attain credit for coursework by passing the College Level Examination Program (CLEP) tests. CLEP tests may be taken at Greenville College or at any educational institution participating in the CLEP program. Students who take tests at other institutions should have their scores sent directly to Greenville College. A fee may apply for placing credit by examination onto a transcript (see p.21). Credit earned by examination will be recorded on the transcript, but no grade is assigned. Therefore, credit earned by examination has no effect on the student's grade point average.

A student may not secure credit by examination after auditing or receiving a failing grade in the corresponding course. Subject examination credits may be applied to major requirements. Credit by examination does not count toward the residency requirements of the College. Credit earned by examination at another accredited college or university where the student was fully matriculated will be accepted for transfer to Greenville College on the same basis as other regularly earned credit. Thirty-two hours of credit by examination is the maximum allowed to count toward degree requirements. Students interested in taking a CLEP test should contact the Director of Counseling Services in the Student Success Center for more information.

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

Subject Examination

Humanities

Mathematics, College

Natural Science

Applicable Course

ENG 201 Introduction to Literature

HUM 211 Introduction to Fine Arts\*

MTH 105 Mathematical Ideas

BIO 108 Environmental Science and  
Stewardship

PHY 102 Energy and the Environment\*

\*Credit will be awarded for HUM 211 and for PHY 102 for scores of 60 or above for the respective exam.

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

Subject Examination

Accounting, Principles of  
American Government

Biology, General

Chemistry

French, College

History of the U.S. I: Early Colonization to 1877

History of the U.S. II: 1867 to present

Human Growth & Development

Information Systems and Computer Applications

Literature, Analyzing and Interpreting

Macroeconomics, Principles of

Microeconomics, Principles of

Psychology, Introductory

Sociology, Introductory

Spanish, College

Western Civilization I: Ancient Near East to 1648

Western Civilization II: 1648 to present

Applicable Course

ACCT 101 Financial Accounting

POL 210 American Government

BIO 110, 112\* General Biology I

CHM 111, 112\* General Chemistry

FRN 101,102\*\* Elementary French

HST 201 American History

HST 201 American History

PSY 212 Developmental Psychology

CIS 105 Computer Fundamentals

ENG 201 Introduction to Literature

ECON 202 Macroeconomics

ECON 201 Microeconomics

PSY 101 General Psychology

SOC 101 Principles of Sociology

SPN 101, 102\*\* Elementary Spanish

HST 101 Western Civilization

HST 101 Western Civilization

\*A score 60 or above qualifies for eight hours of credit.

\*\* A score of 52 for French and 54 for Spanish qualifies for six hours of credit.

**Credit by Proficiency**

Students who have taken advanced courses in high school but have not had the opportunity for Advanced Placement testing may receive college credit by proficiency if the following conditions are met:

1. The courses must be clearly identifiable as sequential. Beginning college courses in biology, chemistry, mathematics, physics, music, and foreign language fall into this category. Each department will determine if courses are eligible.
2. For a student to receive credit for a course(s), the student must pass the subsequent course with a grade of B- or better.
3. The department must recommend proficiency credit be awarded to the student.

A credit posting fee may apply for placing credit by proficiency onto a transcript (see p.22) for details on credit posting costs). Proficiency credit will be recorded on the transcript, but no grade

is assigned and has no effect on the student's grade point average. Proficiency credit does not count toward the residency requirement.

## **Placement Examinations**

Three academic departments give placement examinations at the beginning of the school year and waive course requirements for acceptable scores. These include the mathematics department, the language, literature, and culture department (for foreign languages), and the music department (for theory placement). Students seeking more information on waiving requirements through these examinations should communicate with the heads of the respective departments.

## **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 of academic work per credit must be completed under the supervision of a professor. Independent study offers students the opportunity to explore areas that may develop into a departmental honors project.

## **Cooperative Education**

Cooperative education programs (co-ops) are designed to integrate academic learning with work experience. A co-op is an experiential learning opportunity appropriate for students who want to explore their career interests. Full time students who have earned 28 or more credit hours and have a minimum GPA of 2.0 are eligible to enroll. Students may choose to work part or full time during the academic year or summer.

The Career Services Office coordinates all co-ops. The director of career services can help advise students on effective co-ops and help them find suitable placements. The Career Services Office also coordinates the Illinois Board of Higher Education Cooperative Education Program Grant which helps to fund co-ops for Illinois resident students working in Illinois. The director can be reached at 618-664-6613.

Students must register for at least two credits per co-op experience, and may earn a maximum of 12 co-op credits during their college career. Students must enroll in either the Career Services co-op course (GS 298) or the internship/practicum course for their respective academic program (such as COM 405, MGT 405, PSY 405, for example). Internship or practica credit must be approved by the appropriate department. Departmental requirements vary; see the Practicum/Internship statement under "Undergraduate Course Listings" on p. 120.

## **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 and no credit towards graduation is earned. Audited courses appear on the transcript with either a grade of T (successful audit) or N (unsuccessful audit). These transcript codes for audited courses do not affect the student's GPA. A student who finds it necessary to drop an audited course may do so at anytime during the semester, and no record of the audited course will appear on the transcript.

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 \$25 for every credit over 17 hours. Part time students will be charged \$35 per audited credit.

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

# Off Campus Semester Programs

Students are encouraged to spend some time during their college career in an off-campus or cross cultural setting. Numerous opportunities are available within the US, Africa, Asia, Australia, Central America, and Europe, through the Council for Christian Colleges & Universities. The Christian College Consortium affiliate institutions provide further options. Details about many programs are given below. In addition to the programs listed in the Catalog, students may also find programs of their own choosing. Programs or courses of study not listed in this section of the Catalog must be approved by the off-campus study committee before students will be allowed to gain credit and/or carry financial aid through Greenville College.

Students wishing to pursue off-campus study must complete the Off-Campus Study Intention Form, available from the Director of Multicultural and Cross Cultural Affairs (618-664-7114). Application forms are due by October 1 for students wishing to study off-campus at non-GC programs during Interterm or the spring semester. They are due by March 1 for students wishing to pursue any off campus study during the following fall semester. The committee will inform students applying for programs other than those listed in this section of the Catalog whether their intended off-campus coursework has been approved for GC or transfer credit. Federal and state aid can be carried to all programs listed in this section of the Catalog and other GC-approved off-campus programs. Greenville College aid may be available as determined by the off-campus study committee; see p.27-28 for more details about costs of off-campus study.

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 Director of Multicultural and Cross Cultural Affairs .

In the programs listed below students will remain enrolled through Greenville College. Costs for all off-campus programs will be the greater of Greenville College's tuition, standard room and board or the program's tuition, room and board. Some programs require additional travel costs.

Students wishing to participate in an off-campus study program not listed below or not offered within either the CCC or CCCU partnerships may be charged a non-refundable \$500 fee. This fee covers administrative costs associated with financial aid distribution, transcript course and grade posting.

Individual courses within the off-campus study programs are subject to change. Please consult the program catalogs available from the Director of Multicultural and Cross Cultural Affairs 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.

## Council for Christian Colleges & Universities' Programs

### American Studies Program

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. Greenville College has an endowed scholarship that can help support students admitted into this program. This scholarship is awarded on a competitive basis.

### **Australian Studies Center**

The Australian Studies Center is available to students in partnership with the Council for Christian Colleges & Universities. Students attend Wesley Institute, an evangelical Christian community, in Sydney, Australia. Students choose from a comprehensive selection of performing arts courses, take theology courses and live with an Australian family. Students have the opportunity to travel within the country and experience Australian culture firsthand.

### **China Studies Program**

The China Studies Program of the Council for Christian Colleges & Universities enables students to experience 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, and is based in Xiamen University in the Fujian Province. 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.

### **Contemporary Music Program**

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.

### **Latin American Studies Program**

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**

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**

This program, based in Cairo, Egypt, allows Council for Christian Colleges & 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**

Students in the Council for Christian Colleges & University's Russian Studies Program 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.

### **Scholarship & Christianity In Oxford**

The CCCU offers a variety of programmes and services in Oxford. Collectively, these efforts are coordinated by the centre for Scholarship & Christianity In Oxford, the UK arm of the Council. SCIO provides teaching, service, and support for The Scholars Semester in Oxford, the Oxford Summer Programme, and the John Templeton Oxford Seminars on Science and Christianity (a faculty programme).

### **Uganda Studies Program**

The Uganda Studies Program is a partner program of the Council for Christian Colleges & Universities. The Uganda Studies Program gives students an opportunity to live and study in East Africa. The students live and study at Uganda Christian University. Students take core courses focusing on religion, culture, literature and history of Africa. USP students participate in a seminar where they process and apply their experiences in Uganda. The program also features group travel within Uganda.

### **Washington Journalism Center**

The Washington Journalism Center is a semester long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes – *Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse* – combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

## Other Affiliated Programs

### 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.)

### 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 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.

### Go-ED Africa – Food for the Hungry

Food for the Hungry's Go-ED semester long program is designed to strategically integrate spiritual formation, servant leadership and academic study for undergraduate students. Go-ED academic programs are designed intentionally with the purpose of creating God's heart for the poor within students and equipping them with the critical thinking, practical skills, and broad exposure necessary to become agents of change. Students learn about language, history, and culture through lectures, field trips, field work, and a two week "home-stay" with an African family. Greenville College students may select to study in one of five African countries.



Go-ED Africa  
www.Go-Ed.net

### Institute for Family Studies - Focus on the Family

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.

Many off-campus study programs are available to Greenville College students including those offered by other members of the Christian College Consortium. Students wishing to study off-campus in a program not listed in the Greenville College Catalog should seek approval from their department head and the registrar.

## Other Academic Policies

### Academic Honesty

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 will be forwarded to the Vice President for Academic Affairs for review and possible further disciplinary action. If cheating or plagiarism is discovered after grades have been posted, it is within the discretion of the instructor to change the final grade. 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.

## **Excused Absence Policy**

### Rationale

Greenville College recognizes that God has created us as spirit, mind, and body. Because we value all three aspects of our God-given personhood, we seek the education, development, and expression of all three.

We recognize that much of the college student’s academic growth begins in the classroom. But we acknowledge, too, the value of extra-curricular inquiry, experience, competition, performance, and/or service.

Policy

We recognize each professor's prerogative and imperative to establish clear and reasonable requirements for his/her classes, including an attendance policy. These requirements, committed to writing and distributed to students at the beginning of the semester, should stipulate appropriate penalties (if any penalties at all) for what the professor considers excessive absence.

However, as a matter of College policy--one based on the assumption that we seek to develop the whole person--*student absences shall be excused when the student is engaged in one of the following extra-curricular activities:*

1. Acting as an official representative and/or ambassador of the College (e.g., athletics, college choir, student ensembles).
2. Participating in a course-sponsored field trip.
3. Participating in any other activity deemed as reason for excuse by the Vice President for Academic Affairs.
4. We assume, in addition, that each professor will excuse a reasonable number of absences for serious illness, injury, or serious family or personal crises. The professor may, at his or her prerogative, require verification of such personal crisis prior to approving such absence.

Responsibilities

## THE SPONSORING FACULTY MEMBER, COACH OR OTHER COLLEGE EMPLOYEE

- Should think carefully about the effects on the welfare of the students and their work in other departments.
- Consult the on-line campus calendar to avoid scheduling conflicts whenever possible
- Supply a list of affected students to the Records Office within two days following each absence, in order that this list may be distributed to the faculty. The list should include details about when the absence began and ended.
- Plan such off-campus activities so as to avoid examination weeks and the first or last few days of a semester.
- Should try to avoid arranging activities involving two consecutive class meetings in the same course.
- Avoid scheduling events that will take students away from any classes the final two class days before a break or the first day following a break. Any exceptions to this rule must be approved in advance by the Vice President for Academic Affairs before any announcements are made to students.

## THE STUDENT

- Must, whenever possible, contact his or her professors at least a week prior to the absence and arrange to make up the missed assignments or tests.
- Seek to complete make-up work or tests in advance of the absences if possible.

*Students who do not make arrangements with their professors may, at the discretion of the professor, not be granted excused absences.*

## PROFESSORS

- Should allow excused students to make up in-class work, quizzes, or examinations as long as they have demonstrated good faith in contacting the professor in advance of the absence and made appropriate arrangements for make-up work.
- Should not excuse students who leave early or return late from vacations or breaks unless there are exceptional circumstances.

It should be noted

1. Students cannot excuse each other for missing class, even if it is for an official College activity. All excused absences must come from a professor, coach, or other College employee.
2. Class absences due to organization or team meetings or practices will not be excused.
3. Where professors allow a specific number of class absences before the student is penalized, each absence excused by the criteria listed above should diminish the number of penalty-free absences by one.
4. However, should the total number of excused absences exceed the number of penalty-free absences given by the professor, the student should not be penalized, but should be allowed to make up any work that he/she might have accomplished if not absent.
5. Any student who knows from the beginning of the semester that he/she will be absent from class for athletic competitions, field trips, or other performances will reserve his/her penalty-free absences for those endeavors.
6. Instructors may reserve a small number of special class sessions or activities for which substitute experience or evaluation cannot be made, and for which absence will not be excused, if such experiences are announced by the instructor during the first week of class.

**Student Surveys and Out-of-Class Tests**

Greenville College improves academic programs by examining the outcomes of students work in the classroom as well as through out-of class surveys and inventories. This process of outcomes assessment provides evidence as to how much students learn during their four years at college. The College requests and sometimes requires students to take surveys and inventories as part of the outcomes assessment process. Performance on these inventories and surveys is not graded and does not affect students' GPAs. These assessment tools provide feedback to faculty and administrators regarding the degree to which the College is fulfilling its institutional goals and objectives.

# CALENDAR OF EVENTS: 2008-2009<sup>7</sup>

## FALL SEMESTER

Faculty Fall Fellowship—Friday – Saturday  
Faculty and Staff Planning—Monday – Friday  
New Student Orientation—Friday – Tuesday  
Registration for new students—Saturday (\$50 late fee charged  
Wednesday, August 27 or later)  
Registration for returning students—Monday (\$50 late fee charged  
Wednesday, August 27 or later)  
Instruction begins—Wednesday  
All College Hike—Wednesday (No classes meet)  
Fall Break—Monday (No classes meet)  
Homecoming/Parents Weekend  
Thanksgiving recess begins—Tuesday 10:30 p.m.  
Thanksgiving recess ends—Monday 7:30 a.m.  
Common Day of Learning – Thursday (No classes meet)  
Instruction ends—Thursday  
Reading Day—Friday  
Finals—Monday 7:30 a.m. – Wednesday 10:30 p.m.  
All grades due—Friday

August 15-16  
August 18-22  
August 22-26  
August 23  
August 25  
August 27  
September 17  
October 13  
October 24-26  
November 25  
December 1  
December 4  
December 11  
December 12  
December 15-17  
December 19



**Calendar of Events**  
[www.greenville.edu/campus/calendar](http://www.greenville.edu/campus/calendar)

## INTERTERM

Instruction begins—Monday  
Registration for students on campus during Interterm  
(\$50 late fee charged beginning Wednesday, January 28)  
Martin Luther King Day observed—Monday (classes meet)  
Instruction ends—Friday

January 5  
January 5-23  
January 19  
January 23

## SPRING SEMESTER

Registration for new students and students not on campus during  
Interterm—Tuesday (\$50 late fee charged Wednesday, January 28 or later)  
Instruction begins—Wednesday  
Advising Period—Three weeks  
Spring vacation begins—Friday 5:30 p.m.  
Spring vacation ends—Monday 7:30 a.m.  
Pre-Registration for 2009-2010  
Good Friday (No Classes, Offices closed)  
Travel Day—Monday (Evening classes meet)  
Common Day of Learning—Thursday (No classes meet)  
Instruction ends—Friday  
Finals—Monday 7:30 a.m. – Wednesday 10:30 p.m.  
Senior grades due—Tuesday, noon  
Commencement Weekend—Saturday-Sunday  
All remaining grades due—Tuesday, noon

January 27  
January 28  
March 9-April 3  
March 13  
March 23  
April 6-8  
April 10  
April 13  
April 30  
May 15  
May 18-20  
May 19  
May 23-24  
May 26

## MAY TERM

Memorial Day Observed—No Classes  
Instruction begins—Tuesday  
Instruction ends—Monday  
Last Day to schedule summer independent studies and internships/practicums

May 25  
May 26  
June 15  
June 30

<sup>7</sup> Off-campus undergraduate and graduate programs follow unique schedules published by their school. Students in these programs should consult their respective school for calendar information.

# Majors & Minors

## ART

### Course Listing Pg. -122

Associate Professor—Steve Heilmer (Department Chair)  
Assistant Professor and Bock Museum Curator—Sharon Grimes  
Instructor—Jacob Amundson

An eight-foot portrait of the College's first president 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, digital imaging/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 offers 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 includes a woodshop and ample space for sculpture, ceramics, and senior studios.

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 not offered as a major, students may pursue an endorsement in art to complement their certification.

## ART

The **art major** requires 36 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). 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 Major Requirements

Type of Credit	Required Credits
General Education (For B.A.)*	57
Major	36
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.

### Art Minor Requirements (18 credits)

ART 111 Design (3 cr)
15 credits of art electives (at least 4 credits must be upper division).

<sup>1</sup> Students interested in **digital image making** would take Digital Photography (ART/DM 331), Digital Imaging (ART/DM 330), and either Graphic Design (ART/DM 230) or Digital Video (DM 301) as part of their electives.

# BIOLOGY

Associate Professor—Eugene A. Dunkley (Department Chair)  
Assistant Professors—Shani Golovay, Arthur Kerle

Course Listing Pg. 124

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, and the second is to help 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 less than five 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

The **biology major** requires 32 credits of biology and eight credits of chemistry. It is strongly recommended that all biology majors take at least one semester of mathematics, statistics, computer science, physical science, or physics. The biology major leads to a bachelor of arts degree.

### Biology Major Requirements

BIO 110 General Biology I (4 cr)  
BIO 112 General Biology II (4 cr)  
BIO 115 General Botany (4 cr)  
BIO 340 Cell Biology (4 cr) **or**  
    BIO 370 Basic Ecology (4 cr)  
BIO 410 Seminar (2 cr)  
An upper division biology lab courses (4 cr)  
Biology Electives (10 cr)  
CHM 111 General Chemistry I (4 cr)  
CHM 112 General Chemistry II (4 cr)

BIOLOGY REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.A.)*	54
Major	40
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.

## BIOLOGY EDUCATION

The **biology education major** requires 51 hours of science courses plus 46 credits of professional studies in education. The biology education major leads to a bachelor of science degree.

### Biology Specialization Requirements

BIO110 General Biology I (4 cr)  
BIO 112 General Biology II (4 cr)  
BIO 115 General Botany (4 cr)  
BIO 215 Survey of Plant Kingdom (4 cr)

BIO 245 Human Anatomy and Physiology I (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)  
 CHM 111 General Chemistry I (4 cr)  
 CHM 112 General Chemistry II (4 cr)  
 PHY 102 Energy and the Environment (4 cr)  
 PHY 105 Planets and Stars (3 cr)

<b>BIOLOGY EDUCATION REQUIREMENTS AT A GLANCE</b>	
Type of Credit	Required Credits
General Education (For B.S.)*	38
Major	51
Education	46
Elective	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 Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational 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 Secondary Student Teaching (15 cr)  
 PSY 206 Adolescent Development (3 cr)

## ENVIRONMENTAL BIOLOGY

The **environmental biology major** requires the completion of 60 credits and lead to a bachelor of science degree.

<b>ENVIRONMENTAL BIOLOGY REQUIREMENTS AT A GLANCE</b>	
Type of Credit	Required Credits
General Education (For B.S.)*	45
Major	60
Elective	21
<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.

### Environmental Biology Requirements

BIO 108 Environmental Science and Stewardship (4 cr)  
 BIO 110 General Biology I (4 cr)  
 BIO 112 General Biology II (4 cr)  
 BIO 115 General Botany (4 cr)  
 BIO 215 Survey of the Plant Kingdom (4 cr)  
 BIO 309 Vertebrate Behavior and Natural History (4 cr)  
 BIO 365 Environmental Law and Policy (4 cr)  
 BIO 370 Basic Ecology (4 cr)  
 BIO 405 Practicum (8 cr)<sup>2</sup>  
 BIO 410 Seminar (2 cr)  
 CHM 111 General Chemistry I (4 cr)  
 CHM 112 General Chemistry II (4 cr)  
 MTH 106 Finite Mathematics (3 cr) or any advanced mathematics course  
 PHY 102 Energy and the Environment (4 cr)  
 PSY/SOC 202 Statistics (3 cr)

<sup>2</sup> The Environmental Biology practicum requirement may be met by completing any combination of approved courses through AuSable Institute of Environmental Studies and BIO 405 Practicum.

# **CHEMISTRY**

Professor—H. Darrell Iler (Department Chair)  
Assistant Professor—Leonard C. Shank

**Course Listing Pg. 128**

The faculty in the Chemistry Department 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, teach chemistry, or work in the chemical industry. It also serves those planning for careers in engineering and the health-related sciences (medical technology, pharmacy, 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. Thus, a major in chemistry at Greenville College is excellent preparation for many different career choices.

The department's state of the art instrumentation and opportunities for original student research provide the type of experiences for our majors that make them strong candidates for positions in industry, education, graduate or professional health schools.

## **CHEMISTRY**

The **chemistry major** requires a minimum of 30 credits in chemistry plus 22 credits in math and physics. 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. It is also recommended that students take CHM 315, 342, 351, 401 and a computer programming course. The chemistry major leads to the bachelor of arts degree.

### **Chemistry Major Requirements**

CHM 111 General Chemistry I (4 cr)  
CHM 112 General Chemistry II (4 cr)  
CHM 201 Organic Chemistry I (4 cr)  
CHM 301 Organic Chemistry II (4 cr)  
CHM 305 Quantitative Chemical Analysis (4 cr)  
CHM 321 Physical Chemistry (4 cr)  
CHM 322 Physical Chemistry (Modern Physics) (4 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 University Physics I (4 cr)  
PHY 210 University Physics II (4 cr)

<b>CHEMISTRY REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.A.)*	51
Major	52
Elective	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.

## **CHEMISTRY EDUCATION**

The **chemistry education major** requires 47 hours of chemistry, biology, mathematics, and physics combined plus 46 hours of professional studies in education. The chemistry education major leads to a bachelor of science degree.

### **Chemistry Specialization Requirements**

CHM 111 General Chemistry I (4 cr)  
CHM 112 General Chemistry II (4 cr)  
CHM 201 Organic Chemistry I (4 cr)  
CHM 301 Organic Chemistry II (4 cr)  
CHM 305 Quantitative Chemical Analysis (4 cr)

CHM 310 Principles of Physical Chemistry (4 cr) **or**  
 CHM 321 Physical Chemistry (4 cr)  
 CHM 315 Introduction to Biochemistry (4 cr)  
 CHM 350 Science Curriculum Projects (2 cr)  
 CHM 399 Lab Assistant (1 cr)  
 BIO 110 General Biology (4 cr)  
 MTH 115 Introduction to Calculus I (4 cr)  
 PHY 120 University Physics I (4 cr)  
 PHY 210 University Physics II (4 cr)

<b>CHEMISTRY EDUCATION REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.S.)*	35
Major	47
Education	46
Elective	0
<b>Total Credits to Earn Degree</b>	<b>128</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 Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational 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 Secondary Student Teaching (15 cr)  
 PSY 206 Adolescent Development (3 cr)

# **COMMUNICATION**

Professor—Cecelia D. Ulmer

Associate Professor—Cary L. Holman

Assistant Professor—Veronica Ross (Department Chair)

**Course Listing Pg. 132**

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 develop a Christian worldview and use their strengths for building character and serving others.

Graduates with a major in the Communication Department have excellent preparation for mass media, 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.

## **COMMUNICATION: MASS COMMUNICATION**

The **mass communication emphasis** develops radio, journalism, and speaking skills. WGRN, the College 300 watt FM radio station, serves as a learning lab for mass communication majors. It operates 24 hours a day, seven days a week, 365 days a year, and is run almost entirely by students. The station also airs over the worldwide web at <http://www.WGRN.net>.

Requirements—The equivalent of 24 credits from the following list, COM/MP 410 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 and Magazine Writing (3 cr)  
 COM 231/331 Newspaper/Yearbook Production (1-2 cr)  
 COM 232 Broadcast Writing (3 cr)  
 COM 240/340 Radio Broadcast Practicum (1-2 cr)  
 COM 255 Introduction 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, Television, or Journalism (1-3 cr)

### **Communication: Mass Communication Minor Requirements (18 credits)**

Any 18 hours from the above list, beyond COM 101. Eight hours must be upper division.

## **COMMUNICATION: PUBLIC RELATIONS**

The **public relations emphasis** provides the student with concepts, skills, and experience to become a public relations practitioner in promotions, publicity, community affairs, and special events planning.

Requirements—The equivalent of 24 credits from the following list, COM/MP 410 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)
- COM 227 Feature and Magazine Writing (3cr)
- COM 231/331 Newspaper/Yearbook Production (1-2 cr)
- 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 Advanced Interpersonal and Gender Communication (3 cr)
- COM 308 Applied Public Relations (3 cr)
- COM 360 Interviewing (3 cr)
- COM 405 Internship in Public Relations (1-3 cr)

**Communication: Public Relations Minor Requirements (18 credits)**

Any 18 hours from the above list, beyond COM 101. Eight hours must be upper division.

## COMMUNICATION: SPEECH COMMUNICATION

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/MP 410 Seminar (2 cr), and 10 credits of electives from the department.

- COM 101 Speech Communication (3 cr)
- COM 121 Acting – Theory and Practice (3 cr)
- COM 201 Advanced Public Speaking (3 cr)
- COM 255 Introduction 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)
- COM 321 Oral Interpretation of Literature (3 cr)
- COM 360 Interviewing (3 cr)
- COM 405 Internship in Speech Communication (1-3 cr)

**Communication: Speech Communication Minor Requirements (18 credits)**

Any 18 hours from the above list, beyond COM 101. Eight hours must be upper division.

## COMMUNICATION: THEATRE

The **theatre emphasis** provides training through classroom study and participation in dramatic productions. Plays are performed in the Factory Theatre.

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

- COM 101 Speech Communication (3 cr)
- COM 121 Acting – Theory and Practice (3 cr)

COM 220/440 Acting: Private Lessons (1-2)  
 COM 224/324 Theatre Workshop (1-3 cr)  
 COM 225/325 Actors' Workshop (1-3 cr)  
 COM 236 Stagecraft (3 cr)  
 COM 237 Script Analysis (2 cr)  
 COM 305 Voice and Diction (2 cr)  
 COM 309 Theatre History and Literature 1 (3 cr)  
 COM 310 Theatre History and Literature II (3 cr)  
 COM 321 Oral Interpretation of Literature (3 cr)  
 COM 323 Play Directing (3 cr)  
 COM 405 Internship in Theatre (1-3 cr)  
 COM/ENG 450 Age of Shakespeare (3 cr)

COMMUNICATION REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.A.)*	57
Major	36
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.

**Communication: Theatre Minor Requirements (18 credits)**

Any 18 hours from the above list, beyond COM 101. Eight hours must be upper division.

# **DIGITAL MEDIA**

Course Listing Pg. 139

Instructor—Jacob Amundson, Deloy Cole

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, digital art, web-based technologies, and computer programming skills.

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 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 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.

## **DIGITAL MEDIA**

The **digital media major** requires students to complete 38 credits. Digital media majors may also select to complete an optional track which would require the completion of 12-16 additional credits. Students who complete the digital media major are eligible to receive the bachelor of science degree.

### **Digital Media Major Requirements**

ART 111 Design (3 cr) **or**

ART 113 Drawing I (3 cr)

DM 110 Light, Sound, and Motion (4 cr) (Prerequisite: MTH 106 Finite Mathematics)

DM 140 Introduction to Computer Programming (3 cr) (Prerequisite: CIS 105 Computer Fundamentals/consent)

DM 226 Studio Recording Techniques I (2 cr)

DM 227 Studio Recording Techniques II (2 cr)

DM 230 Graphic Design (3 cr)

DM 250 Web Page Design I (3 cr)

DM 301 Digital Video (3 cr)

DM 305 Professional Communications (2 cr)

DM 331 Digital Photography (3 cr)

DM 360 Digital Multimedia (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.

### **Optional Tracks**

#### **Art Track**

ART 113 Drawing (3 cr)

ART 353 Art History: The Twentieth Century (3 cr)

ART 390 Independent Studio (3 cr)

DM 330 Digital Imaging (3 cr)

#### **Audio Recording Track**

MUSB 325 Music Business Survey (3 cr)  
 MUSG 229 Sound Reinforcement (1 cr)  
 MUSG 326 Studio Recording Techniques III (2 cr)  
 MUSG 327 Studio Recording Techniques IV (2 cr)  
 MUSG 329 Sound Reinforcement (1 cr)  
 MUSG 376 Rock Music History (2 cr)  
 MUSG 378 Music, Society, and Subculture (3 cr)  
 MUSG 419 Senior Project (1 cr)  
 MUSG 426 Studio Recording V (1 cr)

#### **Information Systems Track**

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

#### **Internet Track**

ART 113 Drawing (3 cr)  
 CIS 315 Networking and Communications (3 cr)  
 CIS 325 WWW Programming (3 cr)  
 DM 330 Digital Imaging (3 cr)  
 MKT 201 Marketing (3 cr)

#### **Video & Film Track**

ART 390 Independent Studio (3 cr)  
 Elective (9 cr from the following list)  
 COM/ENG 232 Broadcast Writing (3 cr)  
 DM 402 Digital Video II (3 cr)  
 ENG 324 Writing Fiction & Poetry (3 cr)  
 Any Film Studies Course (3 cr)  
 LA Film Studies Center Courses (6 cr)

#### **Digital Media Minor Requirements (18-19 credits)**

DM 110 Light, Sound, and Motion (4 cr)  
 DM 140 Introduction to Computer Programming (3 cr) **or**  
 CIS 210 Programming and Data Structures I (4 cr) **or**  
 CIS 325 WWW Programming (3 cr)  
 DM 226 Studio Recording Techniques I (2 cr)  
 DM 250 Web Page Design (3 cr)  
 DM 301 Digital Video I (3 cr)  
 DM 331 Digital Photography (3 cr)

<b>DIGITAL MEDIA REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.S.)*	51
Prerequisites	6 <sup>†</sup>
Major	38
Optional Art Track	12
Optional Audio Recording Track	16
Optional Information Systems Track	15
Optional Internet Track	15
Optional Video & Film Track	12
Elective	14-37
<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.

# **EDUCATION**

## **Course Listing Pg. 141**

Professor—Kenneth P. Schmidt

Assistant Professors—Karlene Johnson, Nancy Johnson, Debra Noyes, Marilyn Richards, Kathryn Taylor, Suzanne Walker (Interim Department Chair)

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 College 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 teacher education program. An application should be submitted upon successful completion of EDU 101. A minimum cumulative GPA of 2.7 is required for admission, and all applicants must have a criminal background check returned with no incidences to be admitted into the education program. Students must also be admitted into the professional internship which includes student teaching. Application should be made during the fall semester of the junior year. Criteria for admission includes 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. 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 teacher. College consultants serve as liaisons for the College and supervisors of the experience.

The education 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 candidates may complete requirements for any of the twelve certifiable areas offered by Greenville College. Requirements for all teaching majors are detailed in the *Traditional Undergraduate 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.

## **Professional Internship Cancellation Policy**

Applications for the Professional Internship (Student Teaching) must be received by December 15 for the following academic year. If a student rescinds their application necessitating the cancellation of a student teaching placement, the following fees will apply according to the date of withdraw.

## Cancellation by:

February 1	No Fee
March 31	\$250
After April 1	\$600

The cancellation fee may be waived for emergency situations that will be decided on a case by case basis by petition to the Director of Clinical Practice.

## EARLY CHILDHOOD EDUCATION

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 83 hours of credit. As an option, students may complete an additional three credit course for Early Childhood special education approval. Students completing this major are eligible for a bachelor of science degree.

### Early Childhood Education Major Requirements:

- EDU 101 Introduction to Educational Practice (3 cr)
- EDU 202 Cultural Awareness in the Classroom (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 300 Early Childhood Education Methods (3 cr)
- EDU 305 Issues and Trends in Early Childhood Education (3 cr)
- EDU 310 Child, Family, and Community Relationships (3 cr)
- EDU 311 Elementary Art and Music Methods (3 cr)
- EDU 312 Teaching of Reading (3 cr)
- EDU 330 Behavior Management (3 cr)
- EDU 351 Teaching Language Arts in Elementary and Middle School (3 cr)
- EDU 352 Teaching Social Studies in Elementary and Middle School (3 cr)
- EDU 355 Teaching Mathematics in Elementary and Middle School (3 cr)
- EDU 356 Teaching Science in Elementary and Middle School (3 cr)
- EDU 400 Early Experience (1 cr)
- EDU 401 Clinical Practice Elementary (4 cr)
- EDU 403 Seminar in Early Childhood Education (1 cr)
- EDU 405 Primary (1-3) Student Teaching (variable 5-7 cr)
- EDU 407 Pre-Primary Student Teaching (variable 5-7 cr)
- EDU 417 Language Development (3 cr)
- EDU 418EC Assessment for Special Education-Early Childhood (3 cr)
- ENG 350 Children's Literature (3 cr)
- GEO 101 World Regional Geography (3 cr)
- HST 201 American History (3 cr)
- MTH 141 Mathematics of the Early Grades (3 cr)
- POL 210 American Government (3 cr)
- PSY 205 Child Development (3 cr)

Students wishing to earn **early childhood special education** approval must complete the following course as well as the courses listed above.

- EDU 416 Early Childhood Special Education Methods (3 credits)

### EARLY CHILDHOOD EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	42
Major	83
Optional Approval	3
Elective	1
<b>Total Credits to Earn Degree 126-128</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 AND ELEMENTARY EDUCATION – DOUBLE MAJOR

Student may elect to double major in **early childhood and elementary education**, and may become eligible for certification in both areas. Double majoring provides a course of study leading to certification to teach children from birth through eighth grade. Students choosing to complete this course of study will complete only one semester of student teaching and a total of 95 hours of credit. Both majors lead to a single bachelor of science degree.

**EARLY CHILDHOOD AND ELEMENTARY EDUCATION – DOUBLE MAJOR REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	42
Major	95
Optional Approval	3
Elective	0
<b>Total Credits to Earn Degree</b>	<b>137-140</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.

**ELEMENTARY EDUCATION REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.S.)*	36
Major	80
Elective	10
<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.

**Early Childhood and Elementary Education Double Major Requirements:**

The completion of the Early Childhood Education Major Requirements  
 EDU 318 Corrective Reading (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 HPR 356 Adapted Physical Education (3 cr)  
 PSY 206 Adolescent Development (3 cr)

**ELEMENTARY EDUCATION**

The **elementary education major** is a program designed to prepare individuals to teach kindergarten through grade eight, and requires students to complete 80 credits. Students wishing to earn a middle school endorsement will need to complete an additional 18-21 credits in a specific area. (The *Traditional Undergraduate Guide to Teacher Education* contains details on endorsement requirements.) 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 Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 311 Elementary Art and Music Methods (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 and Middle Schools (3 cr)  
 EDU 352 Teaching Social Studies in Elementary and Middle Schools (3 cr)  
 EDU 355 Teaching Mathematics in Elementary and Middle Schools (3 cr)  
 EDU 356 Teaching Science in Elementary and Middle Schools (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 401 Clinical Experience Elementary (4 cr)  
 EDU 402 Seminar in Elementary Education (1 cr)  
 EDU 404 Elementary Student Teaching (10 cr)  
 BIO 108 Environmental Science and Stewardship (4 cr), **or** any biology course  
 ENG 350 Children's Literature (3 cr)  
 GEO 101 World Regional Geography (3 cr), **or** any geography course  
 HPR 356 Adapted Physical Education (3 cr)  
 HST 201 American History (3 cr)  
 MTH 141 Mathematics for Teachers (3 cr)  
 PHY 105 Planets and Stars (3 cr), **or** any physical science course  
 POL 210 American Government (3 cr)  
 PSY 206 Adolescent Development (3 cr)

**SECONDARY 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 language arts, history, mathematics, music, physics, physical education, and Spanish. Required courses for each of these majors are listed in the department of specialization and the *Traditional Undergraduate Guide to Teacher Education*. Students wishing to graduate with a secondary education major must complete 46 hours of education classes and a minimum of 34 hours in a major area of specialization. This major leads to a bachelor of science degree.

**SECONDARY EDUCATION REQUIREMENTS AT A GLANCE**

See the Department of Specialization for details.

**Professional Studies for Secondary Majors:**

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)

EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational 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 Secondary Student Teaching (15 cr)  
 PSY 206 Adolescent Development (3 cr)  
 Major Area of Specialization (minimum 32 cr)

## SPECIAL EDUCATION

The **special education major** is a course of study leading to LBS 1 certification. The program requires the completion of 85 hours, and leads to a bachelor of science degree.

### Special Education Major Requirements:

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 311 Elementary Art and Music Methods (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 and Middle Schools (3 cr)  
 EDU 352 Teaching Social Studies in Elementary and Middle Schools (3 cr)  
 EDU 355 Teaching Mathematics in Elementary and Middle Schools (3 cr)  
 EDU 356 Teaching Science in Elementary and Middle Schools (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 401 Clinical Practice Elementary (4 cr)  
 EDU 406 Elementary Special Education Student Teaching (variable 5-7 cr)  
 EDU 408 Secondary Special Education Student Teaching (variable 5-7 cr)  
 EDU 413 Adaptive Strategies for Special Education (3 cr)  
 EDU 418 Assessment of Exceptional Children (3 cr)  
 EDU 419 Secondary School Programs for Adolescents with Disabilities (3 cr)  
 EDU 450 Characteristics of Students with Disabilities (4 cr)  
 EDU 451 Methods and Materials for Special Education (4 cr)  
 EDU 491 Seminar in Special Education (1 cr)  
 BIO 108 Environmental Science and Stewardship (4 cr), **or** any biology course  
 ENG 350 Children's Literature (3 cr)  
 HPR 356 Adapted Physical Education (3 cr)  
 MTH 141 Mathematics for Teachers (3 cr)  
 PHY 105 Planets and Stars (3 cr), **or** any physical science course  
 PSY 206 Adolescent Development (3 cr)

Special Education majors are encouraged to take one or more credits of  
 EDU 496 Reading in Special Education

**Specialized Areas:** Persons completing specialized PreK-12 programs in music, physical education, and special education will be issued certification according to their preference. Options include either elementary (K-9) and secondary certificates (6-12) 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 Undergraduate Guide to Teacher Education*.

## NON-CERTIFICATION EDUCATION TRACK

In rare instances, a student may be unable to fulfill the requirements for certification in education. So that a student can earn a degree, a non-certification education track has been approved. This option is designed for students who have completed all checkpoints except passing the content

SPECIAL EDUCATION REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	36
Major	85
Elective	5
<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.

area test or in someway unable to complete student teaching. The following requirements must be met to earn a degree.

- Student must complete the general education requirements as stipulated by their education major. (Students wishing to earn a Bachelor of Arts degree with a non-certification education major must complete the foreign language requirement.)
- All coursework in their major must be complete excluding EDU 400 (when applicable), 401, 402, 403, 412, 491, and all student teaching.
- All checkpoints must be met excluding passing the content area test.
- The plan may include, but does not require, a practicum.
- Approval by the advisor, Dean of the School of Education, and the registrar is compulsory.

# **HEALTH, PHYSICAL EDUCATION, AND RECREATION**

Professor—Robert W. Johnson

Associate Professor—George D. Barber

Assistant Professors—Douglas C. Faulkner, Roy S. Mulholland (Department Chair)

Instructor—Lynn Carlson

**Course Listing Pg. 154**

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; and (3) recreation major – with emphases in adult fitness, recreation leadership, and sports management. Courses required for certification in driver education are also offered.

## **PHYSICAL EDUCATION**

The **physical education major** has different requirements depending on the type of certification a student is seeking. Students wishing to earn a K-12 certificate must take 42 credits of physical education and 42 credits of professional studies in education, and students wishing to earn a 6-12 teaching certificate must complete 40 credits of physical education and 43 credits of professional studies in education. The physical education major leads to a bachelor of science degree.

### **Physical Education Specialization Requirements**

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

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

HPR 121 History and Philosophy of HPR(2 cr)

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

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

HPR 215 Strategies of HPR (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/Softball (1 cr)

HPR 226 Coaching Track and Field (1 cr)

HPR 236 Theory and Technique Individual Sports (3 cr)

HPR 254 Elementary School Physical Education (2 cr)\*

HPR 301 Physiology of Exercise (4 cr)

HPR 311 Kinesiology (2 cr)

HPR 320 Curriculum and Evaluation of Health and Physical Education (3 cr)

HPR 325 Psychology of Coaching (2 cr)

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

HPR 335 Athletic Training and CPR (3 cr)

HPR 356 Adapted Physical Education (3 cr)

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

BIO 245 Human Anatomy and Physiology I (4 cr)\*\*

### **Required Professional Studies Courses**

EDU 101 Introduction Educational Opportunities (3 cr)

EDU 202 Cultural Awareness in the Classroom (3 cr)

EDU 280 Exceptional Child (3 cr)

EDU 316 Reading and Writing Across the Curriculum (3 cr)

EDU 330 Behavior Management (3 cr)

<b>PHYSICAL EDUCATION REQUIREMENTS AT A GLANCE</b>	
Type of Credit	Required Credits
General Education (For B.S.)*	36
Major (K-12 Certificate)	42
Education (K-12 Certificate)	42
Elective (K-12 Certificate)	6
Major (6-12 Certificate)	40
Education (6-12 Certificate)	43
Elective (6-12 Certificate)	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.

EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Secondary Student Teaching (7\* or 15 cr)  
 EDU 424 Elementary Physical Education Student Teaching (7 cr)\*  
 PSY 206 Adolescent Development (3 cr)

\* Required for K – 12 Certification

\*\* Meets the science general education elective requirement

#### **Physical Education: Coaching Minor Requirements (18 credits)**

HPR 215 Strategies of HPR (2 cr)  
 HPR 220-226 Coaching Classes (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 Physical Education and Athletics (6-12) (2 cr)  
 HPR 335 Athletic Training and CPR (2 cr)

## **RECREATION**

<b>RECREATION REQUIREMENTS AT A GLANCE</b>	
Type of Credit	Required Credits
General Education (For B.S.)*	54 <sup>†</sup>
Major	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.

<sup>†</sup> Students selecting the adult fitness emphasis are required to take BIO 245 which will reduce the number of required general education credits to 50.

The **recreation major** consists of a minimum of 16 core requirement credits, and the selection of an emphasis which requires the completion of 16 additional credits. Although not required, recreation majors may substitute two credits of HPR 107/108/207/208 for the general education activity requirement. Students completing this major are eligible for the bachelor of science degree.

#### **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, and Recreation (2 cr)  
 Selection of an emphasis (16 cr)

#### **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 245 Human Anatomy and Physiology I (4 cr)  
 Elective courses as approved by advisor (2 cr minimum)

#### **Leadership Emphasis**

HPR 430 Readings in Recreation (2 cr)  
 ENG 226 Fundamentals of Journalism (3 cr) **or**  
     ENG 227 Feature and Magazine Writing (3 cr)  
 MGT 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 and Magazine Writing (3 cr)  
 ACCT 101 Financial Accounting I (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 MGT 301 Professional Communications (2 cr)

# **HISTORY AND POLITICAL SCIENCE**

Associate Professor—Richard P. Huston (Department Chair)  
Assistant Professors—Teresa Holden, Scott Neumann

[Course Listing Pg. 157 \(History\)](#)  
[Course Listing Pg. 177 \(Political Science\)](#)

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.

## **HISTORY AND POLITICAL SCIENCE**

The **history and political science major** requires students to complete 30 credits, and leads to a bachelor of arts degree.

### **History and Political Science Major Requirements**

HST 101 Western Civilization (3 cr)  
HST 201 American History (3 cr)  
HST 202 Eastern Civilization (3 cr) **or**  
    HST 310 Latin America (3 cr)  
HST 250 Historical Method (3 cr)  
HST 305 20<sup>th</sup> Century American History (3 cr)  
POL 210 American Government (3 cr)

History and political science electives (12 cr). Three credits of both history and political science elective is required.

### **HISTORY REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	54
Major	30
Elective	42
<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 and Political Science Minor Requirements (18 credits)**

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, 6 hours must be upper division

## **HISTORY EDUCATION**

The **history education major** requires students to complete 42 credits in history (beyond HST 101) and related social studies subject areas, and 46 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 215 History Teaching Methods (3 cr)  
HST 250 Historical Methods (3 cr)  
HST 310 Latin America (3 cr)  
POL 210 American Government (3 cr)  
PSY 101 General Psychology (3 cr)  
SOC 101 Introduction to Sociology (3 cr)  
SOC 112 Anthropology (3 cr)  
One Economics Course (3 cr)  
One Geography Course (3 cr)  
Two upper division American History Courses (6 cr)  
An Elective (HST, POL, or SOC) Course (3 cr)

### **Required Professional Studies Courses**

EDU 101 Introduction to Educational Practice (3 cr)

<b>HISTORY EDUCATION REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.S.)*	41
Major	42
Education	46
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.

EDU 202 Cultural Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational 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 Secondary Student Teaching (15 cr)  
 PSY 206 Adolescent Development (3 cr)

## **INDIVIDUALLY TAILORED EDUCATION PLAN (ITEP)**

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 of 48 credits. Thirty-two (32) of the 48 credits must be in one department. The 32 courses in one department may be a combination of lower and upper division courses.
3. All course selections must be made with the consultation and approval of the faculty advisor, and be approved by the Dean of the appropriate school. The plan must be submitted and approved a full two semesters before the student's intended graduation date.
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.

## **LANGUAGE, LITERATURE, AND CULTURE**

Professors—Dale F. Martin, Sandra E. Salguero-Schmidt (Department Chair)  
 Associate Professor—S. Bradley Shaw  
 Assistant Professors—Leslie Allen, Brian Reinhard

As part of the larger mission of the college, the Language, Literature, and Culture Department helps student think critically, write articulately, read discerningly, and communicate empathetically across cultures. To meet these institutional objectives, the Department offers introductory courses in the study of writing, language, and literature. Students usually satisfy two general education English requirements by successful completion of a research writing course (ENG 101) and a multi-genre literature course in literary and cultural analysis (ENG 201, 243, or 246). Students pursuing a bachelor of arts degree may fulfill the foreign language requirement by completing elementary courses in French (FRN 101/102) or Spanish (SPN 101/102).

### **ENGLISH**

#### **Course Listing Pg. 148**

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, 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, exclusive of composition. 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 231, 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. Students who complete 15 credit hours in the Teaching English to Speakers of Other Languages track will also earn a Teaching English as a Second Language certificate.

#### **English Language and Literature Track**

ENG 201 Introduction to Literature (3 cr)

ENG 243 Masterpieces of World Literature (3 cr)  
 ENG 246 Cross Cultural Studies in Literature (3 cr)  
 ENG 309 Theatre History and Literature I (3 cr)  
 ENG 310 Theatre History and Literature II (3 cr)  
 ENG 321 Oral Interpretation of Literature (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 350 Children's Literature (3 cr)  
 ENG 351 Literature for Adolescents (3 cr)  
 ENG 440 Topics in British Literature (3 cr)  
 ENG 450 The Age of Shakespeare (3 cr)  
 ENG 451 English Novel (3 cr)  
 ENG 452 American Novel (3 cr)  
 ENG 456 English Seminar (2 cr)

#### **Journalism and Creative Writing Track**

ENG 226 Fundamentals of Journalism (3 cr)  
 ENG 227 Feature and Magazine Writing (3 cr)  
 ENG 231/331 Newspaper/Yearbook Production (1-2 cr)  
 ENG 232 Broadcast Writing (3 cr)  
 ENG 324 Writing Fiction and Poetry (3 cr)  
 ENG 405 Practicum

#### **Teaching English to Speakers of Other Languages Track**

ENG 214 Theoretical Foundations of Second Language Development and Teaching (3 cr)  
 ENG 315 Historical and 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)

#### **English Minor Requirements (18 credits)**

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

#### **ENGLISH REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	57
Major	33
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.

## **ENGLISH LANGUAGE ARTS EDUCATION**

The **English language arts education major** requires completion of 43 credits in English and communication plus 46 credits of professional studies in education. Students anticipating a secondary teaching career should consult with the English language arts education advisor and follow the specific requirements and sequences in the *Guide to Teacher Education*.

#### **English Language Arts Specialization Requirements**

ENG 201 Introduction to Literature (3 cr)  
 ENG 227 Feature and Magazine Writing (3 cr)  
 ENG 243 Masterpieces of World Literature (3 cr)  
 ENG 315 Historical and Modern 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)  
 EDU 312 Teaching Reading (3 cr)

ENGLISH LANGUAGE ARTS EDUCATION REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	38
Major	43
Education	46
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.

### Required Professional Studies Courses

- EDU 101 Introduction to Educational Practice (3 cr)
- EDU 202 Cultural Awareness in the Classroom (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 316 Reading and Writing Across the Curriculum (3 cr)
- EDU 330 Behavior Management (3 cr)
- EDU 340 Educational 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 Secondary Student Teaching (15 cr)
- PSY 206 Adolescent Development (3 cr)

## INTERNATIONAL AND CROSS CULTURAL STUDIES

This major prepares students to work and live among diverse communities around the world and within the United States. The coursework provides students with a clear and holistic perspective on the different influences that shape and define cultures. The major is designed for students interested in missionary work, diplomatic service positions, international teaching opportunities, work with world outreach or relief organizations or with refugee and immigrant programs within the United States.

The **international and cross cultural studies major** leads to a bachelor of arts degree, and requires 52 credits from seven departments and participation in a CCCU off-campus, non-USA semester studying abroad.

### International and Cross Cultural Studies Major Requirements

- ENG 243 Masterpieces of World Literature (3 cr)
- ENG 318 Cross Cultural Studies for TESOL (3 cr)
- GEO 102 Cultural Geography (3 cr)<sup>3</sup>
- POL 313 International Relations (3 cr)
- PHL/REL 354 World Religions (3 cr)
- SOC 112 Introduction to Anthropology (3 cr)
- Two of the following:
  - HST 202 Eastern Civilization (3 cr)
  - HST 245 Jews, Christians, Muslims (3 cr)
  - HST/SPN 310 Latin American History (3 cr)

Two of the following:

- SOC 302 Diversity Issues (3 cr)
- SOC 309 Sociology of Wealth and Poverty (3 cr)
- SOC 365 Social Organization (3 cr)
- SOC 380 Social Theory (3 cr)

Two courses in foreign language study above the 100 level such as the following<sup>4</sup>:

- HST/SPN 310 Latin American History (3 cr)
- SPN 201 Intermediate Spanish (3 cr)
- SPN 220 Spoken Spanish (3 cr)
- SPN 320 España y su Civilización (3 cr)

Semester Abroad (16 cr)

### Teaching English to Speakers of Other Languages Track/Minor Requirements (18 credits)

EDU 243 Masterpieces of World Literature (3 cr)

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- 2 Three to four of the six language credits can be waived if the student studies in Costa Rica, China, Russia, Middle East, Africa GOED or another accredited program in a non-English speaking country as long as they are taking a foreign language course within the off-campus program requirements.
- 3 If GEO 102 Cultural Geography isn't offered in a timely fashion while pursuing this major, GEO 103 World Regional Geography may be taken in its stead.
- 4 Students who complete FRN 101 and 102 may take six credits of FRN 399 Independent study in French culture.

INTERNATIONAL AND CROSS CULTURAL STUDIES REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.A.)*	48
Major	52
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.

ENG 214 Theoretical Foundations of Second Language Development and Teaching (3 cr)  
 ENG 315 Historical and 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)

## SPANISH

Seeking to encourage understanding and appreciation of other peoples and cultures, the Spanish Department 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.

**Course Listing Pg. 188**

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 Spanish 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 **Spanish major** leads to a bachelor of arts degree, and requires 24 credits above the elementary or 101/102 level in addition to one semester abroad or two semesters in the GC Spanish House. Courses have the prefix SPN.

### Spanish Minor Requirements (16 credits)

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 EDUCATION

The **Spanish education major** leads to a bachelor of science degree, and requires 30 credits of Spanish specialization courses including one semester abroad and 46 hours of professional studies in education.

### Spanish Specialization Requirements

Proficiency equivalent to SPN 101/102 (6 cr)<sup>5</sup>

Semester Abroad (8 cr)

Elective SPN courses (16 cr)

### Required Professional Studies Courses

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational 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 Secondary Student Teaching (15 cr)  
 PSY 206 Adolescent Development (3 cr)

### SPANISH REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	60
Major	24
Elective	42
<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.

### SPANISH EDUCATION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	41
Major	30
Education	46
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.

<sup>5</sup> A proficiency test is available for credit up to six hours.

# **MANAGEMENT**

**Course Listing Pg. 159**

Professors—John R. Chism, Ivan Filby (Department Chair)  
 Associate Professor—Larry Sayler  
 Instructors — Will Boyd, Deloy Cole

The Management Department dedicates itself to producing graduates who can make the maximum impact on the business world and simultaneously make the maximum impact for Christ. We believe that God calls and anoints individuals for business and this is a central theme of the Management Department.

While the Management Department offers similar business and management courses to those found in most business schools, its distinctive Christian nature means that it offers more.

- Our courses recognize that God is a creative God and encourages students to share in God's creativity in the business world.
- We share 'the evangelical missionary impulse' of the Free Methodist Church. We recognize that 80% of the people in the world who have yet to hear of Christ are in the economically poorest areas of the world. We are therefore committed to help students see the evangelistic potential of business as mission.
- We teach in such a way to help students develop both practical management skills as well as analytical skills necessary for strategic decision making.
- We recognize that business is a calling and help students to know what God has called them to be and do.

The Management Department offers six majors, one of which is interdisciplinary. The majors have a central core of theory and skills, combined with specialty courses to qualify the graduate in the particular field he/she chooses. 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.

## **ACCOUNTING**

**Course Listing Pg. 120**

The **accounting major** requires the completion of 61 credits. This major leads to the bachelor of science degree.

<b>ACCOUNTING REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.S.)*	51
Major	61
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.

**Accounting Major Requirements:**

- ACCT 101 Financial Accounting I (3 cr)
- ACCT 102 Financial Accounting II (3 cr)
- ACCT 201 Managerial Accounting (3 cr)
- ACCT 312 Cost Accounting (3 cr)
- ACCT 314 Accounting Theory & Practice I (3 cr)
- ACCT 315 Accounting Theory & Practice II (3 cr)
- ACCT 317 Income Tax Theory (2 cr)
- ACCT 318 Auditing (3 cr)
- ACCT 319 Tax Applications (1-3 cr)
- ACCT 405 Accounting Practicum (4-12 cr)
- CIS 105 Computer Fundamentals (3 cr)
- ECON 201 Principles of Microeconomics (3 cr)
- ECON 202 Principles of Macroeconomics (3 cr)
- FIN 341 Corporate Finance (4 cr)
- MGT 101 Introduction to Business (3 cr)
- MGT 222 Business Law (3 cr)
- MGT 367 Quantitative Approaches to Business Problems (4 cr)
- MGT 409 Seminar: Business as a Calling (2 cr)
- MTH 106 Finite Mathematics (3 cr)
- PSY/SOC 202 Statistics (3 cr)

Accounting majors must also complete 2-6 credits from the following:

- MGT 180 Professional Business Leaders I (1-3 cr)
- MGT 181 Professional Business Leaders II (1-3 cr)

**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 degree and transfer immediately to the School of Accountancy at nearby SIU-E. Students 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 master's degree fully qualify to sit for the CPA examinations. Continuing financial aid may be available for the entire five years.

#### **Accounting Minor Requirements (20 credits)**

- ACCT 101 Financial Accounting I (3 cr)
- ACCT 102 Financial Accounting II (3 cr)
- ACCT 201 Managerial Accounting (3 cr)
- ACCT 317 Income Tax Theory (2 cr)
- MGT 101 Introduction to Business (3 cr)
- Two of the following
  - ACCT 312 Cost Accounting (3 cr)
  - ACCT 314 Accounting Theory & Practice I (3 cr)
  - ACCT 315 Accounting Theory & Practice II (3 cr)
  - ACCT 318 Auditing (3 cr)

## **COMPUTER AND INFORMATION SYSTEMS**

The computer and information systems 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 and information systems major emphasizes the theoretical foundations of 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 and information systems major can expect entry-level professional positions or admission to graduate school upon graduation.

**Course Listing Pg. 130**

The **computer and information systems major** requires the completion of 33 credits of core classes and the completion of a selected emphasis in either management (19 credits) or mathematics (26 credits). The computer and information systems major leads to a bachelor of science degree.

#### **Computer and Information Systems Major Requirements**

- CIS 140 Introduction to Computer Programming (3 cr)
- CIS 210 Programming and Data Structures I (4 cr)
- CIS 309 Applied Operating Systems (3 cr)
- CIS 315 Networking and Communication (3 cr)
- CIS 325 WWW Programming (3 cr)
- CIS 330 Database Management (3 cr)
- CIS 340 Application Systems Analysis and Design (3 cr)
- CIS 345 Managing Technical People (3 cr)
- CIS 405 Practicum (4 cr)
- MGT 367 Quantitative Approaches to Business Problems (4 cr)

Computer and Information Systems Majors are also required to complete of the emphasis below.

#### **Management Emphasis**

- ECON 201 Principles of Microeconomics (3 cr)
- MGT 101 Introduction to Business (3 cr)
- MGT 409 Seminar: Business as a Calling (2 cr)
- MTH 106 Finite Mathematics (3 cr)
- Two of the following:

COMPUTER AND INFORMATION SYSTEMS REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	33
Management Emphasis	19
Mathematics Emphasis	26
Elective	16-25
<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.

- ACCT 101 Financial Accounting I (3 cr)
- ECON 202 Principles of Macroeconomics (3 cr)
- MGT 321 Management of Organizations (3 cr)
- MKT 201 Marketing (3 cr)

Computer and Information Systems: Management emphasis majors must also complete 2-6 credits from the following:

- MGT 180 Professional Business Leaders I (1-3 cr)
- MGT 181 Professional Business Leaders II (1-3 cr)

#### Mathematics Emphasis

- CIS 211 Programming and Data Structures II (4 cr)
- MTH 115 Introduction to Calculus I (4 cr)
- MTH 116 Calculus II (4 cr)
- MTH 212 Linear Algebra (4 cr)
- MTH 217 Multivariable Calculus (3 cr)
- MTH 218 Differential Equations (3 cr)
- One of the following
  - MTH 306 Numerical Analysis (4 cr)
  - MTH 308 Abstract Algebra (4 cr)

#### Computer and Information Systems Minor Requirements (18 credits)

- CIS 140 Introduction to Computer Programming (3 cr)
- ECON 201 Principles of Microeconomics (3 cr)
- MGT 101 Introduction to Business (3 cr)
- Three of the following
  - CIS 309 Applied Operating Systems (3 cr)
  - CIS 315 Networking and Communications (3 cr)
  - CIS 330 Database Management (3 cr)
  - CIS 340 Application Systems Analysis and Design (3 cr)

#### Computer and Information Systems Minor Requirements – for management majors (15 credits)

- CIS 140 Introduction to Computer Programming (3 cr)
- CIS 345 Managing Technical People (3 cr)
- Three of the following
  - CIS 309 Applied Operating Systems (3 cr)
  - CIS 315 Networking and Communications (3 cr)
  - CIS 330 Database Management (3 cr)
  - CIS 340 Application Systems Analysis and Design (3 cr)

## MANAGEMENT

The **management major** requires completion of 60 credits, and leads to a bachelor of science degree.

MANAGEMENT REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	60
Elective	15
<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 Major Requirements

- ACCT 101 Financial Accounting I (3 cr)
- ACCT 102 Financial Accounting II (3 cr)
- ACCT 201 Managerial Accounting (3 cr)
- CIS 105 Computer Fundamentals (3 cr)
- ECON 201 Principles of Microeconomics (3 cr)
- ECON 202 Principles of Macroeconomics (3 cr)
- FIN 341 Corporate Finance (4 cr)
- MGT 101 Introduction to Business (3 cr)
- MGT 222 Business Law (3 cr)
- MGT 321 Management of Organizations (3 cr)
- MGT 351 International Business (3 cr)

MGT 380 Strategic Management (3 cr)  
 MGT 405 Management Practicum (4-12)  
 MGT 409 Seminar: Business as a Calling (2 cr)  
 MKT 201 Marketing (3 cr)  
 MTH 106 Finite Mathematics (3 cr)  
 PSY/SOC 202 Statistics (3 cr)

One of the following

CIS 345 Managing Technical People (3 cr)  
 MGT 240 Organizational Behavior (3 cr)  
 MGT 324 Human Resource Management (3 cr)

One of the following

ACCT 312 Cost Accounting (3 cr)  
 ACCT 314 Accounting Theory and Practice I (3 cr)  
 CIS 345 Managing Technical People (3 cr)  
 FIN 347 Investments (3 cr)  
 MGT 240 Organizational Behavior (3 cr)  
 MGT 324 Human Resource Management (3 cr)  
 MGT 327 Entrepreneurship (3 cr)  
 MGT 367 Quantitative Approaches (4 cr)  
 MKT 332 Consumer Behavior (3 cr)  
 MKT 335 Marketing Management (3 cr)

Management majors must also complete 2-6 credits from the following:

MGT 180 Professional Business Leaders I (1-3 cr)  
 MGT 181 Professional Business Leaders II (1-3 cr)

#### **Business Minor Requirements (18 credits)**

ACCT 101 Financial Accounting I (3 credits)  
 ECON 201 Principles of Microeconomics (3 credits)  
 MGT 101 Introduction to Business (3 credits)  
 MKT 201 Marketing (3 credits)  
 Management elective (must be 6 upper division credits)

#### **Human Resource Management Minor (21 credits)**

COM 303 Small Group Communication (3 cr)  
 COM 360 Interviewing (3 cr)  
 MGT 101 Introduction to Business (3 cr)  
 MGT 240 Organizational Behavior (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 MGT 324 Human Resource Management (3 cr)

One of the following

CIS 345 Managing Technical People (3 cr)  
 COM 307 Advanced Interpersonal and Gender Communication (3 cr)  
 HPR 261 Leading Activities and Events (3 cr)  
 HPR 341 Designing and Directing Projects (3 cr)  
 PSY 300 Group Dynamics (3 cr)  
 PSY 304 Social Psychology (3 cr)  
 PSY 315 Introduction to Counseling (3 cr)  
 PSY 330 Motivation and Emotion (3 cr)  
 PSY 370 Learning and Cognition (3 cr)

## **MARKETING**

The **marketing major** requires successful completion of 51 credits. This major leads to the bachelor of science degree.

**Course Listing Pg. 161**

#### **Marketing Major Requirements**

ACCT 101 Financial Accounting I (3 cr)  
 ACCT 102 Financial Accounting II (3 cr)

<b>MARKETING REQUIREMENTS AT A GLANCE</b>	
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.

CIS 105 Computer Fundamentals (3 cr)  
 ECON 201 Principles of Microeconomics (3 cr)  
 ECON 202 Principles of Macroeconomics (3 cr)  
 MGT 101 Introduction to Business (3 cr)  
 MGT 222 Business Law (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 MKT 201 Marketing (3 cr)  
 MKT 332 Consumer Behavior (3 cr)  
 MKT 333 Sales and Sales Management (2 cr)  
 MKT 334 Advertising (2 cr)  
 MKT 335 Marketing Management (3 cr)  
 MKT 405 Marketing Practicum (4-12 cr)  
 MGT 409 Seminar: Business as a Calling (2 cr)  
 MTH 106 Finite Mathematics (3 cr)  
 PSY/SOC 202 Statistics (3 cr)  
 Marketing majors must also complete 2-6 credits from the following:  
 MGT 180 Professional Business Leaders I (1-3 cr)  
 MGT 181 Professional Business Leaders II (1-3 cr)

**Marketing Minor Requirements (21 credits)**  
 ECON 201 Principles of Microeconomics (3 cr)  
 MGT 101 Introduction to Business (3 cr)  
 MGT 409 Seminar: Business as a Calling (2 cr)  
 MKT 201 Marketing (3 cr)  
 MKT 332 Consumer Behavior (3 cr)  
 MKT 333 Sales and Sales Management (2 cr)  
 MKT 334 Advertising (2 cr)  
 MKT 335 Marketing Management (3 cr)

## MUSIC BUSINESS

In conjunction with the Music Department, the Management Department offers a major in **music business**. Detailed information on the music business major is found on page 99, and this major leads to a bachelor of science degree.

## BUSINESS ADMINISTRATION (2<sup>nd</sup> Major Only)

**Business administration as a second 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 37 hours of credit.

### Business Administration as a Second Major Requirements

ACCT 101 Financial Accounting I (3 cr)  
 ACCT 102 Financial Accounting II (3 cr)  
 CIS 105 Computer Fundamentals (3 cr)  
 ECON 201 Principles of Microeconomics (3 cr)  
 ECON 202 Principles of Macroeconomics (3 cr)  
 FIN 341 Corporate Finance (4 cr)  
 MGT 101 Introduction to Business (3 cr)  
 MGT 222 Business Law (3 cr)  
 MGT 321 Management of Organizations (3 cr)  
 MGT 409 Seminar: Business as a Calling (2 cr)  
 MKT 201 Marketing (3 cr)  
 PSY/SOC 202 Statistics (3 cr)  
 Business Administration majors must also complete 1-6 credits from the following:  
 MGT 180 Professional Business Leaders I (1-3 cr)  
 MGT 181 Professional Business Leaders II (1-3 cr)

# MATHEMATICS

Assistant Professors—George Peters (Department Chair), Abby Todd

Course Listing Pg. 162

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.

## MATHEMATICS

The **mathematics major** leads to a bachelor of arts degree and requires 34 credits of mathematics and computer science courses.

### Mathematics Major Requirements

MTH 115 Introduction to Calculus I (4 cr)\*  
 MTH 116 Calculus II (4 cr)\*  
 MTH 212 Linear Algebra (4 cr)  
 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.

MATHEMATICS REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.A.)*	57
Major	34
Elective	35
<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

The **mathematics education major** requirements include 34 hours in mathematics and computer science and 49 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 Introduction to Calculus I (4 cr)\*  
 MTH 116 Calculus II (4 cr)\*  
 MTH 212 Linear Algebra (4 cr)  
 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)  
 MTH 308 Abstract Algebra (4 cr) **or**  
     MTH 319 Advanced Calculus (4 cr)  
 CIS 210 Programming and Data Structures I (4 cr)\*

### Required Professional Studies Courses

EDU 101 Introduction to Educational Practice (3 cr)  
 EDU 202 Cultural Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational Measurement and Evaluation (3 cr)  
 EDU 342 Middle School Curriculum and Instruction (3 cr)  
 EDU 400 Early Experience (1 cr)

<b>MATHEMATICS EDUCATION REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.S.)*	38
Major	34
Education	49
Elective	5
<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 412 Clinical Practice Secondary (6 cr)  
 EDU 421 Secondary Student Teaching (15 cr)  
 EDU 472 Middle School Mathematics Methods (3 cr)  
 PSY 206 Adolescent Development (3 cr)

\* These courses may be met by AP credit or a proficiency test.

# MEDIA PROMOTIONS

Assistant Professor—Veronica Ross

Course Listing Pg. 162

The media promotions major prepares students to enter the evolving world of media and music 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 worldview as they develop and enhance specific skills in promotion, publicity, management, writing, and delivery of media materials 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.

## MEDIA PROMOTIONS

The **media promotions major** requires students to complete 51 hours of general education courses, 42 credits in the major, and 33 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 321 Management of Organizations (3 cr)<sup>6</sup>  
 MKT 201 Marketing (3 cr)  
 MKT 333 Sales and Sales Management (2 cr)  
 MKT 334 Advertising (2 cr)  
 MUSB 125 Music Business Survey (3 cr)<sup>7</sup>  
 MP 405 Internship (3 cr)  
 COM/MP 410 Seminar (2 cr)

MEDIA PROMOTIONS REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	42
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.

<sup>6</sup> MGT 321 is the preferred course; however students may substitute MGT 324 Human Resource Management, MGT 351 International Business, or MKT 335 Marketing Management.

<sup>7</sup> MUSB 125 is the preferred course; however students may substitute MUSB 400 Artist and Tour Management.

## MUSIC BUSINESS

### Course Listing Pg. 169

Associate Professor—David Wray

The music business major is a cross-disciplinary curriculum between music and business that focuses on preparing students to work as executives, managers, and administrators in all areas of the music industry. The program provides students concentrated study and professional expertise in artist and venue management, production, publishing, distribution, retailing, booking and touring.

Coursework focuses on legal aspects of record company and music publishing operations including financial agreements, production and management contracts, licensing, intellectual property laws, and industry ethics. The study of basic music theory and participation in ensembles teaches the student how to evaluate qualitatively an artist's music and forms the vocabulary necessary to communicate with professionals in this field. Students develop critical and analytical thinking skills through "hands-on" experiences and career-oriented projects such as internships and a practicum in Blackroom Records. Students participate in the Music and Entertainment Industry Student Association (MEISA), an industry-focused organization that allows students to interact with music business professionals through forums, seminars, and panels dealing with current music industry issues.

It is the goal of the music business major to form Christian executives and servant leaders with strong ethical backgrounds to cultivate a new standard of integrity in this industry. Integrated faith-issue discussions in the classroom teach application of these ideals in secular business interactions, and completion of service projects and internships in secular and Christian organizations round out assimilation of these principals. In modeling compassion, communication, and ethical behavior, we build strong community leaders who cultivate diversity and fairness in their community's interactions.

The major incorporates the Strengths-Finder® ([www.strengthsfinder.com](http://www.strengthsfinder.com)) assessment material to assist students in identifying their personal strengths and God's calling on their lives. The application of those strengths enables them to be a more effective professional in the field of their choice.

Research across professional fields (trans-disciplinary study) develops critical, creative, and strategic thinking that facilitates understanding of new technologies and innovation of new business programs that utilize a community's unique personnel resources. The curriculum addresses social, economic, and cultural diversity issues to expand an understanding of the interconnectedness of all of business, to foster communication and understanding between diverse societies, and to build tolerance and compassion that in concordance with our professional strengths allow us to build healthier communities that are financially strong.

## MUSIC BUSINESS

The **music business major** requires students to complete 51 hours of general education courses, 54-5 hours in the major, and 16 hours of electives. Students who complete the major are eligible to receive a bachelor of science degree.

MUSIC BUSINESS REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	54-55
Elective	20-21
<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 Business Major Requirements

- ACCT 101 Financial Accounting I (3 cr)
- ECON 201 Principles of Microeconomics (3 cr)
- MGT 101 Introduction to Business (3 cr)
- MGT 222 Business Law (3 cr)
- MGT 321 Management of Organizations (3 cr)
- MGT 380 Strategic Management (3 cr)
- MGT 409 Seminar: Business as a Calling (2 cr)
- MKT 201 Marketing (3 cr)
- MKT 334 Advertising (2 cr)
- MUSB 125/325 Music Business Survey (3 cr)

MUSB 200 Record Company Operations (3 cr)  
MUSB 225 Music Publishing and Copyright Law (3 cr)  
MUSB 300 Album Marketing and Promotion (3 cr)  
MUSB 400 Artist & Tour Management (3 cr)  
MUSB 405 Internship (3 cr)  
MUSG 176/376 Rock History (2 cr)  
MUSG 226 Studio Recording Techniques I (2 cr)  
MUSG 227 Studio Recording Techniques II (2 cr)  
One of the following  
    MUTH 100 Music Fundamental (3 cr)  
    MUTH 103 Music Theory (3 cr)  
One of the following  
    MGT 333 Sales and Sales Management (2 cr)  
    MUSB 327 Entrepreneurship (3 cr)

**Music Business Minor Requirements (21 credits)**  
ACCT 101 Financial Accounting (3 cr)  
MGT/MUSB 327 Entrepreneurship (3 cr)  
MKT 201 Marketing (3 cr)  
MUSB 125 Music Business Survey (3 cr)  
MUSB 200 Record Company Operations (3 cr)  
MUSB 225 Music Publishing and Copyright Law (3 cr)  
MUSB 400 Artist & Tour Management (3 cr)

# **MUSIC**

**Course Listing Pg. 165**

Associate Professors—Debra Marsch, L. Thomas Stampfli (Department Chair), Jeff Wilson, Christopher P. Woods  
 Assistant Professors—Catherine Burge, Gary Erickson, Louise Weiss  
 Instructor—Jorge Casas

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, Worship Arts Ensembles, and Lab Bands. Other opportunities for ensemble participation include chorale, concert band, guitar ensemble, jazz ensemble, chamber orchestra, 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. The label creates income by distributing products. Our goal is to set a new standard of business that runs on strong moral and ethical principles that are centered on the interests of artists.

### **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. 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

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.

Recital repertoire must be approved by the student's applied instructor. After the first semester of college study, all music majors taking applied music are expected to appear in one student recital per semester.

### Choral Union and Chamber Orchestra

All students are encouraged to participate in the Greenville College Choral Union and/or Chamber Orchestra. 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.

## CONTEMPORARY CHRISTIAN MUSIC

The **contemporary Christian music major** (CCM major) requires the completion of 49 credits and leads to a bachelor of science degree. Students may elect to complete one or more optional tracks beyond the CCM curriculum. The tracks are: composition, performance, worship arts, and recording and production.

### Contemporary Christian Music Major Requirements<sup>8</sup>

<sup>8</sup> The following list shows the current courses from the CCCU Martha's Vineyard Contemporary Music Center and the acceptable course substitutions for Greenville College's CCM courses.

CCCU Contemporary Music Center Curriculum	CCCU Credits	GC Music Department Substitutions	GC Music Credits
Faith, Music, and Culture	3	MUSG 150 Faith, Music, Culture MUSG 350 Faith, Music, Culture Senior Seminar	3
Inside the Music Industry	1		
Practicum	1	General Elective	General Elective
Essentials of Songwriting	3	MUTH 306 Pop Theory	2
Studio Recording	3	Independent Study in Recording Technology	3
Performance	3	Any Small Ensemble	1
Artists Management	3	MUSB 325 Music Business Survey (All three CCCU courses must be taken for GC credit.)	2
Artists and Repertoire	3		
Music Marketing & Sales	3		

MUSB 325 Music Business Survey (3 cr)  
 MUSG 150 Faith, Music, Culture (1 cr)  
 MUSG 176/376 Rock Music History (2 cr)  
 MUSG 209 Music Listening (2 cr)  
 MUSG 221 Elementary Conducting (2 cr)  
 MUSG 226 Studio Recording Techniques I (2 cr)  
 MUSG 309 Music History I (3 cr)  
 MUSG 310 Music History II (3cr)  
 MUSG 350 Faith, Music, Culture Senior Seminar (2 cr)  
 MUTH 103 Written Theory 1 (3 cr)  
 MUTH 103E Ear Training and Sight Singing I (1cr)  
 MUTH 104 Written Theory II (3 cr)  
 MUTH104E Ear Training and Sight Singing II (1 cr)  
 MUTH 305 Pop Theory/Song Writing I (2 cr)  
 MUTH 306 Pop Theory/Song Writing II (2 cr)  
 Applied Lessons and Ensembles (14 cr)

- Six to eight consecutive semesters of applied lessons are required in a single instrument, unless a student has elected to complete either the Recording and Production 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.

Class Piano (2-4 cr)

- Students must complete MUAP 104 or demonstrate competency to fulfill this requirement.

MUSG 418 Senior Recital (1 cr) **or**

MUSG 419 Senior Project (1 cr). This course is only an option for students in the recording and production track.

### **Optional Tracks**

#### **Composition Track**

MUTH 203 Written Theory III (3 cr)  
 MUTH 203E Ear Training and Sight Singing III (1 cr)  
 MUTH 204 Written Theory IV (3 cr)  
 MUTH 204E Ear Training and Sight Singing IV (1 cr)  
 MUED 281 String Class (1 cr)  
 MUED 282 Percussion Class (1 cr)  
 MUED 291 Brass Class (1 cr)  
 MUED 292 Woodwind Class (1 cr)

#### **Performance Track**

MUTH 203 Written Theory III (3 cr)  
 MUTH 203E Ear Training and Sight Singing III (1 cr)  
 MUTH 204 Written Theory IV (3 cr)  
 MUTH 204E Ear Training and Sight Singing IV (1 cr)

#### **Recording and Production Track**

MUSG 227 Studio Recording Techniques II (2 cr)  
 MUSG 326 Studio Recording Techniques III (2 cr)  
 MUSG 327 Studio Recording Techniques IV (2 cr)  
 MUSG 329 Sound Reinforcement (1 cr) (Must take twice)  
 MUSG 426 Studio Recording Techniques V (1 cr) (Must take twice)

#### **Worship Arts Track**

MUSG 301 Worship Arts in the 21<sup>st</sup> Century (3 cr)

MUSG 302 Music and Worship (3 cr)  
 REL 200 Orientation to Ministry (3 cr)  
 REL 266 Introduction to Worship (3 cr)  
 Voice proficiency at MUAP 111U level<sup>9</sup>

## MUSIC

The **music major** requires 47-53 hours of credit, depending on the student's primary instrument, and leads to a bachelor of arts degree.

### Music Major Requirements

MUED 324 Choral Rehearsal Technique (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 418 Senior Recital (1 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)  
 MUTH 203 Written Theory III (3 cr)  
 MUTH 203E Ear Training and Sight Singing III (1 cr)  
 MUTH 204 Written Theory IV (3 cr)  
 MUTH 204E Ear Training and Sight Singing IV (1 cr)  
 6 credits of ensemble (4 must be a large ensemble)  
 Selection of an emphasis (10-16 cr)

### Instruments (Non-Piano) are also required to complete

MUAP 101 Class Piano I (1 cr)  
 MUAP 102 Class Piano II (1 cr)  
 MUAP 103 Class Piano III (1 cr)  
 MUAP 104 Class Piano IV (1 cr)  
 6-8 credits of Applied Lessons, two of which must be upper division.

### Piano Students are also required to complete

MUAP 315 Accompanying (1 cr)  
 MUSG 316 Pedagogy and Literature (3 cr)  
 12-16 additional credits of Applied Lessons, two of which must be upper division.

### Voice Students are also required to complete

MUAP 101 Class Piano I (1 cr)  
 MUAP 102 Class Piano II (1 cr)  
 MUAP 103 Class Piano III (1 cr)  
 MUAP 104 Class Piano IV (1 cr)  
 MUAP 314 Foreign Language Diction for Singers (1 cr)  
 MUSG 316 Pedagogy and Literature (3 cr)  
 6-8 credits of Applied Lessons, two of which must be upper division.

### Worship Arts Students are also required to complete

MUSG 301 Worship Arts in the 21<sup>st</sup> Century (3 cr)  
 MUSG 302 Music and Worship (3 cr)  
 REL 200 Orientation to Ministry (3 cr)

CONTEMPORARY CHRISTIAN MUSIC REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	48
Major	49
Optional Composition Track	12
Optional Performance Track	8
Optional Recording and Production Track	10
Optional Worship Arts Track	12
Elective	17-29
<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>9</sup> MUAP 111U voice proficiency may be met by completing coursework or by passing the voice proficiency exam. If a student fails the proficiency exam, the student must enroll in the appropriate applied voice course.

MUSIC REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.A.)*	57
Major	37
Instrument (Non-Piano)	10
Piano	16
Voice	14
Worship Arts	12
Elective	16-22
<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.

REL 266 Introduction to Worship (3 cr)  
Voice proficiency at MUAP 111U level<sup>10</sup>

#### Music Minor Requirements (20 credits)

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 BUSINESS

In conjunction with the Management Department, the Music Department offers a major in **music business**. Detailed information on the music business major is found on page 99, and this major leads to a bachelor of science degree.

## MUSIC EDUCATION

The **music education** major requires 53 credits in music and 40 hours of professional studies in education. 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.

#### Music Education Specialization Requirements

Applied Piano (2-4 credits, with MUAP 104 exit requirements). Piano majors should enroll in MUAP 111X.

MUAP 101 Class Piano I (1 cr)  
MUAP 102 Class Piano II (1cr)  
MUAP 103 Class Piano III (1 cr)  
MUAP 104 Class Piano IV (1 cr)  
MUAP 105 Beginning Voice Class – Traditional (1 cr)  
MUAP 111U Applied Music – Voice (1 cr)  
MUED 281 Strings Class (1 cr)  
MUED 282 Percussion Class (1 cr)  
MUED 291 Brass Class (1 cr)  
MUED 292 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 221 Elementary Conducting (2 cr)  
MUSG 309 Music History I (3 cr)  
MUSG 310 Music History II (3 cr)  
MUSG 418 Senior Recital (1 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)  
MUTH 203 Written Theory III (3 cr)  
MUTH 203E Ear Training and Sight Singing III (1 cr)

<sup>10</sup> MUAP 111U voice proficiency may be met by completing coursework or by passing the voice proficiency exam. If a student fails the proficiency exam, the student must enroll in the appropriate applied voice course.

MUTH 204 Written Theory IV (3 cr)

MUTH 204E Ear Training and Sight Singing IV (1 cr)

Applied Lessons (7 cr)

- Two credits must be upper division.
- These credits are in addition to Class Piano classes

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, MUEN 141/341, or Chorale, MUEN142/342).
- One year (2 cr) must be in Concert Band, MUEN 145/345.

**Required Professional Studies Courses**

EDU 101 Introduction to Educational Opportunities (3 cr)

EDU 202 Cultural Awareness in the Classroom (3 cr)

EDU 280 Exceptional Child (3 cr)

EDU 316 Reading and Writing Across the Curriculum (3 cr)

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 Student Teaching (12 cr)

PSY 206 Adolescent Development (3 cr)

**MUSIC EDUCATION REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.M.E.)*	33.5
Major	53
Education	40
Elective	0
<b>Total Credits to Earn Degree</b>	<b>126.5</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.

## **PHILOSOPHY AND RELIGION**

**Course Listing Pg. 173  
(Philosophy)**

**Course Listing Pg. 181 (Religion)**

Associate Professors— Brian Hartley (Department Chair), Rick McPeak  
Assistant Professors—Joe Culumber, Kent Dunnington, Lori Gaffner, Christina Smerick

The twenty-first century has brought with it an increased need for understanding the role of faith and faith traditions in a rapidly shrinking world. Finding ways of articulating the complexities of religion and carrying on constructive dialogue, while both understanding and embracing one's core beliefs, lies at the heart of a Greenville College education. The Philosophy and Religion Department seeks to meet these challenges and to prepare students for a life of intelligent service to God, the Christian community, and the world at large. The department embraces a holistic approach summed up in the phrase that, "All truth is God's truth." Believing that there is an essential unity in all knowledge, the department is at the center of the College's understanding of the Christian liberal arts. Providing the setting in which students ask the most basic, fundamental, and important questions facing human beings, the department invites all students, majors and non-majors, to approach life thoughtfully, and thereby, to develop a habit of thinking beneath the surface, with a deep contextualized understanding of their faith.

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. 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, college/university teaching, 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 or religion 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.

### **PHILOSOPHY**

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 the completion of 24 hours and leads to a bachelor of arts degree.

#### **PHILOSOPHY REQUIREMENTS AT A GLANCE**

Type of Credit	Required Credits
General Education (For B.A.)*	60
Major	24
Elective	42
<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.

#### **Philosophy Major Requirements<sup>11</sup>**

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)

<sup>11</sup> 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.

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 354 World Religions (3 cr)  
 PHL 470 Metaphysics Seminar (3 cr)

Greek or French are strongly recommended and meet the language requirement for the bachelor of arts degree.

**Philosophy Minor Requirements** (15 credits)

PHL 280 Introduction to Logic (3 cr)  
 PHL 310 Philosophy of Religion (3 cr)  
 9 additional hours of philosophy courses

## RELIGION

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 majoring in religion 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<sup>12\*</sup>**

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 Homiletics (3 cr)  
 REL 266 Introduction to Worship (3 cr)  
 REL 270 Wisdom and Poetic Literature of the Old Testament (4 cr)  
 REL 275 Free Methodist Policy and 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 354 World Religions (3 cr)  
 REL 399 Johanine Literature (3 cr)

GRK 101, 102, & 201 are strongly recommended and meet the language requirement for the bachelor of arts degree.

### RELIGION REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	60
Major	24
Elective	42
<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>12</sup> 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.

**Religion Minor Requirements** (15 credits)

- Any Old Testament course (3 cr)
- Any New Testament course (3 cr)
- REL 451 Foundations of Christian Doctrine (3 cr)
- 6 additional hours of religion courses

**MINISTRY**

The **ministry major** is a strong pre-seminary program offered for students headed into the ministry, but who are unsure about moving on into seminary or graduate studies immediately upon graduation. The major allows one to select an emphasis in either pastoral ministries or urban/cross-cultural ministries. Students in this program are required to serve an internship, as well as take several specific courses in the field of ministry that prepare them for employment upon graduation.. 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 nine credits. Both emphases lead to a bachelor of arts degree.

<b>MINISTRY REQUIREMENTS AT A GLANCE</b>	
<b>Type of Credit</b>	<b>Required Credits</b>
General Education (For B.A.)*	60
Major	29
Emphasis	9
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.

**Ministry Major Requirements<sup>13</sup>**

- PHL 310 Philosophy of Religion (3 cr) **or**  
PHL 330 Ethics (3 cr)
- REL 111 Ministry Seminar (.5 cr) – Must complete 4 times
- REL 200 Orientation to Ministry (3 cr)
- REL 235 Ministry of Discipleship and 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 Christian Doctrine (3 cr)
- REL 452 Methods in Wesleyan Theology (3 cr)
- 3 credits of an upper division Biblical Studies course
- Selection of an emphasis below (9-12 cr)

**Pastoral Ministry Emphasis Requirements**

- PSY 212 Developmental Psychology (3 cr)
- REL 405 Pastoral Ministry Internship (6-9 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 361 The Church in the City (3 cr)
- REL 405 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 Sociology of Wealth and Poverty, and REL 354 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.

**Ministry Minor Requirements** (17 credits)

- Any Old Testament course (3 cr)
- Any New Testament course (3 cr)
- REL 200 Orientation to Ministry (3 cr)

<sup>13</sup> 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.

REL 235 Ministry of Discipleship and Evangelism (3 cr)

REL 265 Homiletics (3 cr) **or**

REL 266 Introduction to Worship (3 cr)

REL 405 Internship (2 cr)

## YOUTH MINISTRIES

The youth ministry major prepares individuals for non-traditional, full-time Christian service positions or for graduate work in Christian Education. It draws heavily from several disciplines and allows students to move directly into staff ministry in a church or para-church organization. All students are required to complete an internship working in a church or service agency. This major requires the completion of 44 credits, and leads to a bachelor of science degree.

### Youth Ministries Major Requirements<sup>14</sup>

PHL 310 Philosophy of Religion (3 cr) **or**

PHL 330 Ethics (3 cr)

PSY 212 Developmental Psychology (3 cr)

REL 111 Ministry Seminar (.5 cr) – Must complete 4 times

REL 180 Dynamics of Youth Ministry (3 cr)

REL 200 Orientation to Ministry (3 cr)

REL 235 Ministry of Discipleship and 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)

REL 405 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.

### 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.

<sup>14</sup> 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.

# **PHYSICS**

**Course Listing Pg. 175**

Associate Professor—Arlene Larabee (Department Chair)

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. Students may choose to complete either a B.A degree or a B.S. degree. Students qualifying for the B.A degree must fulfill the Foreign Language requirements as outlined in the General Education guidelines. Students qualifying for the B.S degree must complete 4 - 8 credit hours of a practicum centered on a research experience.

The prospective high school teacher should plan to complete a major of ten courses before the semester of teaching experience. The additional coursework includes one semester of PHY 402 Senior Physics Lab and PHY 350 Science Curriculum Projects.

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 engage in independent study with the guidance of their professors. Part of this independent study should include laboratory investigation of a research nature. Currently the department offers research experience in atomic and nuclear physics. Students may engage in on-campus work with faculty using the department's ion accelerator and other major equipment. Students may also become involved with the research Greenville College is doing in collaboration with the Gammasphere group at Argonne National Lab. Another option is to participate in the NSF-sponsored REU program which provides summer research experiences for undergraduates at various sites off-campus. Students who choose an REU for their practica credit should participate in this program the summer prior to their senior year.

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.

Graduates of the physics program 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 1974-2004 indicates 81 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 entire three course physics sequence.

## PHYSICS

The **physics major** requirements include 33-37 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 Major Requirements

PHY 120 University Physics I (4 cr)  
 PHY 210 University Physics II (4 cr)  
 PHY 220 University 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 405 Practicum (4-8 cr)\*  
 PHY 409 Seminar in Physics (1 cr)  
 CHM 111 General Chemistry I (4 cr)  
 CHM 112 General Chemistry II (4 cr)  
 CIS 210 Programming and Data Structure I (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)

\*Practica credit is 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.

PHYSICS REQUIREMENTS AT A GLANCE		
Type of Credit	Required Credits (For B.A.)	Required Credits (For B.S.)
General Education*	51	45
Major	59	63
Elective	16	18
<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 Minor Requirements (20 credits)

PHY 120 University Physics 1 (4 cr)  
 PHY 210 University Physics 11 (4 cr)  
 PHY 220 University Physics III (4 cr)  
 PHY 318 Theoretical Mechanics (4 cr)  
 PHY 322 Modern Physics (4 cr)

A accumulated GPA of 2.0 or better must be earned in the physics minor courses in order for the minor to be recorded on the transcript at the time of graduation.

## PHYSICS EDUCATION

The **physics education major** requirements include 33 credits in physics, 26 credits in chemistry, computer science, and mathematics, and 46 hours of professional studies in education.

**Physics Specialization Requirements**

PHY 120 University Physics I (4 cr)  
 PHY 210 University Physics II (4 cr)  
 PHY 220 University 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 Laboratory (2 cr)  
 PHY 409 Seminar in Physics (1 cr)  
 CHM 111 General Chemistry I (4 cr)  
 CHM 112 General Chemistry II (4 cr)  
 CIS 210 Programming and Data Structures I (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)

<b>PHYSICS EDUCATION REQUIREMENTS AT A GLANCE</b>	
Type of Credit	Required Credits
General Education (For B.S.)*	35
Major	59
Education	46
Elective	0
<b>Total Credits to Earn Degree</b>	<b>140</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 Practice (3 cr)  
 EDU 202 Cultural Awareness in the Classroom (3 cr)  
 EDU 280 Exceptional Child (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Educational 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 Secondary Student Teaching (15 cr)  
 PSY 206 Adolescent Development (3 cr)

# PSYCHOLOGY

Professors— Randall S. Bergen, Susan E. Hughey-Rasler (Department Chair)  
 Associate Professor—James H. Zahniser  
 Assistant Professor—Richard O. Beans

Course Listing Pg. 178

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.

## PSYCHOLOGY

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 18 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<sup>15</sup>

PSY 202 Statistics (3 cr)  
 PSY 210 Experimental Psychology (3 cr)  
 PSY 350 Psychological Systems (3 cr)  
 PSY 485 Seminar (3 cr)  
 Electives (18 cr) which may include an area of focus listed below.

Optional areas of focus within the psychology major: Because the major allows for 18 hours of electives, students have ample room to pursue specific vocational interests. Each focus listed below provides an example of an area a student may wish to study in depth. Students working with advisors may be able to identify additional areas of focus as well. This focused study is not required to complete the psychology major, but is encouraged.

#### Optional Areas of Focus

Adult Clinical Psychology  
 Child/Adolescent Clinical  
 Marriage and Family Therapy  
 Organizational Psychology  
 School Psychology  
 The Teaching of Psychology

### Psychology Minor Requirements (18 credits)

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

#### PSYCHOLOGY REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.A.)*	57
Major	30
Elective	39
<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/RELIGION

The **psychology/religion major** is a 36 credit hour program with at least 12 credit hours required from the Department of Philosophy and 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 those in psychology and religion. Students completing this major are eligible for a bachelor of arts degree.

15 PSY 101 General Psychology does not count towards the major.

PSYCHOLOGY/RELIGION REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.A.)*	54
Major	36
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.

**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 485 Seminar (3 cr)

REL 270 Wisdom and Poetic Literature of the Old Testament (3 cr)

REL 352 Pauline Epistles (3 cr) **or**

REL 353 Synoptic Gospels (3 cr)

REL 451 Foundations of Christian Doctrine (3 cr)

REL 452 Methods in Wesleyan Theology (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 (6 cr)

# **SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE**

Associate Professor—Greg Sanders (Department Chair)  
Assistant Professor—Greg Pennington

**Course Listing Pg. 184**

## **SOCIOLOGY**

Sociology is the study of society, human groups, and social behavior. Coursework in sociology is designed to help students develop curiosity, insight, and an understanding of human social behavior and patterns of interactions. Like all social sciences, sociology uses methods of scientific observation and reasoning. It is perhaps the best academic discipline for studying the rapid and pervasive social changes which are re-shaping 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 psychology, 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, pastoral ministry, missions, human service fields, and for graduate study in sociology and many other disciplines.

It is expected that sociology majors will be involved in research and service activities, including service to the department, to the local community, and to campus organizations.

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 271 Professional Seminar I (1 cr)  
SOC 371 Professional Seminar II (1 cr)  
SOC 380 Social Theory (3 cr)  
SOC 405 Practicum (3-6 cr)  
SOC 471 Professional Seminar III (2 cr)  
SOC 489 Departmental Honors Research (1 cr) **or**  
    SOC 390 Individual Readings (1 cr)  
Selection of an Emphasis below (9 cr)

Students must also take an additional cross cultural course or approved experience that must include a significant immersion component, such as those common in travel or missions courses. This course or experience is a requirement over and above the 32 hours needed for the major.

### **Emphasis (select one)**

#### **Anthropology & Cultural Studies Emphasis (three of the courses below)**

SOC 302 Diversity Issues (3 cr)  
SOC 311 Human Sexuality (3 cr)  
SOC 399 approved international or cross cultural travel course (3 cr)  
1 other approved upper division course in the emphasis, may be non-department (3 cr)

#### **Family Studies Emphasis (three of the courses below)**

SOC 301 Marriage & Family (3 cr) (Required)  
SOC 309 Sociology of Wealth and Poverty (3 cr)

SOC 311 Human Sexuality (3 cr)  
 1 other approved upper division course in the emphasis, may be non-department (3 cr)

Organizations & Leadership Emphasis (three of the courses below)

SOC 361 Policies & Agencies (3 cr)  
 SOC 365 Social Organizations (3 cr)  
 SOC 399 Leadership Studies (or approved alternative) (3 cr)  
 1 other approved upper division course in the emphasis, may be non-department (3 cr)

Urban Studies & Community Development Emphasis

SOC 360 Sociology of Cities (3 cr)  
 SOC 381 Social Context of Community Development (3 cr)  
 1 other approved upper division course in the emphasis, may be non-department (3 cr)

**Sociology Minor Requirements (18 credits)**

SOC 101 Principles of Sociology (3 cr)  
 15 credits (8 must be upper division) elective courses from the Sociology Department

## SOCIAL WORK

**Course Listing Pg. 189**

Course offerings leading to a major in social work are open to students interested in a professional career or those planning to enter graduate school. 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.

The social work program blends theoretical and applied orientations. A practicum experience of 8 - 12 credits is required of all majors, where 40 clock hours on location equals one hour of credit. 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 résumé 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 research and service to the department, to the local community, and to campus organizations.

The social work major requires completion of 42 credits. Students completing the social work major are eligible for the bachelor of science degree.

## SOCIAL WORK REQUIREMENTS AT A GLANCE

Type of Credit	Required Credits
General Education (For B.S.)*	45
Major	42
Elective	39
<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.

**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 (3 cr)  
 SWK 271 Professional Seminar I (1 cr)  
 SWK 305 Fields of Social Work (3 cr)  
 SWK 361 Policies & Agencies (3 cr)  
 SWK 371 Professional Seminar II (1 cr)  
 SWK 405 Practicum (8-12 cr)  
 SWK 471 Professional Seminar III (2 cr)  
 Upper Division Elective in either CRJ, SOC, or SWK (3 cr)

Students must also take two cross cultural courses or approved experiences, one of which must include a significant immersion component, such as those common in travel or missions courses. These courses or experiences are a requirement over and above the 42 hours needed for the major.

Social work majors are also encouraged to take

- SWK 390 Individual Readings (1-3 cr)
- SWK 489 Departmental Honors Research (1-2 cr)
- SWK 490 Departmental Honors Thesis (2 cr)

## 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 study of 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.

**Course Listing Pg. 137 (Criminal Justice)**

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 résumé 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; 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.

The criminal justice major requires completion of 41 credits. Students completing the criminal justice major are eligible for the bachelor of science degree.

### Criminal Justice Major Requirements:

- CRJ 201 Introduction to Criminal Justice (3 cr)
- CRJ 270 Law Enforcement (3 cr)
- CRJ 271 Professional Seminar I (1 cr)
- CRJ 275 Corrections (3 cr)
- CRJ 351 Juvenile Delinquency (3 cr)
- CRJ 371 Professional Seminar II (1cr.)
- CRJ 405 Practicum (6-10 cr)
- CRJ 471 Professional Seminar III (2 cr)
- SOC 101 Principles of Sociology (3 cr)
- SOC 202 Statistics (3 cr)
- SOC 210 Research Methods (3 cr)
- SOC 303 Crime and Social Deviancy (3 cr)
- SOC 304 Social Psychology (3 cr)
- SOC 380 Social Theory (3 cr)
- CRJ 489 Departmental Honors Research (1 cr) **or**
- CRJ 390 Individual Readings (1 cr)

Students must also take two cross cultural courses or approved experiences, one of which must include a significant immersion component, such as those common in travel or missions courses. These courses or experiences are a requirement over and above the 41 hours needed for the major.

CRIMINAL JUSTICE REQUIREMENTS AT A GLANCE	
Type of Credit	Required Credits
General Education (For B.S.)*	51
Major	41
Elective	37
<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.

# 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 sixty 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 CHM 201 Organic Chemistry I, the prerequisite given is CHM 112 General Chemistry II, which must be satisfactorily completed before CHM 201 can be taken.

Because 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 semester in which a course is typically offered is also included.

The College reserves the prerogative to cancel any course for which fewer than eight students register.

## ACCOUNTING (ACCT)

### ACCT 101 Financial Accounting I

**Three Credits**

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 every semester.)

### ACCT 102 Financial Accounting II

**Three Credits**

Continuation of Financial Accounting I. More detailed examination of components of the balance sheet. Introduction to financial statement analysis.

**Prerequisite:** ACCT 101. (Offered every semester.)

**ACCT 201 Managerial Accounting** **Three Credits**  
 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:** ACCT 101. (Offered spring semester.)

**ACCT 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:** ACCT 201. (Offered fall semester of even calendar years.)

**ACCT 314 Accounting Theory & Practice I** **Three 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:** ACCT 102. (Offered fall semester of odd calendar years.)

**ACCT 315 Accounting Theory & Practice II** **Three 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:** ACCT 314. (Offered spring semester of even calendar years.)

**ACCT 317 Income Tax Theory** **Two 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. (Offered Interterm of even calendar years.)

**ACCT 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:** ACCT 201. (Offered spring semester of odd calendar years.)

**ACCT 319 Tax Applications** **One to 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 Citizens 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:** ACCT 317. (Offered spring semester.)

**ACCT 405 Accounting Practicum** **Four to Twelve Credits**

**ACCT 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**ACCT 489 Departmental Honors Research** **Variable Zero to Two Credits**

**ACCT 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**ACCT 199, 399 Open Titled Course** **One to Four Credits**

**ART****ART 111 Design****Three Credits**

A study of the basic principles and elements of two and three 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 employing traditional additive and subtractive methods as well as contemporary found-form construction/fabrication. 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 even 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. (Offered irregularly.)

**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 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. Cross listed with DM 230.

**Prerequisite:** ART 111 or 113. (Offered fall semester.)

**ART 251 Art History: Introduction and Survey I****Three Credits**

The course is an introductory study of artists, their ideas, and styles, with an emphasis upon the variety of media and styles in the history of art. Also included is a beginning survey of art historical movements commencing with Western painting, sculpture, and architecture from prehistoric 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 Figure Drawing****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 spring semester of odd 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, and wheel throwing methods. 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. Cross listed with DM 330.

**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. Cross listed with DM 331. (Offered fall semester.)

**ART 351 Historical Survey of Women Artists****Three Credits (CC)**

This course is designed to provide an introduction of the accomplishments of western and non-western women artists from antiquity to the 20<sup>th</sup> century, which are often omitted from the art history canon. The course will cover historical epochs focusing on the social, economic, and demographic factors that had a direct bearing on women's potential to become professional artists. Meets the general education fine arts and cross cultural requirement. (Offered spring semester of odd calendar years.)

**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. Meets the general education writing intensive requirement. (Offered fall semester.)

**ART 355 Art History: Non-Western Art****Three Credits (CC)**

A general survey of the architecture and artifacts developed 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 the general education cross cultural requirement. (Offered fall semester of even calendar years.)

**ART 390 Independent Studio****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 or her 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****Variable Credit****ART 389 Junior Departmental Honors Research****Variable Zero to Two Credits****ART 489 Departmental Honors Research****Variable Zero to Two Credits****ART 490 Departmental Honors Thesis****Variable Zero to Two Credits****ART 199, 399 Open Titled Course****One to Four Credits****BIOLOGY (BIO)****BIO 108 Environmental Science and Stewardship****Four Credits**

This course presents a values based approach for dealing with issues that are critical to the wellbeing of Creation. The course provides a general overview of the concepts of global ecology and then uses these concepts to study the impact that human involvement has had on the ecosystem. The framework for this course is centered around these topics: human population, renewable resources, energy, pollution and prevention of pollution with the recurring theme of moving toward a sustainable future for the Creation. (Offered every semester.)

**BIO 110 General Biology I****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 112 General Biology II****Four Credits**

This course is a continuation of BIO 110 and emphasizes the diversity, ecology, structure and function of animals. The course will survey the animal kingdom and discuss adaptations for homeostasis, reproduction and interaction with the environment. Topics also include brief examination of community and ecosystem biology with an emphasis on sustainability and

stewardship. (Three hours lecture and two hours lab per week.)

**Prerequisite:** None, BIO 110 recommended. (Offered spring 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 fall 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, 112 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 155 Introduction to the Crime Scene Investigation and Forensics**

**Three or Four Credits**

This course is an introduction to the world of crime scene investigation and forensic criministics. Students will learn from actual cases and hear lectures from lead investigators and science of crime scene investigation. Lab exercises will engage the students in the biological, chemical and physical analysis of evidence, including several crime scene scenarios. Three hours lecture and optional two hours lab each week. Students enrolling in and successfully completing the lab portion of this class will receive four credits; students not enrolled in the lab will receive three credits for the class. To take the lab, students must be concurrently enrolled in the lecture part of the class. (Offered spring 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, 112 or permission of instructor. (Offered spring semester of even calendar years.)

**BIO 245 Human Anatomy and Physiology I**

**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 hour labs per week.) (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 110,112. For BIO 363: BIO 110, 112, 115, 215, and CHM 112 or permission of instructor. (Offered irregularly.)

**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, 112, CHM 111, PHY 120C or permission of instructor. (Offered irregularly.)

**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 various ecosystems.

**Prerequisite:** BIO 110, 112, 115 or permission of instructor. (Offered irregularly.)

**BIO 303 Parasitology** **Four Credits**

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 students. (Three hours lecture and three hours lab per week.)

**Prerequisite:** BIO 110, 112. (Offered fall semester of even calendar years.)

**BIO 305 Genetics** **Four Credits**

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.)

**Prerequisite:** BIO 110, 112. (Offered spring semester.)

**BIO 309 Vertebrate Behavior and Natural History** **Four Credits**

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.

**Prerequisite:** BIO 110, 112, or permission of instructor. (Offered spring semester odd calendar years.)

**BIO 316 Invertebrate Zoology** **Four Credits**

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.)

**Prerequisite:** BIO 110, 112, or permission of instructor. (Offered fall semester of odd calendar years.)

**BIO 330 Vertebrate Morphogenesis** **Four Credits**

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.)

**Prerequisite:** BIO 110, 112. (Offered fall semester.)

**BIO 340 Cell Biology** **Four Credits**

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.)

**Prerequisite:** BIO 110, 112, 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. (Three hours of lecture and three hours lab per week.) Cross listed with CHM 342/PHY 342.

**Prerequisite:** CHM 112, PHY 120C. CHM 201 recommended. (Offered spring semester of odd calendar years.)

**BIO 345 Human Anatomy & Physiology II**

**Four Credits**

A continuation of BIO 245. (Two hours lecture and four hours lab per week.)

**Prerequisite:** BIO 245. (Offered spring semester.)

**BIO 350 Science Curriculum Projects**

**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 of odd calendar years.)

**BIO 351 Biological Problems**

**One or Two Credits**

A project course. An opportunity for students to make a beginning at research work or learn skills in areas such as cell/molecular biology, 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 110, 112, CHM 112, or permission of instructor. (Offered fall semester.)

**BIO 363 Environmental Topics Seminar (see BIO 263/363)**

**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, 112, CHM 112, PHY 120C or permission of instructor. (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, 112, 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****Variable Credit**

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 student's responsibility to initiate a request for the practicum, 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.

**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. Meets the general education writing intensive requirement.

**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****Variable Zero to Two Credits****BIO 489 Departmental Honors Research****Variable Zero to Two Credits****BIO 490 Departmental Honors Thesis****Variable Zero to Two Credits****BIO 199, 399 Open 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 for more information.

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

**CHEMISTRY (CHM)****CHM 107 Caveman Chemistry****Three credits**

Caveman Chemistry explores the discovery, introduction and application of important chemical technologies into human culture. Through laboratory exercises and lectures students learn how ancient peoples used natural resources (rocks, clay, sand, ash etc.) to create new materials (pottery, glass, metals, explosives etc.) that changed history. It is a hands-on, interdisciplinary

course designed to help students learn science in the context of human history. Meets the general education laboratory science requirement. Two hours lecture and two hours lab each week. (Offered fall semester).

**CHM 111 General Chemistry I** **Four Credits**

Basic principles of chemical reactions and descriptive chemistry are integrated in terms of atomic structure, bonding theory, molecular geometry, reaction rates, equilibrium, and thermodynamics. (Three lecture hours and three lab hours per week.) (Offered fall semester.)

**CHM 112 General Chemistry II** **Four Credits**

A continuation of CHM 111. (Three lecture hours and three lab hours per week.)

**Prerequisite:** CHM 111 or equivalent. (Offered spring semester.)

**CHM 201 Organic Chemistry I** **Four Credits**

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 semester.)

**CHM 301 Organic Chemistry II** **Four Credits**

A continuation of CHM 201. (Three hours lecture and three hours lab per week.)

**Prerequisite:** CHM 201 or equivalent. (Offered spring semester.)

**CHM 305 Quantitative Chemical Analysis** **Four Credits**

The study of acid-base, precipitation, redox, and complex-forming theory through titrations, gravimetric precipitations, and instrumental techniques. The uses of the more common analytical instruments are included in the laboratory. (Three hours lecture and three 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 education, 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, 112 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, CIS 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. (Three hours lecture and three hours lab per week.)

**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. (Three hours lecture and three 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.)

**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 by request and with instructor approval.)

**CHM 405 Practicum**

**Variable Credit**

**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. Meets the general education writing intensive requirement.

**Prerequisite:** CHM 301 and 310 or 322. (Offered spring semester.)

**CHM 389 Junior Departmental Honors Research**

**Variable Zero to Two Credits**

**CHM 489 Departmental Honors Research**

**Variable Zero to Two Credits**

**CHM 490 Departmental Honors Thesis**

**Variable Zero to Two Credits**

**CHM 199, 399 Open Titled Course**

**One to Four Credits**

**COMPUTER AND INFORMATION SYSTEMS (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 computer and information systems. College Level Examination Program (CLEP) credit is available for this course. (Offered every semester.)

**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 computer and information systems. Cross listed with DM 140.

**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.

**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 309 Applied Operating Systems** **Three Credits**

This course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure both the Linux and Windows operating systems and optimize performance.

**Prerequisite:** CIS 210. (Offered spring semester of even 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 140. (Offered fall semester of odd 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 140 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. (Offered spring semester of even 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 (WI)**

Students in this course will learn the concepts and the techniques that are necessary to lead and motivate a team of technical people. Technical companies and technical work techniques will be studied and discussed. Also, methods of finding and developing technical talent will be covered. Meets the general education writing-intensive requirement.

**Prerequisite:** MGT 321. (Offered spring semester of odd calendar years.)

**CIS 405 Practicum** **Four Credits**

**Prerequisite:** CIS 340.

**CIS 389 Junior Departmental Honors Research** **Variable Zero to Two Credits****CIS 489 Departmental Honors Research** **Variable Zero to Two Credits****CIS 490 Departmental Honors Thesis** **Variable Zero to Two Credits****CIS 199, 399 Open Titled course** **One to Four Credits****COMMUNICATION (COM)****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 readings and advanced communication research and projects.

**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, and stage terminology and techniques. Also included are 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 DM/MUSG 226.

**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, ceremonial speeches, and business and professional presentations. (Offered spring semester of even calendar years.)

**COM 221/421 Acting: Private Lessons and Studio****One to Two Credits**

Through a process of private individual coaching, the course includes intensive study in script analysis, scoring, action and objective choices, characterization and vocal technique for the actor. A student may earn up to a maximum of four credits in private acting lessons. After the student earns 2 credits at the 200 level, he/she is eligible to enroll at the 400 level. A fee of \$375 per credit will be assessed for students enrolling in private lessons.

**Prerequisite:** COM121. (Offered spring semester.)

**COM 224/324 Theatre Workshop****One to Three Credits**

Provides workshop experience in all phases of theatrical production—directing, stage management, make-up, 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.)

**COM 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 ENG 227.

**Prerequisite:** ENG 101. (Offered fall semester of even calendar years.)

**COM 231/331 Newspaper/Yearbook Production****One to Two 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. Cross listed with ENG 231/331.

**Prerequisite:** COM 226, 227, or instructor permission. (Offered every semester.)

**COM 232 Broadcast Writing****Three Credits**

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. Cross listed with ENG 232. (Offered fall semester of even calendar years.)

**COM 236 Stagecraft****Three Credits**

The primary focus of inquiry is on play production and backstage crafts. The course includes a study of the organization, materials, and skills necessary to produce a play. Consideration is given to costuming, make-up, publicity, management, scenery, properties, and lighting for the theatre. (Offered fall semester of odd calendar years.)

<b>COM 237 Script Analysis</b>	<b>Two Credits</b>
This course investigates the basic principles and techniques for analysis of dramatic texts. Using Aristotle's Elements of Drama as a foundation, the course examines diverse ways of analyzing scripts for dramatic performance including historical, psychological, and cultural approaches. (Offered spring semester of even calendar years.)	
<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 people persuade the media and how the media persuade people, 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 spring semester of even calendar years.)	
<b>COM 304 Communication Theory</b>	<b>Three Credits</b>
An examination of selected theories in all aspects of communication, 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 and it allows students to better understand the entire discipline..	
<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.)	
<b>COM 307 Advanced Interpersonal and Gender Communication</b>	<b>Three Credits (CC)</b>
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 in males, females, and cultures across borderlands. Meets the general education cross cultural requirement. (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 campaign, including all media preparations needed in the workplace.

**Prerequisite:** COM 306. (Offered spring semester of odd calendar years.)

**COM 309 Theatre History and Literature I** **Three Credits**

This course is a survey of the history of theatre from the ancient Greeks to the 18<sup>th</sup> century. It includes a study of representative plays of various types, historical periods and geographical regions. Emphasis will be on analysis of the plays as well as their production potential. The course will examine theatre as an art that both reflects and influences social and cultural life. Cross listed with ENG 309. Meets the general education fine arts requirement. This course does not meet the general education literature requirement.

**Prerequisite:** ENG 201 or 243. (Offered spring semester of even calendar years.)

**COM 310 Theatre History and Literature II** **Three Credits**

This course is a survey of the history of theatre from the 18<sup>th</sup> century to the present. It includes a study of representative plays of various types, historical periods and geographical regions. Emphasis will be on analysis of the plays as well as their production potential. The course will examine theatre as an art that both reflects and influences social and cultural life. Cross listed with ENG 310. Meets the general education fine arts requirement. This course does not meet the general education literature requirement.

**Prerequisite:** ENG 201 or 243. (Offered spring semester of odd 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. This course does not meet the general education literature requirement.

**Prerequisite:** ENG 201 or 243. (Offered fall semester of even 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 even calendar years, as needed.)

**COM 324 Theatre Workshop (see COM 224/324)**

**COM 325 Actors Workshop (see COM 225/325)**

**COM 331 Newspaper/Yearbook Production (see COM 231/331)**

**COM 340 Radio Broadcast Practicum (see COM 240/340)**

**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.)

**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. Students will also learn interviewing techniques for mass media, counseling, health care, and more. (Offered fall semester of odd calendar years.)

**COM 405 Internship** **One to Three Credits**

Students doing internships enroll in different sections depending on their focus. For radio, 405.01; television, 405.02; public relations, 405.03; advertising, 405.04; journalism, 405.05; theatre, 405.06; or speech communication, 405.07.

**COM 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, as well as 50 pages of written product. Meets the general education writing intensive requirement. Cross listed with MP 410

**Prerequisite:** 18 credits in communication or permission of instructor. (Offered fall semester.)

**COM 421 Acting: Private Lessons and Studio (see COM 221/421)****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 with ENG 450.

**Prerequisite:** ENG 201 or 243, or consent of instructor. (Offered spring semester.)

**COM 389 Junior Departmental Honors Research** **Variable Zero to Two Credits****COM 489 Departmental Honors Research** **Variable Zero to Two Credits****COM 490 Departmental Honors Thesis** **Variable Zero to Two Credits****COM 199, 399 Open Titled Courses** **One to Four Credits****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 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. Though 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. (Offered fall semester.)

**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. (Offered every semester.)

**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 60 transfer hours. COR 301 must be completed during a transfer student's first fall semester at GC. (Offered fall semester.)

**COR 302 Science and Christianity**

**Three Credits**

This course introduces students to the historical encounter between the various sciences and Christianity. The course will explore the history and content of scientific methodologies and paradigms employed in both the natural and social sciences. Students will also consider the key controversies within each discipline and the contemporary developments in each of these fields. The course will also examine how Christianity has shaped and been shaped by scientific developments. The aim of the course is to help the student develop an integrated worldview that will provide an understanding for the tension and synergy between science and Christian faith.

**Prerequisite:** COR 102 or 301, one lab science, and at best junior status. A philosophy course is recommended. (Offered every semester.)

**COR 401 Capstone Seminar Advanced Integrative Studies**

**Two Credits**

This course is the senior capstone for a Greenville College liberal arts education. It 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. Course objectives are accomplished through a focus on a real world issue within the framework of a Biblical worldview. COR 401 builds on students' exposure to both introductory general education courses and advanced courses within their specific disciplines. The course 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 holistic truth. Students work in small groups to produce a collaborative studies thesis/project, in order to accomplish the course objectives.

**Prerequisites:** COR 302, and Senior status. (Offered every semester.).

## CRIMINAL JUSTICE (CRJ)

**CRJ 201 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; e.g., 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. Cross listed with SOC 203.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester.)

**CRJ 270 Law Enforcement**

**Three Credits**

It is the goal of this course to develop a greater understanding of the complexities of the law enforcement function—its intricacies and diversity. This will be done through a thoughtful consideration of the structure and functions of law enforcement and through exploring the topics of police and police functions.

**Prerequisites:** CRJ 201 and SOC 101. (Offered spring semester of odd calendar years.)

**CRJ 271 Professional Seminar I****One Credit**

This course provides students with a seminar experience (typically a one-day retreat), and a small number of class sessions with individual appointments with the instructor, for the purpose of helping the student create the foundation for a successful professional future. Requirements include the completion of an updated resume, two professional interviews, attendance at a professional conference, service hours, and a student success plan, all included in a well-organized portfolio. Ideally this course should be taken during the fall semester of the sophomore or junior year. Cross listed with SOC 271 and SWK 271.

**Prerequisites:** SOC 101. (Offered fall semester.)

**CRJ 275 Corrections****Three Credits**

This class will introduce students to a critical study of corrections—the institutionalized system through which society incarcerates or otherwise punishes and supervises individuals identified as criminals. The course will consider the correctional system, with particular attention to the social forces that shape and are shaped by corrections. The course will focus on models and trends in corrections with application for both understanding society and preparation for practice.

**Prerequisites:** CRJ 201 and SOC 101. (Offered fall semester of even calendar years.)

**CRJ 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 socialwork. Professional implications will also be examined. Cross listed with SOC 351 and SWK 351.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)

**CRJ 361 Policies and Agencies****Three Credits**

The study of a variety of social organizations and of the policies enacted or pursued related to mission, structure, and social-political environments. Governmental and non-governmental agencies in the areas of social work and criminal justice will be included. Using organizational theory and real-life models, students will engage in institutional problem-solving exercises. Cross listed with SOC 361 and SWK 361.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)

**CRJ 371 Professional Seminar II****One Credit**

This course begins with requirements similar to those in CRJ 271, but assignments are at a higher stage of development. Additionally, each student is required to produce one of two professional products. One option would be to write an academic paper which will be submitted to a journal or professional organization, and the other would be to complete an applied leadership project which demonstrates significant and innovative leadership with a campus or community organization, including the implementation and presentation of a successful applied idea, innovation, or intervention, tailor-made to that organization. Typically taken during the fall semester of the junior or senior year. Cross listed with SOC 371 and SWK 371.

**Prerequisite:** CRJ 271. (Offered fall semester.)

**CRJ 390 Individual Readings****One to Three Credits**

Selected readings in an area not covered by course offerings, often in the general topic area of the chosen senior project. Annotated bibliography, reading notes, and a comprehensive research are paper required. Cross listed with SOC 390 and SWK 390.

**Prerequisite:** Completion of or concurrent enrollment in CRJ 471.

**CRJ 405 Practicum****Variable Credit**

Each student must successfully complete one or more practicum experiences, totaling 6-8 hours of academic credit, where 40 clock hours on location equals one hour of credit. Ideally, each practicum should be based at a criminal justice affiliated agency (court, probation office, correctional facility, local police station or sheriff's department, etc.), which specialized in some aspect of the criminal justice system. Ideally, an on-site supervisor with an appropriate degree or license will supervise the student's practicum.

**Prerequisites:** SOC 101, 202, 210, CRJ 201, and upper division status.

**CRJ 471 Professional Seminar III** **Two Credits**  
 This course provides students with a capstone experience in the department, and links all academic and extra-curricular experiences at Greenville College with the students' occupational and service-oriented future. Requirements include updating the academic portfolio, including academic resumes, and completion of an oral exam and research-based senior project. The senior project includes a paper and a publicized oral report. Must be completed during the spring semester of the senior year. Cross listed with SOC 371 and SWK 371.  
**Prerequisites:** SOC 101, 202, 210, and CRJ 271, 371. (Offered spring semester.)

**CRJ 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**  
**CRJ 489 Departmental Honors Research** **Variable Zero to Two Credits**  
**CRJ 490 Departmental Honors Thesis** **Variable Zero to Two Credits**  
**CRJ 199, 399 Open Titled Course** **One to Four Credits**

## DIGITAL MEDIA (DM)

**DM 110 Light, Sound, and Motion** **Four Credits**  
 This course is designed to provide digital media majors with an accurate conceptual framework for understanding the underlying physical principles governing the behavior of moving objects and the phenomena associated with light and sound waves. Topics will include the kinematics of motion, Newton's laws of motion, energy and momentum and wave mechanics and interference effects of light and sound. Applications involving acoustic and optical technology are presented. This course will not fulfill requirements for pre-professional science programs, chemistry, or physics majors. Three hours lecture and three hours laboratory per week. Cross listed with PHY 110.  
**Prerequisite:** MTH 106 or two years of high school algebra. (Offered fall semester of odd calendar years.)

**DM 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 computer and information systems. Cross listed with CIS 140.  
**Prerequisite:** CIS 105 or proficiency. (Offered spring semester.)

**DM 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/MUSG 126.  
**Prerequisite:** Sophomore standing. (Offered fall semester.)

**DM 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. Cross listed with MUSG 227.  
**Prerequisite:** DM 226. (Offered spring semester.)

**DM 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. Cross listed with ART 230.  
**Prerequisite:** ART 111 or 113. (Offered fall semester.)

**DM 250 Web Page Design** **Three Credits**

This course covers the primary components of Web design: HTML, CSS, 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 and DM 230. (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 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:** DM 331. (Offered spring semester.)

**DM 305 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 MGT 301.

**Prerequisite:** ENG 101 and COM 101 or their equivalents, plus junior or senior status. (Offered spring semester.)

**DM 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, Photoshop, Flash, In Design, Final Cut Pro, etc.) while generating a portfolio of sophisticated artwork. Cross listed with ART 330.

**Prerequisite:** ART 111 or 113. (Offered spring semester.)

**DM 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. Cross listed with ART 331. (Offered fall semester.)

**DM 360 Digital Multimedia** **Three Credits**

One of the fastest growing application areas for computers is the processing of digital multimedia: sound, images, and video. We will explore the concepts and methods of the multimedia production cycle comprising the creation, description, retrieval, editing, management, distribution, and reuse of digital multimedia. Students will gain practical experience to help them innovate, design, critique, and produce digital multimedia information systems. Animation techniques will be taught and practiced.

**Prerequisite:** CIS/DM 140, DM 250, 301, and senior standing. (Offered fall semester.)

**DM 401 Digital Media Portfolio** **Three Credits**

This course will give the student a chance to demonstrate talent in the area of digital content. Each portfolio will include interactive design (including visual, navigation, and information design), creative arts, and various projects with technical merit. The student will demonstrate the level of expertise that has been gained from Digital Media courses, such as Graphic Design, Web Design, Computer Programming, Digital Video, Digital Photography, Digital Multimedia, and Studio Recording. This portfolio is intended to prepare students for entry in the job market or graduate school.

**Prerequisite:** Senior standing. (Offered every semester.)

**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 as independent study.)

**DM 405 Digital Media Practicum/Internship****One to Four Credits****DM 389 Junior Departmental Honors Research****Variable Zero to Two Credits****DM 489 Departmental Honors Research****Variable Zero to Two Credits****DM 490 Departmental Honors Thesis****Variable Zero to Two Credits****DM 199, 399 Open Titled Courses****One to Four Credits****ECONOMICS (ECON)****ECON 201 Principles of Microeconomics****Three Credits**

The beginning of the one-year economics principles course, emphasizing profit maximizing for the firm, how government regulation affects business, and growth/environment questions. Moderate emphasis on mathematical analysis.

**Prerequisite:** MTH 106. (Offered fall semester.)

**ECON 202 Principles of Macroeconomics****Three Credits**

For second year business students, emphasizing economic principles, national income, employment, inflation, and fiscal and monetary policy.

**Prerequisite:** ECON 201. (Offered spring semester.)

**ECON 352 Modern Economic History****Three Credits**

An interdisciplinary course organized for studying backgrounds to current economic problems in context with related social, political, and religious issues. (Offered irregularly.)

**ECON 353 Environmental Economics****Three Credits**

Students will study two kinds of environmental issues: resource conservation and pollution of the environment. In both cases students will consider whether markets can achieve the best results for humankind, or whether stated intervention and control to keep us safe and healthy.

**Prerequisite:** ECON 201. (Offered irregularly.)

**ECON 389 Junior Departmental Honors Research****Variable Zero to Two Credits****ECON 489 Departmental Honors Research****Variable Zero to Two Credits****ECON 490 Departmental Honors Thesis****Variable Zero to Two Credits****ECON 199, 399 Open Titled Courses****One to Four Credits****EDUCATION (EDU)**

Non-teacher education majors may enroll in a maximum of three EDU prefixed courses with approval from the course instructor. Since the Illinois State Board of Education mandates all education courses be performance based, non-majors must also fulfill the field assignments that

are part of course requirements. Thus, permission may be granted to students who have at least a 2.7 grade point average and have completed and submitted a criminal background check to the Illinois State Police **with the results received** in the education office at least one (1) week prior to the first day of class. Only teacher education majors approved by the Committee on Teacher Education may enroll in 400 level courses.

An ISP background check may take up to six (6) weeks for receipt of the results. Students should therefore plan accordingly and submit the ISP background check at least eight (8) weeks before school starts. This will allow students time to meet the one (1) week deadline set by the Education Office for receipt of the results. The form for submission of a background check may be obtained in the Education Office in LaDue 105.

**EDU 101 Introduction to Educational Practice**

**Three Credits**

This course prepares the candidate for admission to Teacher Education. Course content includes the characteristics of the Greenville College Teacher Education Program, a survey of the legal, social and ethical issues involved in public school education, an introduction to Live Text and program portfolio development, and a correlation of psychological principles to varied learning styles and milieus. This course is conducted on campus and includes 70 hours of field experience in school settings that have a large minority population. This course will give students the opportunity to determine whether they want to persist in the Teacher Education Program. (Offered fall semester for transfer students and students with special needs by permission of instructor, and offered every Interterm for freshmen.)

**EDU 202 Cultural Awareness in the Classroom**

**Three Credits (CC)**

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. Meets the general education cross cultural requirement.

**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 with 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 exceptionailities 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. Thirty 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 curriculums, 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. Significant time is spent planning and discussing programs and activities of infants, toddlers, and pre-schoolers. Assignments include extensive field experience in an early childhood setting.

**Prerequisite:** Admission to the Teacher Education Program. (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, discussion, and reflection to develop a personal philosophy of early childhood education. Meets the general education writing intensive requirement.

**Prerequisite:** Admission to the Teacher Education Program. (Offered spring semester of even calendar years.)

**EDU 310 Child, Family, and Community Relationships** **Three Credits**

This course is designed to acquaint the student with the impact the family and community brings to the educational setting. Emphasis is placed on the importance of good communication between school and family. This course explores the variety of family configurations and their various needs. Methods for working with families of young children ages 0-8 with special needs as well as families with varied cultural perspectives will be developed. Community resources to assist families will be researched.

**Prerequisite:** Admission to the Teacher Education Program. (Offered spring semester of odd calendar years.)

**EDU 311 Elementary Art and Music Methods** **Three Credits**

The content of this course focuses on using art, music, and movement to enhance student learning in the elementary classroom core curriculum. The course includes the study of tools, techniques, and technology of art, music, and movement. It provides candidates an understanding of the educational, communicative, and aesthetic values of dance, music, and visual arts and the role fine arts plays in reflecting history and culture. Field experiences required.

(Offered every 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 and product 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** **Three Credits**

Emphasis is on teaching reading and writing in content areas from grades 6 through 12. Relationships between reading, literacy, and writing 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 explored. Field experiences required.

**Prerequisite:** EDU 312 and admission to the Teacher Education Program. (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 explored.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**EDU 342 Middle School Curriculum and Instruction** **Three Credits (WI)**

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 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 School** **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 and small group activities are also explored. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

**EDU 355 Teaching Mathematics in Elementary and Middle Schools** **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. Fifteen 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. Fifteen 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 391 Readings in Early Childhood Education** **One to Three Credits**

This course is designed as a study of highly specific areas of Early Childhood Education. Analysis of literature on current topics pertaining to the education, care, and development, of children ages birth -8 is achieved through the development of an annotated bibliography.

**Prerequisites:** 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 K-9****Four Credits**

Focus is on the role of the elementary and middle 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 candidates work with P-8 clinical instructors. Professional ethics and organizations are also covered.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester and Interterm.)

**EDU 402 Seminar in Elementary Education****One Credit**

The course is designated to help students understand the integrative nature of learning as candidates draw from their coursework in sociology, psychology, history, English, religion, and education as well as their lifetime personal experiences in and out of the public schools. Successes and concerns involving classroom management, interpersonal relationships, student development, parental involvement, curriculum, and testing are some of the topics shared with the group.

**Prerequisite:** Admission to the Teacher Education Program and concurrent enrollment in the professional semester. (Offered every semester.).

**EDU 403 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 404 Elementary Student Teaching****Variable Eight to Twelve 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****Variable Five to Seven 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** **Variable Five to Seven 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****Variable Five to Seven Credits**

Eight weeks of student teaching in a pre-primary early childhood setting.

**Prerequisite:** Admission to the Professional Internship. (Offered every semester in conjunction with EDU 405.)

**EDU 408 Secondary Special Education Student Teaching** **Variable Five to Seven 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. Field experience required.

**Prerequisite:** EDU 280 and Admission to the Professional Internship. (Offered fall semester.)

**EDU 416 Early Childhood Special Education Methods** **Three Credits**

This course is designed to acquaint the student with concepts, materials, and strategies for facilitating all areas of development in young children birth through age five with special needs. Service delivery in various settings will be discussed. Extensive field experience are embedded in this course. Required for Early Childhood Special Education approval. Field experiences required.

**Prerequisite:** Admission to the Teacher Education Program and EDU 280. (Offered fall semester.)

**EDU 417 Language Development** **Three Credits**

This course is designed to investigate both typical and atypical language development from infancy to age eight with special emphasis on birth to five. Biological, environmental, social, and cultural factors are explored. Students will develop language activities and reflect on current professional literature on language development.

**Prerequisite:** Admission to the Teacher Education Program. (Offered fall semester of odd calendar years.)

**EDU 418 Assessment of Exceptional Children** **Three Credits**

According to the LBS 1 Standard 3: "Assessment: the competent learning behavior specialist understands the education assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21)." Therefore, this course is designed to develop competency in the administration, scoring, and interpretation of educational tests. Additionally, a thorough investigation of multiple and diverse assessment techniques will be conducted.

**Prerequisite:** Admission to the Teacher Education Program. (Offered spring semester.)

**EDU 418EC Assessment for Special Education-Early Childhood** **Three Credits**

This course is designed to develop competency in the administration, scoring, and interpretation of educational assessment tools with special emphasis on children 0-5 with special needs. A variety of assessment instruments and procedures used to make decisions about the learning and development of young children with special needs will be explored. The students will use assessment information to develop an IFSP or IEP in a multi-disciplinary setting.

**Prerequisite:** Admission to the Teacher Education Program. (Offered spring semester.)

**EDU 419 Secondary School Programs for Adolescents with Disabilities** **Three Credits**

A study of organizational, administrative, and curricular modifications necessary for adolescents with disabilities. Techniques to create work-study programs are also stressed. Field experience required.

**Prerequisite:** EDU 280 and admission to the Teacher Education Program. (Offered spring semester.)

**EDU 421 Secondary Student Teaching** **Seven\* or Fifteen 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** **Seven 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.)

<b>EDU 425 Music Student Teaching</b>	<b>Twelve Credits</b>
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).	
<b>Prerequisite:</b> Admission to the Professional Internship. (Offered every semester.)	
<b>EDU 431 Methods and Materials for the Diagnostic Teaching of Reading</b>	<b>Four Credits</b>
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.	
<b>Prerequisite:</b> EDU 318, admission to the Teacher Education Program, and permission of the instructor. (Offered irregularly.)	
<b>EDU 432 Clinical Experiences in Reading</b>	<b>Four Credits</b>
A specially designed clinical experience in which candidates are required to meet with a designated remedial reading student for ten weeks. Candidates are expected to devise and facilitate a diagnostic program including writing detailed lesson plans and creating original materials corresponding to the needs of the student.	
<b>Prerequisite:</b> EDU 431, admission to the Teacher Education Program, and permission of the instructor. (Offered irregularly.)	
<b>EDU 450 Problems and Characteristics of Students with Disabilities</b>	<b>Four Credits</b>
Course focus includes: definition, identification, diagnosis, remediation, curricular adaption and modification, and placement of children with disabilities – ages 3-21. Emphasis is on learning modalities and the theories dealing with causes. Field experience required.	
<b>Prerequisite:</b> EDU 280 and admission to the Teacher Education Program. (Offered fall semester.)	
<b>EDU 451 Methods and Materials for Special Education</b>	<b>Four Credits</b>
LBS I components of Planning for Instruction (curricular adaptations and modifications); Learning Environment: Instructional Delivery; Foundations, and Collaboration are the primary focus. Professional Conduct/Leadership, and Reflection- Professional Growth are extensions of the coursework.	
<b>Prerequisite:</b> EDU 280, 450, and admission to the Teacher Education Program. (Offered spring semester.)	
<b>EDU 472 Middle School Mathematics Methods</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> Admission to the Teacher Education Program. (Offered every semester and Interterm.)	
<b>EDU 491 Seminar in Special Education</b>	<b>One Credit</b>
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.	
<b>Prerequisite:</b> Taken concurrently with student teaching. (Offered every semester.)	
<b>EDU 496 Readings in Special Education</b>	<b>Variable Credit</b>
A study of highly specific problem areas in the education of exceptional children.	
<b>Prerequisite:</b> EDU 280 and admission to the Teacher Education Program. (Offered irregularly.)	

<b>EDU 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>EDU 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>EDU 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>EDU 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **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 100SL American Language and Culture** **Three Credits**

This course is specifically designed for international students [English language learners] who want or need to polish their English writing and conversational skills. American culture will also be studied, with special attention given to the expectations, classroom practices, and routines common at American universities. Students will receive extensive instruction and practice in all four language skills—writing, reading, listening and speaking. Course does not meet general education requirements. (Offered fall semester.)

### **ENG 101 Research and Writing** **Three Credits**

A course in expository writing with special attention given to preparing research papers in both the Modern Language Association style and the American Psychological Association style. Classroom interaction will focus on the fundamental skills of critical thinking and writing necessary for studying and working within the academic disciplines. Emphasis is 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. Instruction will also be given in the development of scholarly papers following both the Modern Language Association style and the American Psychological Association style. 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 irregularly.)

### **ENG 201 Introduction to Literature** **Three Credits**

An introduction to fiction, drama, and poetry as literary forms. Students will be encouraged to broaden and deepen their reading of literary texts through thoughtful analysis and interpretation of 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 related to second language acquisition and how they relate to the learning and teaching of second languages.

**Prerequisite:** ENG 101. (Offered spring semester of odd calendar years.)

**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 231/331 Newspaper/Yearbook Production****One to Two 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. Cross listed with COM 231/331.

**Prerequisite:** ENG 226, 227, or instructor permission. (Offered every semester.)

**ENG 232 Broadcast Writing****Three Credits**

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. Cross listed with COM 232. (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 irregularly.)

**ENG 246 Cross Cultural Studies in Literature****Three Credits (CC)**

An introduction to the literature of a cultural group other than the predominant culture group of the United States. Each time the course is offered it may examine a different literature. The different topics studied could range from African-American Literature to Chinese Literature to Irish Literature to Latin American Literature, but the course will always focus on introducing students to a variety of genres through an exploration of a different culture's literary productions. Meets the general education cross cultural requirement. Course may be repeated due to study of different topics.

**Prerequisite:** ENG 101. (Offered spring semester)

**ENG 309 Theatre History and Literature I****Three Credits**

This course is a survey of the history of theatre from the ancient Greeks to the 18<sup>th</sup> century. It includes a study of representative plays of various types, historical periods and geographical regions. Emphasis will be on analysis of the plays as well as their production potential. The course will examine theatre as an art that both reflects and influences social and cultural life. Cross listed with COM 309. Meets the general education fine arts requirement. This course does not meet the general education literature requirement.

**Prerequisite:** ENG 201 or 243, or consent of the instructor. (Offered spring semester of even calendar years.)

**ENG 310 Theatre History and Literature II** **Three Credits**

This course is a survey of the history of theatre from the 18<sup>th</sup> century to the present. It includes a study of representative plays of various types, historical periods and geographical regions. Emphasis will be on analysis of the plays as well as their production potential. The course will examine theatre as an art that both reflects and influences social and cultural life. Cross listed with COM 310. Meets the general education fine arts requirement. This course does not meet the general education literature requirement.

**Prerequisite:** ENG 201 or 243, or consent of the instructor. (Offered spring semester of odd calendar years.)

**ENG 315 Historical and 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**

This course stresses the importance of developing reading and writing skills in the content areas as a means of learning subject matter. Students will learn to use a variety of reading and writing strategies for instruction in the content area classroom. They will also learn how to work with struggling or reluctant students, culturally diverse learner, English language learners, and gifted students. They will establish the relationships between these literary concepts and their own content areas, explore ways of meeting the needs of their 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. Students will study how cultural differences between communities and within communities affect the communication process and the language choices people make. Meets the general education cross cultural requirement.

**Prerequisite:** ENG 214. (Offered spring semester of odd 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. Cross listed with COM 321. This course does not meet the general education literature requirement.

**Prerequisite:** ENG 201 or 243. (Offered fall semester of even calendar years.)

**ENG 324 Writing Fiction and Poetry** **Three Credits (WI)**

Practice in the craft of writing fiction and poetry through a study of modern and contemporary works. Meets general education writing intensive course.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)

**ENG 327 Advanced Composition for Teachers** **Three Credits**

A course in the practice, criticism, and teaching of writing.

**Prerequisite:** ENG 101. (Offered spring semester.)

**ENG 331 Newspaper/Yearbook Production (see ENG 231/331)****ENG 340 American Literature to 1875** **Three Credits**

A study of the chief writers and types of American literature, prior to Twain.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered fall semester of even calendar years.)

**ENG 341 American Literature since 1875** **Three Credits**

A study of the chief writers and types of American literature, from Twain to the present.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)

**ENG 344 British Literature to 1800** **Three Credits**

A survey of the major literary currents of Great Britain before 1800 through the study of selected major works by representative major writers.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered spring semester of even calendar years.)

**ENG 345 British Literature since 1800** **Three Credits**

A survey of the major literary currents of England, Ireland, Scotland, Wales, and selections from the Commonwealth nations from 1800 to the present.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered spring semester of odd calendar years.)

**ENG 350 Children's Literature** **Three Credits**

A comprehensive survey of the various types of poetry and prose for children, with considerable attention to the significant historical and folklore backgrounds.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered every semester.)

**ENG 351 Literature for Adolescents** **Three Credits**

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.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered spring semester of odd calendar years.)

**ENG 405 Practicum** **Variable Credit**

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 417 Assessment and Evaluation in TESOL** **Three Credits (WI)**

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. Meets the general education writing intensive course.

**Prerequisites:** ENG 101, 214, 317, and 318. (Offered fall semester of even calendar years.)

**ENG 440 Topics in British Literature** **Three Credits**

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.)

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered spring semester of even calendar years.)

**ENG 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 with COM 450.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)

**ENG 451 English Novel** **Three Credits**

A survey of the development of the English novel from the eighteenth century to the present.

**Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered fall semester of even calendar years.)

**ENG 452 American Novel** **Three Credits**

A survey of the American novel from 1800 to the present. (Offered spring semester of odd 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 current critical theory and the integration of faith and learning in literary studies. Meets the general education writing intensive requirement.

**Prerequisite:** Open to junior or senior majors who have completed at least 16 credits in English. (Offered spring semester of even calendar years.)

**ENG 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**ENG 489 Departmental Honors Research** **Variable Zero to Two Credits**

**ENG 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**ENG 199, 399 Open Titled Courses** **One to Four Credits**

**FINANCE (FIN)****FIN 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, statistical decision making, and financial techniques.

**Prerequisite:** ACCT 201 and ECON 201. (Offered fall semester.)

**FIN 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 irregularly).

**FIN 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**FIN 489 Departmental Honors Research** **Variable Zero to Two Credits**

**FIN 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**FIN 199, 399 Open Titled Courses** **One to Four Credits**

**FRENCH (FRN)****FRN 101, 102 Elementary French I and II****Three 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 201 Intermediate French****Three Credits**

Grammar review, conversation, readings.

**Prerequisite:** FRN 102 or equivalent. (Offered irregularly.)

**FRN 199, 399 Open Titled Courses****One to Four Credits****GEOGRAPHY (GEO)****GEO 101 Introduction to Geography****Three Credits**

A survey of geographic themes with emphasis on the cultural and political aspects of the human environment.

(Offered irregularly.)

**GEO 102 Cultural Geography****Three Credits**

Study of the diversity of human society, culture and space. (Offered irregularly)

**GEO 103 World Regional Geography,****Three Credits**

Study of why the world works the way it does, how its unique regions have taken shape, and how those regions are increasingly interconnected. (Offered spring semester.)

**GEO 199, 399 Open Titled Course****One to Four Credits****GREEK (GRK)****GRK 101, 102 Elementary New Testament Greek I, II****Three Credits Each**

The basic principles of koine Greek grammar with attention to the mastery of basic vocabulary and syntax using an inductive approach in the writings of John.

**Prerequisite:** 101 must be taken before 102. (Offered fall semester of odd calendar years and spring of even calendar years.)

**GRK 201 Intermediate Greek****Three Credits**

Reading in the epistles and synoptic gospels. Advanced study of grammar and syntax. Emphasis on vocabulary.

**Prerequisite:** GRK 102. (Offered irregularly.)

**GRK 199, 399 Open Titled Course****One to Four Credits****GENERAL STUDIES (GS)****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 298 Cooperative Education**

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. Pre-registration must occur prior to the activity. Grading is 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.)

**HONORS (HON)****HON 101 Honors Seminar****One Credit**

Open to freshmen and sophomores in The Honors Program. A semester long study of a topic or issue 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 subject matter approved by the Honors Council; the course stresses experiential learning and may be intensive and of a short duration. The exact content and instructional methodology may vary each semester depending on the topic presented. A course syllabus will be available from The Honors Program Office at the time of pre-registration. Repeatable for a total of four credits

**HON 301 Honors Seminar****One Credit**

Open to juniors and seniors in The Honors Program. A semester long study of a topic or issue 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 subject matter approved by the Honors Council; the course stresses experiential learning and may be intensive and of a short duration. The exact content and instructional methodology may vary each semester depending on the topic presented. A course syllabus will be available from The Honors Program office at the time of pre-registration.

Repeatable for a total of four credits.

**HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPR)****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 activity requirement. (107 offered fall semester of even calendar years; 108 offered fall 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 of odd calendar years.)

**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. (Independent Study)

**HPR 200 Leisure Sports** **Half Credit Each**

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: new games, self defense, strength training, angling, canoeing, rock climbing, and backpacking-camping. (Offered every semester.)

**HPR 202-205, 212, 213 Individual or Team Sports** **Half Credit Each**

One-half semester of instruction in an individual or team sport. Activities offered will vary from semester to semester and may include any of 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 spring semester of odd calendar years.)

**HPR 220-226 Coaching Classes** **One Credit Each**

Skill analysis, strategy, and teaching progression in Football (220), Soccer (221), Volleyball (222), Basketball (223), Baseball/Softball (224), Track and Field (226). (220-221 offered fall semester of odd calendar years; 222 and 226 offered fall semester of even calendar years; 223-224 offered spring semester of even 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 of even calendar years.)

**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 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 semester 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 spring 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 semester 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.

**Prerequisite:** BIO 245 (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 245 and HPR 301. (Offered as Independent Study.)

**HPR 311 Kinesiology** **Two Credits**

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.

**Prerequisite:** BIO 245. (Offered spring semester.)

**HPR 320 Curriculum and Evaluation of Health and Physical Education** **Three Credits**

Curriculum, evaluation, administration, and an understanding of adolescent characteristics as related to motor learning in the secondary school physical education programs. (Offered fall semester of odd calendar years.)

**HPR 325 Psychology of Coaching** **Two Credits**

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 of even calendar years.)

**HPR 326 Administration** **Two Credits****of Physical Education and Athletics (6-12)**

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 of even calendar years.)

**HPR 335 Athletic Training and CPR** **Three Credits**

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 fall semester.)

**HPR 341 Designing and Directing Projects** **Three Credits**

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 semester of odd calendar years.)

**HPR 343 Basic Driver Education** **Three Credits**  
 Designed to prepare teachers in driver education. Principles, content, materials, and methods of teaching in the classroom are presented. (Independent Study.)

**HPR 344 Advanced Driver Education** **Two Credits**  
 Laboratory experience is given during which time the student enrolled in this course gives behind-the-wheel observations, instruction, and evaluation. (Independent Study.)

**HPR 356 Adapted Physical Education** **Three Credits**  
 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.)

**HPR 361 Program Management** **Three Credits**  
 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 semester of even calendar years).

**HPR 405 Practicum** **Variable Credit**  
 Taken for two to ten credits in recreation.

**HPR 410 Seminar in Health** **Two Credits (WI)**  
 Designed to assist students in locating, interpreting, synthesizing, and presenting research based information. Meets the general education writing intensive requirement.  
**Prerequisite:** Senior status. (Offered fall semester.)

**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. (Offered as Independent Study.)

**HPR 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**HPR 489 Departmental Honors Research** **Variable Zero to Two Credits**

**HPR 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**HPR 199, 399 Open Titled Course** **One to Four Credits**

## **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. Meets the general education cross cultural requirement. (Offered spring semester.)

<b>HST 215 History Teaching Methods</b>	<b>Three Credits</b>
This course allows students the ability to practice and refine the skills necessary for successful secondary history instruction.	
(Offered spring semester of even calendar years.)	
<b>HST 245 Jews, Christians, Muslims</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> COR 102 (may be taken concurrently) or Bible course or permission of instructor.	
(Offered spring semester of even calendar years.)	
<b>HST 250 Historical Method</b>	<b>Three Credits</b>
A course in the techniques of historical research and writing.	
<b>Prerequisite:</b> HST 101 or 201 or equivalent.	(Offered spring semester of odd calendar years.)
<b>HST 304 19<sup>th</sup> Century American History</b>	<b>Three Credits</b>
This course examines American history and culture during this tumultuous century (roughly 1820-1900). The class examines the major social, religious, and political reforms of the century and the historical context in which they were born.	
<b>Prerequisite:</b> HST 201 and ENG 101.	(Offered spring semester of even calendar years.)
<b>HST 305 20<sup>th</sup> Century American History</b>	<b>Three Credits (WI)</b>
This course examines the development of U.S. social, cultural, and political history from World War I to the present.	
<b>Prerequisite:</b> HST 201 and ENG 101.	(Offered fall semester of even calendar years.)
<b>HST 307 Early American History</b>	<b>Three Credits</b>
This course examines the social, cultural, and political development of the United States from colonization to the early national period.	
<b>Prerequisite:</b> HST 201.	(Offered fall semester of odd calendar years.)
<b>HST 310 Latin America</b>	<b>Three Credits (CC)</b>
Emphasizes the forces that shaped and are now reshaping the region. Examines historical reasons for the present problems that trouble the area. Cross listed with SPN 310. Meets the general education cross cultural requirement.	(Offered fall semester.)
<b>HST 343 Western Christianity I</b>	<b>Three Credits</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>HST 344 Western Christianity II</b>	<b>Three Credits</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>HST 345 History of Judaism</b>	<b>Three Credits</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.

**Prerequisite:** COR 102 or Bible course or permission of the instructor. (Offered spring semester.)

**HST 352 Modern Economic History** **Three Credits**

An interdisciplinary course organized for studying backgrounds to current economic problems in context with related social, political, and religious issues. (Offered irregularly.)

**HST 353 History of Russia** **Three Credits**

This course examines the development of Russian politics, religion, and culture from the prehistoric period to the presents. This allows study of a culture which is connected to the European societies with which student are familiar, but which is strikingly different in many ways.

**Prerequisite:** HST 101. (Offered fall semester of odd calendar years.)

**HST 354 Modern European History** **Three Credits**

This course examines the cultural, intellectual, and political history of Europe from the Renaissance to the modern day. Focus will be on the political, economic, intellectual, and religious developments which shaped today's Europe. Particular attention will be played to the period beginning with the French Revolution.

**Prerequisite:** HST 101. (Offered fall semester of odd calendar years.)

**HST 390 Readings in History** **One to Two Credits**

Selected readings chosen by student and instructor.

**HST 405 Internship** **Variable Credit**

**HST 451 Historiography** **Three Credits**

Studying the events, trends, and ideologies of the past is only the first step, the raw material, in understanding the past because they must be interpreted in order to have meaning. Historiography is the study of the ways in which the past has been interpreted. We will look at the major interpretive trends among historians in the United States in the past, and the most prominent current interpretations.

**Prerequisite:** Junior status. (Offered spring semester of even calendar years.)

**HST 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**HST489 Departmental Honors Research** **Variable Zero to Two Credits**

**HST 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**HST 199, 399 Open Titled Course** **One to Four Credits**

## **HUMANITIES DIVISION COURSES (HUM)**

**HUM 211 Introduction to the Fine Arts** **Three Credits**

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.

**Prerequisite:** ENG 101. (Offered every semester.)

## **MANAGEMENT (MGT)**

**MGT 101 Introduction to Business** **Three Credits**

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.)

**MGT 180 Professional Business Leaders I** **One to Three Credits**

Professional Business Leaders I is a visiting speaker series in which both national and local managers and leaders discuss their business careers, share how they integrate faith and management practice and help students develop appropriate career skills. During the course students can work towards The Future Business Leaders of America – Professional Business Leaders Career and Membership Advancement Program (CMAP) Awards. Professional Business Leaders I and II can be taken in any order. (Offered fall semester of even calendar years.)

**MGT 181 Professional Business Leaders II** **One to Three Credits**

Professional Business Leaders II is a second series of visiting speakers in which both national and local manager and leaders discuss their business careers, share how they integrate faith and management practice and help students develop appropriate career skills. During the course students can work towards The Future Business Leaders of America – Professional Business Leaders Career and Membership Advancement Program (CMAP) Awards. Professional Business Leaders I and II can be taken in any order. (Offered fall semester of odd calendar years.)

**MGT 207 Sports Management Simulation** **Three Credits**

Sports Management Simulation is a computer simulation in which students learn the essentials of sports management. By running a football team students will learn about franchise location, ticket pricing, special promotions, media planning, stadium staffing, parking policies and financial management. The course presents a challenging way to learn the complexities of management in a real-time environment. (Offered spring semester.)

**MGT 222 Business Law** **Three Credits**

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.)

**MGT 240 Organizational Behavior** **Three Credits**

This course examines leadership and group behavior in organizational settings. Featured topics include group development, group dynamics, the impact of leadership upon morale, executive decision making, leadership skills and styles, and the use of power within organizational settings. Cross listed with PSY 240.

**Prerequisite:** PSY 101 or 220. (Offered fall semester of odd calendar years.)

**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 DM 305.

**Prerequisite:** ENG 101 and COM 101 or their equivalents, plus junior or senior status. (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 Resource Management** **Three Credits**

A course designed to provide students with an understanding of the theories, principles, and practices of personnel management. (Offered spring semester.)

**MGT 327 Entrepreneurship** **Three Credits**

This course provides an in depth focus on entrepreneurial strategy, marketing, finance, operations management and business plan development. Particular attention is given to the process of

innovation in small business organizations and new venture development in entrepreneurial firms. Cross listed with MUSB 327.

**Prerequisites:** MGT 101, 222, and MKT 201 (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. Meets the general education cross cultural requirement.

**Prerequisite:** Open to any upper division student. (Offered spring semester.)

**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 380 Strategic Management**

**Three Credits**

Strategic Management explores how companies analyze their strategic environments, identify strategic choices and implement chosen strategies. Analytical tools include employing frameworks to analyze internal strengths and weaknesses as well as external opportunities and threats. The course is taught through an online strategic management simulation in which student compete in teams to enable them to evaluate their effectiveness in developing and implementing strategies for the firm. (Offered fall semester.)

**MGT 405 Management Practicum**

**Four to Twelve Credits**

**MGT 409 Seminar: Business as a Calling**

**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. Meets the general education writing intensive requirement.

**Prerequisite:** Senior status. (Offered every semester.)

**MGT 389 Junior Departmental Honors Research**

**Variable Zero to Two Credits**

**MGT 489 Departmental Honors Research**

**Variable Zero to Two Credits**

**MGT 490 Departmental Honors Thesis**

**Variable Zero to Two Credits**

**MGT 199, 399 Open Titled Course**

**One to Four Credits**

**MARKETING (MKT)**

**MKT 201 Marketing**

**Three Credits**

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.)

**MKT 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. Cross listed with PSY 332. (Offered fall semester.)

**MKT 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.)

**MKT 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:** MKT 201. (Offered spring semester of even calendar years.)

**MKT 335 Marketing Management** **Three Credits**

Beginning with theory as taught in MKT 201 and ECON 201, 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.)

**MKT 405 Marketing Practicum** **Four to Twelve Credits****MKT 389 Junior Departmental Honors Research** **Variable Zero to Two Credits****MKT 489 Departmental Honors Research** **Variable Zero to Two Credits****MKT 490 Departmental Honors Thesis** **Variable Zero to Two Credits****MKT 199, 399 Open Titled Course** **One to Four Credits****MEDIA PROMOTIONS (MP)****MP 405 Internship** **One to Three Credits**

Possibilities for internship include music business, promotions, and publicity, artist, management, publicist, and media. Required of all media promotions majors.

**MP 410 Seminar** **Two Credits (WI)**

Independent reading and discussion assignments for the media promotions majors. Required of all media promotions 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, as well as 50 pages of written product. Meets the general education writing intensive requirement. Cross listed with COM 410. (Offered fall semester.)

**Prerequisite:** 18 credits in communication or permission of instructor. (Offered fall semester.)

**MP 389 Junior Departmental Honors Research** **Variable Zero to Two Credits****MP 489 Departmental Honors Research** **Variable Zero to Two Credits****MP 490 Departmental Honors Thesis** **Variable Zero to Two Credits****MP 199, 399 Open Titled Course** **One to Four Credits****MATHEMATICS (MTH)****MTH 090 Developmental Mathematics** **Three 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. 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 every 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, 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 of even calendar years.)

**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 106. (Offered spring semester of even calendar years.)

**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 141 Mathematics for Teachers****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. Does not count towards a mathematics major.

**Prerequisite:** MTH 141 or consent of instructor. (Offered irregularly.)

**MTH 212 Linear Algebra**

**Four Credits (WI)**

This course is designed to give the mathematics student his or her 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. Meets the general education writing intensive requirement.

**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, Green's 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 geometries developed by Gauss, Bolyai, Lobachevski, and Riemann; history of calculus and mathematical structures.

**Prerequisite:** MTH 115. (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.)

<b>MTH 405 Practicum</b>	<b>Variable Credit</b>
Taken for pass/fail credit.	
<b>MTH 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>MTH 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>MTH 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>MTH 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## MUSIC

Music classes are divided into six course headings:

Applied Music	(MUAP)
Music Education	(MUED)
Music Ensembles	(MUEN)
Music Business	(MUSB)
General Music	(MUSG)
Music Theory	(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.

<b>MUAP 101 Class Piano I</b>	<b>One Credit</b>
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, and has a fee of \$175. (Offered fall semester.)	

<b>MUAP 102 Class Piano II</b>	<b>One Credit</b>
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, and has a fee of \$175. (Offered spring semester.)	

<b>MUAP 103 Class Piano III</b>	<b>One Credit</b>
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, and has a fee of \$175. (Offered fall semester.)	

<b>MUAP 104 Class Piano IV</b>	<b>One Credit</b>
This final class piano focuses on the individual progress of each student. Class meets twice weekly, and has a fee of \$175. (Offered spring semester.)	

<b>MUAP 105 Beginning Voice Class - Traditional</b>	<b>One Credit</b>
A study of the fundamentals of singing: including posture, breath control, breath support, tone production, resonance, and diction. Repertoire is half classical and half commercial. Class meets twice weekly, and has a fee of \$175. (Offered fall semester.)	

<b>MUAP 106 Beginning Voice Class – Contemporary</b>	<b>One Credit</b>
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. Class has a fee of \$175. (Offered spring semester.)	

**Applied Music** classes are available for instruments listed below. Placement audition is required. One credit equals a 30 minute lesson weekly having a fee of \$375, and two credits equal an hour lesson weekly having a fee of \$750. 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 311 Applied Music</b>	<b>One or Two Credits</b>
<b>MUAP 312 Applied Music</b>	<b>One or Two Credits</b>

**MUAP 314 Foreign Language Diction for Singers** **One Credit**  
Course studies the pronunciation for French, German, and Italian song literature employing the International Phonetic Alphabet. (Offered spring semester of even calendar years.)

**MUAP 315 Accompanying** **One Credit**  
Class meets once a week for instruction and students learn to accompany vocal and instrumental soloists and/or ensembles. (Offered irregularly.)

<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 and 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 (upper division only)

## MUSIC EDUCATION (MUED)

**MUED 281 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 282 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 291 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 292 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 odd 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 Chamber Orchestra**

**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 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 Worship Arts 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**

**One Credit**

In this small ensemble, students perform flute quartet music. 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.)

**MUSIC BUSINESS (MUSB)****MUSB 125/325 Music Business Survey****Three Credits**

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.)

**MUSB 200 Record Company Operations****Three credits**

This course studies the organization and operation of major and independent record labels. Topics include artist development, A & R Administration, budgets, production, marketing, and release schedules. The second part of the course is an in-depth study of the legal contracts required for operating a successful label. Current industry problems and economics differences between major and independent labels are discussed, as well as ethics and the Christian's role in the music industry. (Offered fall semester.)

**MUSB 225 Music Publishing and Copyright Laws****Three Credits**

Explore the day-to-day operations of a publishing company, its departments, and the financial and contractual relationships between a publisher and a songwriter. The second half of the course is an examination of the essential provisions of the 1976 Copyright Act and the protection of intellectual property. (Offered spring semester.)

**MUSB 300 Album Marketing & Promotion****Three Credits**

An in-depth study of the marketing and promotion of commercial products on an international level, including distribution patterns, merchandising methods, and promotion techniques which are unique to the industry. Students work with Blackroom Records to develop and implement comprehensive marketing and promotion campaign plans for regional and international distribution of a local product. (Offered fall semester.)

**MUSB 325 Music Business Survey (see MUSGB 125/325)****MUSB 326 Album Production-Blackroom Records Practicum I****One Credit**

An experiential learning opportunity to work with Blackroom Records executives to initiate the recording and production of an album. Students facilitate all aspects of A&R Administration. One day a week will be devoted to lecture and the other class period to practical application of coursework for the production of the product. (Offered spring semester.)

**MUSB 327 Entrepreneurship****Three Credits**

This course provides an in depth focus on entrepreneurial strategy, marketing, finance, operations management and business plan development. Particular attention is given to the process of innovation in small business organizations and new venture development in entrepreneurial firms. Cross listed with MGT 327.

**Prerequisites:** MGT 101, 222, and MKT 201. (Offered spring semester.)

**MUSB 400 Artist and Tour Management****Three Credits**

Artist Management is a study of interpersonal, business and contractual relationships between a manager and an artist, and their impact on the performing artist's career. The majority of the course examines the legal and financial aspects of an Artist Management Agreement and the role of a business advisor. In the second half of the semester, students explore the role of a Booking Agent in the artist's career, and analyze a standard Booking Agent Agreement. (Offered fall semester.)

**MUSB 405 Internship** **Variable Credit**  
 The internship offers practical experience in different areas of the entertainment industry under the supervision of professional firms. Students work at an industry corporation to gain knowledge in their chosen field. Internships may include Recording Studios, Production Companies, Film Studios, Publishing Companies, Management or Booking agencies.

**MUSB 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**MUSB 489 Departmental Honors Research** **Variable Zero to Two Credits**

**MUSB 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**MUSB 199, 399 Open Titled Course** **One to Four Credits**

## **GENERAL MUSIC (MUSG)**

**MUSG 100 Recital Class** **Zero Credits**

This course is designated as a requirement for all music majors to attend 12 concerts per semester, while music minors need to attend nine concerts per semester. Students must register for this course concurrently with any level of applied lessons; therefore, music majors are required to take this course every semester you are attending classes on campus. Applicable concerts and recitals will be provided at the beginning of the semester. (Offered every semester.)

**MUSG 150 Faith, Music, Culture** **One Credit**

This course will serve as a basis for creating a foundation in keeping a connection between a student's faith, how it can be used through the gift of music, and how to use those gifts to affect culture in a positive manner. Various types of music and their connection to culture as well as how today's culture affects students, music, and faith will be explored. (Offered spring semester.)

**MUSG 176/376 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. (Offered spring 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 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.

**Prerequisite:** MUTH 104 and 104E. (Offered every 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/DM 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. Cross listed with DM 227.

**Prerequisite:** MUSG 226. (Offered spring semester.)

**MUSG 229/329 Sound Reinforcement** **One Credit**

This course is repeatable up to three times. (Offered every semester.)

**MUSG 301 Worship Arts in the 21<sup>st</sup> Century****Three Credit**

This course will explore the current status and evolution of the worship arts culture within contemporary Christendom. Students will seek to understand the importance of modern methodologies as pertinent to the pursuit of the worship of GOD within the context of postmodernity. The course will also discuss the ever changing notion of vernacular communication and the ongoing discourse regarding ecumenical worship as the church of the 21<sup>st</sup> century attempts to achieve community, retain tradition, and operate out of a sense of cultural relevance. (Offered fall semester of odd calendar years.)

**MUSG 302 Music in Worship****Three Credit**

This course introduces students to the historical, theological and philosophical foundations of music in Christian worship and provides instruction in the leadership and management of central musical acts within the Christian community, including singing and the use of instruments.

**Prerequisite:** MUSG 209 or HUM 211. (Offered fall semester of even calendar years.)

**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 musical styles and their creators from 1750 to the present day. This is a writing intensive course. Meets the general education writing intensive requirement.

**Prerequisite:** MUSG 309 or permission of the instructor. (Offered spring semester.)

**MUSG 316 Pedagogy and Literature****Three Credits**

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 of standard art song literature. (Offered fall semester once every three years.)

**MUSG 326 Studio Recording Techniques III****Two Credits**

Course is a study of intermediate techniques in recording, mixing, mastering, and production, and a continuation of MUSG 227.

**Prerequisite:** MUSG 227. (Offered fall semester.)

**MUSG 327 Studio Recording Techniques IV****Two Credits**

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.

**Prerequisite:** MUSG 326. (Offered spring semester.)

**MUSG 329 Sound Reinforcement (see MUSG 229/329)****MUSG 350 Faith, Music, Culture Senior Seminar****Two Credits**

This seminar is designed as a capstone course in the CCM degree and is the bookend course to MUSG 150 Faith, Music, Culture. The goal of the course is to work with empowering the students to go out into their world after they graduate and reaffirm their ability to make a positive difference through their interactions with their culture. How students can be a Christian witness to a post-modern world will be explored. (Offered spring semester.)

**MUSG 376 Rock Music History (see MUSG 176/376)****MUSG 378 Music, Society, and Subculture****Three Credits (CC)**

This course explores music within the context of sub-cultural movements during the late 20<sup>th</sup>

Century. As students study the rise and influence of Punk, Goth, Hip-Hop, Hippie, and contemporary Christian music, they will discuss each movement's impact upon the American consciousness. Meets the general education cross cultural requirement. (Offered spring semester.)

**MUSG 405 Practicum** **Variable Credit**

**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** **One Credit**

Students study advanced techniques in recording, mixing, mastering, and production, and is a continuation of MUSG 327. This course is repeatable up to three times.

**Prerequisite:** MUSG 327. (Offered irregularly.)

**MUSG 389 Junior Departmental Honors Research** **Variable Zero to Two Credits**

**MUSG 489 Departmental Honors Research** **Variable Zero to Two Credits**

**MUSG 490 Departmental Honors Thesis** **Variable Zero to Two Credits**

**MUSG 199, 399 Open Titled Course** **One to Four Credits**

## **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.

**MUTH 100 Music Theory Fundamentals** **Three Credits**

This course is a study of music for students with no previous experience reading music. Foundational concepts of notation, pitch, rhythm, melodic, and harmonic organization, scales, intervals, and musical terms will be covered. (Offered spring semester.)

**MUTH 103 Written Theory I** **Three Credits**

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.)

**MUTH 103E Ear Training and Sight Singing I** **One Credit**

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.)

**MUTH 104 Written Theory II** **Three Credits**

A continuation of Music Theory I.

**Prerequisite:** MUTH 103. (Offered spring semester, and should be taken concurrently with MUTH 104E.)

**MUTH 104E Ear Training and Sight Singing II** **One Credit**

A continuation of Ear Training and Sight Singing I.

**Prerequisite:** MUTH 103E. (Offered spring semester, and should be taken concurrently with MUTH 104.)

**MUTH 203 Music Theory III** **Three Credits**

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.

**Prerequisite:** MUTH 104. (Offered fall semester, and should be taken concurrently with MUTH 203E.)

**MUTH 203E Ear Training and Sight Singing III** **One Credit**

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.

**Prerequisite:** MUTH 104E. (Offered fall semester, and should be taken concurrently with MUTH 203.)

**MUTH 204 Music Theory IV** **Three Credits**

A continuation of Music Theory III.

**Prerequisite:** MUTH 203. (Offered spring semester, and should be taken concurrently with MUTH 204E.)

**MUTH 204E Ear Training and Sight Singing IV** **One Credit**

A continuation of Ear Training and Sight Singing III.

**Prerequisite:** MUTH 203E. (Offered spring semester, and should be taken concurrently with MUTH 204.)

**MUTH 305 Pop Theory/Song Writing I** **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 II** **Two Credits**

A continuation in study of MUTH 305.

**Prerequisite:** MUTH 305. (Offered spring semester.)

**PHILOSOPHY (PHL)****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 individuals know, the nature of personality, making ethical decisions, the philosophy of art and beauty, and the philosophy of science. (Offered every 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 fall semester.)

<b>PHL 251 History of Philosophy II</b>	<b>Three Credits</b>
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 spring semester.)	
<b>PHL 270 Philosophy of Science</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> PHL 201, 250, or 251. (Offered spring semester of odd calendar years.)	
<b>PHL 280 Introduction to Logic</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> PHL 201, 250 or 251. (Offered fall semester of even calendar years.)	
<b>PHL 310 Philosophy of Religion</b>	<b>Three Credits (WI)</b>
A philosophical approach to and analysis of the basic concepts of religion, together with its implications for theism and Christianity. Meets the general education writing intensive requirement.	
<b>Prerequisite:</b> PHL 201, 250, or 251. (Offered fall semester.)	
<b>PHL 311 History of Political Philosophy</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 POL 311.	
<b>Prerequisite:</b> PHL 201, 250 or 251. (Offered fall semester of odd calendar years.)	
<b>PHL 330 Ethics</b>	<b>Three Credits (WI)</b>
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. Meets the general education writing intensive requirement.	
<b>Prerequisite:</b> PHL 201, 250 or 251. (Offered spring semester.)	
<b>PHL 354 World Religions</b>	<b>Three Credits (CC)</b>
Students will study nine of the great religious traditions of the world descriptively. Students will engage in a comparative study of these traditions with an emphasis upon the unique characteristics of Christianity. Cross listed with REL 354. Meets the general education cross cultural requirement.	
<b>Prerequisite:</b> COR 102 or 301. (Offered fall semester.)	
<b>PHL 470 Metaphysics Seminar</b>	<b>Three Credits</b>
An introduction to the critical issues in metaphysics including the mind-body problem, the nature of freedom, the divine attributes, and the possibility of God's foreknowledge.	
<b>Prerequisite:</b> Any PHL course. (Offered irregularly.)	
<b>PHL 405 Internship</b>	<b>Variable Credit</b>
<b>PHL 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>PHL 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>PHL 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>PHL 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## PHYSICS (PHY)

### PHY 102 Energy and the Environment

### Three or Four 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. Three hours lecture and optional two hours lab each week. Students enrolling in and successfully completing the lab portion of this class will receive four credits; students not enrolled in the lab will receive three credits for the class. To take the lab, students must be concurrently enrolled in the lecture part of the class. (Offered spring semester.)

### PHY 105 Planets and Stars

### 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.)

### PHY 110 Light, Sound, and Motion

### Four Credits

This course is designed to provide digital media majors with an accurate conceptual framework for understanding the underlying physical principles governing the behavior of moving objects and the phenomena associated with light and sound waves. Topics will include the kinematics of motion, Newton's laws of motion, energy and momentum and wave mechanics and interference effects of light and sound. Applications involving acoustic and optical technology are presented. This course will not fulfill requirements for pre-professional science programs, chemistry, or physics majors. Three hours lecture and three hours laboratory per week. Cross listed with DM 110.

**Prerequisite:** MTH 106 or two years of high school algebra. (Offered fall semester of odd calendar years.)

### PHY 120 University Physics I

### Four Credits

A calculus-based introductory physics course that covers kinematics and Newton's laws of motion; conservation laws for momentum, energy, and angular momentum; torques and static equilibrium; simple harmonic motion. (Three hours lecture, two hours of lab and one hour of tutorial per week.) Cross listed with PHY 120C.

**Prerequisite:** High school physics or PHY 102, and high school mathematics through calculus or currently enrolled in MTH 115. (Offered fall semester.)

### PHY 120C College Physics I

### Four Credits

An algebra-based introductory physics course that covers kinematics and Newton's laws of motion; conservation laws for momentum, energy, and angular momentum; torques and static equilibrium; and simple harmonic motion. (Three hours of lecture, two hours of lab and one hour of tutorial per week.) Cross listed with PHY 120.

**Prerequisite:** MTH 111 or equivalent. (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.)

<b>PHY 210 University Physics II</b>	<b>Four Credits</b>
Continuation of PHY 120 covering electric fields and forces, electric potential, resistors, capacitors and DC circuits; magnetic fields and forces, electromagnetic induction and inductors, electromagnetic waves and Maxwell's equations; and geometrical and physical optics. (Three hours lecture, two hours of lab and one hour of tutorial per week.) Cross listed with PHY 210C.	
<b>Prerequisite:</b> PHY 120 or equivalent, MTH 115 or equivalent. (Offered spring semester.)	
<b>PHY 210 College Physics II</b>	<b>Four Credits</b>
Continuation of PHY 120C covering electric fields and forces, electric potential, resistors, capacitors and DC circuits; magnetic fields and forces, electromagnetic induction and inductors, electromagnetic waves and Maxwell's equations; and geometrical and physical optics. (Three hours lecture, two hours of lab and one hour of tutorial per week.) Cross listed with PHY 210.	
<b>Prerequisite:</b> PHY 120C or equivalent. (Offered spring semester.)	
<b>PHY 220 University Physics III</b>	<b>Four Credits</b>
The third semester of the introductory physics sequence as required by physics and pre-engineering majors. Topics covered include rotational motion and rigid-body motion; mechanical waves, sound waves and acoustical phenomena; statistical mechanics; AC circuits; special relativity; and interference and diffraction of light. (Three hours lecture, two hours of lab and one hour of tutorial per week.)	
<b>Prerequisite:</b> PHY 210 or equivalent, MTH 115. (Offered fall semester.)	
<b>PHY 311 Electricity and Magnetism</b>	<b>Four Credits</b>
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.	
<b>Prerequisite:</b> PHY 220, MTH 217, 218. (Offered fall semester of even calendar years.)	
<b>PHY 318 Theoretical Mechanics</b>	<b>Four Credits</b>
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.	
<b>Prerequisite:</b> PHY 220, MTH 217, 218. (Offered spring semester.)	
<b>PHY 321 Thermodynamics</b>	<b>Four Credits</b>
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. (Three hours lecture and three hours lab per week.) Cross listed with CHM 321 Physical Chemistry.	
<b>Prerequisite:</b> CHM 112, MTH 217. (Offered fall semester of even calendar years.)	
<b>PHY 322 Modern Physics</b>	<b>Four Credits</b>
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.	
<b>Prerequisite:</b> PHY 220, MTH 217, 218. (Offered fall semester of odd calendar years.)	
<b>PHY 342 Instrumental Analysis</b>	<b>Four Credits</b>
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. (Three hours lecture and three hours lab per week.) Cross listed with BIO 341/CHM 342.	
<b>Prerequisite:</b> CHM 112 and PHY 120. CHM 201 recommended. (Offered spring semester of odd calendar years.)	
<b>PHY 350 Science Curriculum Projects</b>	<b>Two Credits</b>
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 and 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. Students will meet with the professor for guidance and discussion at regularly appointed times. This course is designed to allow students to choose the area of advanced study most relevant to their educational goals. Any student planning to apply to a graduate program in physics is strongly advised to take two Senior Physics courses, one of which should focus on the study of advanced quantum mechanics. The second course should be an area of interest to the student. Standard topics for students continuing to graduate school include advanced optics, nuclear physics, particle physics and solid state (condensed matter) physics. Students interested in engineering graduate school might consider further study in the area of Advanced Mechanics. Students may choose an area of interest other than those listed above, provided it is approved by their advisor and the course instructor.

**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:** Core curriculum through PHY 322. (Offered fall and spring semesters respectively.)

**PHY 405 Practicum**

**Variable Credit**

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.

**PHY 409 Seminar in Physics**

**One Credit (WI)**

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. Meets the general education writing intensive requirement.

**Prerequisite:** Attainment of junior standing. (Offered irregularly.)

**PHY 389 Junior Departmental Honors Research**

**Variable Zero to Two Credits**

**PHY 489 Departmental Honors Research**

**Variable Zero to Two Credits**

**PHY 490 Departmental Honors Thesis**

**Variable Zero to Two Credits**

**PHY 199, 399 Open Titled Course**

**One to Four Credits**

**POLITICAL SCIENCE (POL)**

**POL 120/320 Current Events**

**Three Credits**

This course is intended to make students into better citizens both by introducing them to current world and national political events, discussing these issues, and giving students the tools to remain informed about such issues. (Offered spring semester of odd calendar years.)

<b>POL 210 American Government</b>	<b>Three Credits</b>
Examines structures, functions, and policies of the national government. (Offered spring semester.)	
<b>POL 310 The U.S. Constitution</b>	<b>Three Credits</b>
An introduction to the philosophical, social, historical, and legal aspects of the U.S. Constitution through case study to prepare students for political/legal research on contemporary issues.	
<b>Prerequisite:</b> POL 210, should be taken concurrently with HST 201. (Offered fall semester of even calendar years.)	
<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> PHL 201, 250 or 251. (Offered fall semester of odd calendar years.)	
<b>POL 313 International Relations</b>	<b>Three Credits</b>
A study of the foreign policy of the United States from Teddy Roosevelt to George W. Bush.	
<b>Prerequisite:</b> HST 201. (Offered fall semester of even calendar years.)	
<b>POL 320 Current Events (see POL 120/320)</b>	
<b>POL 340 Civil Rights and Liberties</b>	<b>Three Credits</b>
The United States Constitution. Does a more revered political document exist in the world today? The fundamental elements of this country's existence spring from is simply written, yet difficulty understood, pages. Throughout this course we will study the historical context of the Constitution, the powers bestowed by it to the different branches of our government, the powers bestowed by it to the people, and the Supreme Court's continued review and interpretation of this beloved documents. (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>Variable Credit</b>
<b>POL 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>POL 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>POL 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>POL 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## PSYCHOLOGY (PSY)

<b>PSY 101 General Psychology</b>	<b>Three Credits</b>
This course introduces psychology as a science and emphasizes the interaction of social, cognitive, emotional, motivational, and organizational approaches to understanding human behavior. All students participate in a service learning experience in which they apply course concepts in real world situations and organizations. Discussions within this class include Christian perspectives on current issues in human behavior, cognition, and motivation. (Offered every semester.) (A section of PSY101 H Honors: General Psychology is offered fall semester in odd calendar years for members of the Honors Program.)	
<b>PSY 202 Statistics</b>	<b>Three Credits</b>
Course content focuses upon basic concepts and operations in descriptive and inferential statistics.	

Areas of study 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 requirements. (Offered every semester.)

**PSY 205 Child Development**

**Three Credits**

This course examines human life from the prenatal period to adolescence. Theoretical and empirical investigations explore the process of development and the influences of parenting, peer group, environmental enrichment or impoverishment, and culturally shaped social resources.

**Prerequisite:** PSY 101. (Offered every spring semester.)

**PSY 206 Adolescent Development**

**Three Credits**

The transitional years of human development from puberty to early adulthood form the focus of this course. Emphasis is placed upon the developmental tasks and choices through which adolescents develop mastery and a sense of self-competence.

**Prerequisite:** PSY 101 or 220 or admittance into the Teacher Education program. (Offered every semester.)

**PSY 210 Experimental Psychology**

**Three Credits**

Research methods used in psychological experimentation are introduced in this course. Students conduct psychological experiments individually and in groups. Students learn to use the Statistical Package for Social Sciences (SPSS) and gain valuable writing and presentation skills that enable them to document and share the outcomes of psychological experiments.

**Prerequisite:** PSY 101 and 202. (Offered spring semester.)

**PSY 212 Developmental Psychology**

**Three Credits**

This lifespan development course examines human growth and development from prenatal life through old age. Advances in research illuminate the intellectual, emotional, social, moral, and religious developmental processes in persons across cultures and socio-economic strata. Group presentations as well as written reflections and reading reports assess student mastery of this course.

**Prerequisite:** PSY 101. (Offered spring semester.)

**PSY 220 Psychology for Living**

**Three Credits**

This course provides an introduction to applied psychology. Topics of study include personality, self-concept, stress, coping, adjustment/adaptation, gender and socialization, psychopathology, and interventions to promote psychological health. Discussions in this course integrate Christian/religious approaches to spirituality and coping along with psychological concepts. (Offered fall semester.)

**PSY 240 Organizational Psychology**

**Three Credits**

This course examines leadership and group behavior in organizational settings. Featured topics include group development, group dynamics, the impact of leadership upon morale, executive decision making, leadership skills and styles, and the use of power within organizational settings. Cross listed with MGT 240.

**Prerequisite:** PSY 101. (Offered fall semester of odd calendar years.)

**PSY 300 Group Dynamics**

**Three Credits**

The social psychological dynamics of small groups are examined in this course. Both theoretical and experiential components of group process are integrated into course content that includes group formation, intra- and inter-group conflict, and group structure. (Offered fall semester.)

**PSY 304 Social Psychology**

**Three Credits**

This course examines the social and psychological factors involved in attitude formation, anger, frustration, and prejudice. The social organization of groups, the development of values, the motivational changes brought about by cultural and familial rituals are examined. In this course students learn through field observation, social psychological inquiry through empirical

investigations, and public service involvement. Cross listed with SOC 304  
**Prerequisite:** PSY 101 or SOC 101 (Offered fall semester or Interterm.)

**PSY 305 Psychology of Religion** **Three Credits**

Major theories, concepts, issues, and research methodologies in the study of the psychology of religion are examined in this course. Classic and contemporary views of religious experience are examined as well as the relationship between current psychodynamic theories and the experience of faith. (Offered fall semester of even calendar years.)

**PSY 310 Psychology of Personality** **Three Credits**

Theories of personality form the perspectives through which students explore their own nature as a human being. Each major theory is examined in terms of its philosophical assumptions, major concepts, research regarding its validity, and resulting therapies. Recent neuropsychological evidence regarding the formation of the core self, the function of the autobiographical self, and the capacity for moral choice are included in the curriculum. Students experience theories and therapies through the roles of client and therapist through live-vignette work in the classroom.

**Prerequisite:** PSY 101. (Offered fall semester.)

**PSY 315 Introduction to Counseling** **Three Credits**

Current theories of psychological counseling and the techniques commonly used in therapies are the focus of this course. Role-play with peers allows students the opportunity to practice counseling skills and develop a personal counseling style. Special emphasis is given to examining how faith and values influence the theory and practice of counseling.

**Prerequisite:** PSY 304 or 310 or permission of the instructor. (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 this course. 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 preference and style of achievement.

**Prerequisite:** PSY 210 or permission of the instructor. (Offered fall semester.)

**PSY 332 Consumer Behavior** **Three Credits**

Theoretical perspectives covered in this course include 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 a marketing plan that facilitates successful initial trial and result in brand loyalty. This course is open to advanced students in management and marketing as well as psychology. Cross listed with MKT 332.

**Prerequisite:** This course is open to advanced students in management and marketing as well as psychology. (Offered fall semester of odd years.)

**PSY 350 Psychological Systems** **Three Credits (WI)**

Models of inquiry are traced from the origins of psychology in western philosophy to its present position among the sciences. Students learn through presentations and interactive assessment techniques. Students are encouraged to develop verbal fluency with concepts and their knowledge of contributors in fields of psychology. Meets the general education writing intensive requirement.

**Prerequisite:** Upper division psychology majors only. (Offered fall semester.)

**PSY 360 Introduction to Psychopathology** **Three Credits**

This course provides an introduction to abnormal behavior and addresses the different perspectives on what constitutes 'abnormality.' A vulnerability-stress-coping model of maladaptive behavior is emphasized within the course text and in class discussions. Causes, developmental courses, treatments, and outcomes of the major categories of mental disorders are studied from epidemiological, clinical, and phenomenological perspectives. This course typically includes involvement with community based mental health programs.

**Prerequisite:** PSY 310 or permission of instructor. (Offered spring semester.)

**PSY 370 Learning and Cognition****Three Credits**

Cognitive processing, working memory, long term memory, encoding, retrieval, and schema theory are the focus of this course. Classical and operant conditioning, shaping, and extinction are studied in the context of their current uses in facilitating improved cognitive performance. Students are encouraged to identify and explore their own preferred learning style as well as to improve their cognitive processing through class based exercises.

**Prerequisite:** PSY 210 or permission of instructor. (Offered spring semester.)

**PSY 405 Practicum****One to Four Credits (per semester)**

In fields of psychology, undergraduate practicum courses provide students with an exposure to the contexts and organizations in which psychological services are offered to the public. Behavioral health facilities, county 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 are required for each hour of credit received. This course may be taken in two separate semesters.

**Prerequisite:** Completed 20 hours of psychology, and approval of department head.

**PSY 410 Physiological Psychology****Three Credits**

Students are introduced to neuropsychological processes within the areas of psychopharmacology, vision, audition, olfaction, movement, learning, depressive and anxiety disorders, schizophrenia, and substance abuse. Interactive assessment techniques provide students with ways to incorporate what they learn into their existing knowledge in the field of psychology. Meets the general education non-lab Biology course requirement.

**Prerequisite:** PSY 202, 210, BIO 245 or equivalent Math/Science courses, or permission of the instructor. (Offered spring semester.)

**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 for a target audience within the campus and community on a topic of their choice. (Offered spring semester.)

**PSY 389 Junior Departmental Honors Research****Variable Zero to Two Credits****PSY 489 Departmental Honors Research****Variable Zero to Two Credits****PSY 490 Departmental Honors Thesis****Variable Zero to Two Credits****PSY 199, 399 Open Titled Course****One to Four Credits****RELIGION (REL)****REL 111 Ministry Seminar**

(Offered every semester.)

**Half Credit****REL 112 Spiritual Formation and Leadership****One Credit**

This course is designed primarily for current Resident Chaplains (although it is open to any interested student) and offers practical instruction and experience in areas pertaining to spiritual leadership within the residence halls/houses. Along with an emphasis upon one's own personal spiritual formation, students will develop a spiritual formation plan for their floor/house, and receive on-going instruction in spiritual leadership on campus. (Repeatable with a maximum of two credits.) (Resident Chaplains in this course will not pay for the course if it places the student above the band.) (Offered fall semester.)

**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**

The course exposes student to the biblical and theological foundations of ministry in the Wesleyan tradition. The ministry of Jesus and its classical interpretation are explored, with particular attention given to calling, character, and spiritual gifts. Students will also deal with current ministry-related issues. (Offered every 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 every 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 every semester.)

**REL 235 Ministry of Discipleship and Evangelism** **Three Credits**

The course explores the meaning of evangelism and discipleship in a post-modern culture in order to assist students in developing an overall philosophy of ministry rather than learning any specific strategy or technique. A broader understanding of the nature and mission of the church prepares student to critically assess contemporary strategies and programs both locally and from a global perspective. (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 or 301 or Bible course or permission of instructor. (Offered spring semester of even calendar years.)

**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. (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.

**Prerequisite:** COR 102. (Offered spring semester in odd calendar years.)

**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 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:** COR 102. (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:** 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 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 the 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 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.)

<b>REL 354 World Religions</b>	<b>Three Credits (CC)</b>
Students will study nine of the great religious traditions of the world descriptively. Students will engage in a comparative study of these traditions with an emphasis upon the unique characteristics of Christianity. Cross listed with PHL 354. Meets the general education cross cultural requirement.	
<b>Prerequisite:</b> COR 102 or 301. (Offered fall semester.)	
<b>REL 361 The Church in the City</b>	<b>Three Credits</b>
This course 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. This course includes field trips to the city. (Offered Interterm.)	
<b>REL 390 American Christianity</b>	<b>Three Credits</b>
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.)	
<b>REL 405 Internship</b>	<b>Variable Credit</b>
Taken for two to nine credits, the internship provides on the job supervised ministry experience in a context related to the student's major. Typically internship placements include: churches, Christian camps, urban ministries, or other mission agencies, and take place during the summer between the junior and senior year.	
<b>REL 451 Foundations of Christian Doctrine</b>	<b>Three Credits</b>
An historical and philosophical study of the development of Christian theology over the centuries.	
<b>Prerequisite:</b> Junior Standing, and COR 102 and 201, or COR 301. (Offered fall semester.)	
<b>REL 452 Methods in Wesleyan Theology</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> REL 451. (Offered spring semester.)	
<b>REL 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>REL 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>REL 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>REL 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## SOCIOLOGY (SOC)

<b>SOC 101 Principles of Sociology</b>	<b>Three Credits</b>
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.)	
<b>SOC 103 Social Problems</b>	<b>Three Credits</b>
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 irregularly.)	

**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. Meets the general education cross cultural requirement.  
**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 203 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; 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. Cross listed with CRJ 201.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall 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, 202 (may be taken concurrently). (Offered fall semester.)

**SOC 271 Professional Seminar I****One Credit**

This course provides students with a seminar experience (typically a one-day retreat), and a small number of class sessions with individual appointments with the instructor, for the purpose of helping the student create the foundation for a successful professional future. Requirements include the completion of an updated resume, two professional interviews, attendance at a professional conference, service hours, and a student success plan, all included in a well-organized portfolio. Ideally this course should be taken during the fall semester of the sophomore or junior year. Cross listed with SWK 271, CRJ 271.

**Prerequisites:** SOC 101. (Offered fall semester.)

**SOC 301 Marriage and 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 101,112, 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. Meets the general education cross cultural requirement. (Offered irregularly.)

**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 irregularly.)

**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 irregularly.)

**SOC 309 Sociology of Wealth and Poverty** **Three Credits**

In this course, students will study and contrast the rich and the poor, the powerful and the powerless, the haves 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 spring semester of even calendar years.)

**SOC 311 Sociology of Human Sexuality** **Three Credits**

This course examines theoretical and conceptual issues, empirical research, and social policies germane to human sexuality. Students should be aware that while this course may prompt them to think about their own sexuality more systematically, the course is not designed to be a "personal growth" experience. Instead, students should expect to approach sexuality more analytically and to develop a sociological and social psychological understanding of the diverse issues covered in this course.

**Prerequisites:** SOC 101 and 301 or permission of instructor. (Offered fall 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, 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. Meets the general education cross cultural requirement.

**Prerequisite:** SOC 101, 112, PSY 101, or SWK 205. (Offered spring semester every three years.)

**SOC 361 Policies and Agencies** **Three Credits**

The study of a variety of social organizations and of the policies enacted or pursued related to mission, structure, and social-political environments. Governmental and non-governmental agencies in the areas of social work and criminal justice will be included. Using organizational theory and real-life models, students will engage in institutional problem-solving exercises. Cross listed with CRJ 361 and SWK 361.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester of odd 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 371 Professional Seminar II** **One Credit**

This course begins with requirements similar to those in SOC 271, but assignments are at a higher stage of development. Additionally, each student is required to produce one of two professional products. One option would be to write an academic paper which will be submitted to a journal or

professional organization, and the other would be to complete an applied leadership project which demonstrates significant and innovative leadership with a campus or community organization, including the implementation and presentation of a successful applied idea, innovation, or intervention, tailor-made to that organization. Typically taken during the fall semester of the junior or senior year. Cross listed with SWK 371, CRJ 371.

**Prerequisite:** SOC 271. (Offered fall semester.)

**SOC 380 Social Theory**

**Three Credits (WI)**

The development of major schools of social thought, major social theorists and their distinctive contributions to the understanding of society, culture, and modernity, are considered and analyzed. Requires three or four major papers which focus, respectively, on social philosophers of antiquity, the major founders of sociological theory, modern social theories and theoretical trends, and everyday applications of social theory. Also covers how to write a “literature review” for a research paper. Meets the general education writing intensive requirement.

**Prerequisite:** SOC 101 or consent of instructor. (Offered fall semester.)

**SOC 381 Social Context for Community Development**

**Three Credits**

The different bases for healthy communities are explored, with emphasis on anthropological, sociological, and biblical models of community. This will include how to revitalize communities which suffer from various problems with complex social causes, such as those with high rates of poverty, unemployment, illiteracy, criminal activity, welfare dependency or social service delivery, spiritual apathy, and even war and refugeeism. A practical emphasis on community-building programs, policies, or advocacy is included. Key field trip experiences will link class participants with practitioners in the field. (Offered spring semester of even calendar years.)

**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, and will study the reciprocal influence of religion and culture, or stated differently, the influence of religion and societal structures on each other. Students will also be challenged to examine the cultural underpinnings of their own faith.

**Prerequisite:** SOC 101,112, PSY 101, or SWK 205. (Offered irregularly.)

**SOC 390 Individual Readings**

**One to Three Credits**

Selected readings in an area not covered by course offerings, often in the general topic area of the chosen senior project. Annotated bibliography, reading notes, and a comprehensive research are paper required. Cross listed with CRJ 390 and SWK 390.

**Prerequisite:** Completion of or concurrent enrollment in SOC 471.

**SOC 405 Practicum**

**Variable Credit**

Each student must successfully complete one or more practicum experiences, totaling at least three hours of academic credit, where 40 clock hours on location equals one hour of credit. Ideally, each practicum should be based at a community organization such as a government office, business, school, church, health clinic, etc., which specializes in supervision or human services. Ideally, an on-site supervisor with a graduate degree will supervise the student's practicum.

**Prerequisites:** SOC 101, 202, 210, 380, and upper division status.

**SOC 471 Professional Seminar III**

**Two Credits**

This course provides students with a capstone experience in the department, and links all academic and extra-curricular experiences at Greenville College with the students' occupational and service-oriented future. Requirements include updating the academic portfolio, including academic resumes, and completion of an oral exam and research-based senior project. The senior project includes a paper and a publicized oral report. Must be completed during the spring semester of the senior year. Cross listed with CRJ 371 and SWK 371.

**Prerequisites:** SOC 101, 202, 210, 271, 371. (Offered spring semester.)

<b>SOC 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>SOC 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>SOC 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>SOC 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **SPANISH (SPN)**

<b>SPN 101, 102 Elementary Spanish I and II</b>	<b>Three Credits Each</b>
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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.)

<b>SPN 201 Intermediate Spanish</b>	<b>Three Credits</b>
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Conversation, readings, grammar review.

**Prerequisite:** SPN 102 or equivalent. (Offered fall semester.)

<b>SPN 220 Spoken Spanish</b>	<b>Three Credits</b>
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Practice in listening to spoken Spanish. Oral reports and informal conversation. Phonetics.

**Prerequisite:** SPN 201 or equivalent. (Offered spring semester.)

<b>SPN 281/381 La Casa de Español</b>	<b>One or Two Credits</b>
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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. Requirement of Spanish major, Spanish education major: two semesters in the GC Spanish House, or one semester abroad in an approved program in a Spanish-speaking country. (Offered every semester.)

<b>SPN 310 Latinoamérica y Su Civilización</b>	<b>Three Credits (CC)</b>
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Emphasizes the forces that shaped and are now reshaping the region. Examines historical reasons for the present problems that trouble the area. Cross listed with HST 310. Meets the general education cross cultural requirement.

**Prerequisite:** SPN 201 or equivalent. (Offered in a three year rotation.)

<b>SPN 320 España y Su Civilización</b>	<b>Three Credits (CC)</b>
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Discussion and reading in Spanish of history, literature, art, and customs. Meets the general education cross cultural requirement.

**Prerequisite:** SPN 201 or equivalent. (Offered in a three year rotation.)

<b>SPN 340 La Literatura Peninsular</b>	<b>Three Credits</b>
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An overview of peninsular literature from “el cantar de mio cid” to the present. Discussions are centered around the text (including novels, drama, and poetry) and literary critique in general.

**Prerequisite:** SPN 201 or equivalent. (Offered in a three year rotation.)

<b>SPN 365 Espanol Hablado Avanzado</b>	<b>Three Credits</b>
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Intense practical use of spoken Spanish at an advance level, including formal presentations, translations, and debates. Focused work on phonetics and authentic language pronunciation is also important.

**Prerequisite:** SPN 220 or any 300 level course. (Offered in a three year rotation.)

<b>SPN 370 Literatura Latinoamericana</b>	<b>Three Credits</b>
Study of the Hispanic novel through reading of selected novels.	
<b>Prerequisite:</b> 201 or equivalent. (Offered in a three year rotation.)	
<b>SPN 381 La Casa de Español (see SPN 281/381)</b>	
<b>SPN 405 Practicum</b>	<b>Variable Credit</b>
<b>SPN 389 Junior Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>SPN 489 Departmental Honors Research</b>	<b>Variable Zero to Two Credits</b>
<b>SPN 490 Departmental Honors Thesis</b>	<b>Variable Zero to Two Credits</b>
<b>SPN 199, 399 Open Titled Course</b>	<b>One to Four Credits</b>

## **SOCIAL WORK (SWK)**

<b>SWK 205 Introduction to Social Work</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> SOC 101 or consent of instructor. (Offered fall semester.)	

<b>SWK 271 Professional Seminar I</b>	<b>One Credit</b>
This course provides students with a seminar experience (typically a one-day retreat), and a small number of class sessions with individual appointments with the instructor, for the purpose of helping the student create the foundation for a successful professional future. Requirements include the completion of an updated resume, two professional interviews, attendance at a professional conference, service hours, and a student success plan, all included in a well-organized portfolio. Ideally this course should be taken during the fall semester of the sophomore or junior year. Cross listed with SOC 271, CRJ 271.	
<b>Prerequisite:</b> SOC 101. (Offered fall semester.)	

<b>SWK 305 Fields of Social Work</b>	<b>Three Credits</b>
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.	
<b>Prerequisite:</b> SWK 205 and 208. (Offered spring semester every third year.)	

<b>SWK 310 Social Work Practice</b>	<b>Three Credits</b>
This course covers specific domains of generalist social work practice: exploring, assessing, and planning, the change oriented-phase, and the termination and evaluation phase. Students will have an opportunity to work with simulation cases throughout the entire cycle of interventions. Students will be exposed to different methodologies and interventions as they relate to specific populations (i.e. numerical minorities, homosexuals, etc).	
<b>Prerequisites:</b> SWK 205 and PSY 212. (Offered spring semester every third year.)	

<b>SWK 351 Juvenile Delinquency</b>	<b>Three Credits</b>
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, SOC 351.	
<b>Prerequisite:</b> SOC 101 or consent of instructor. (Offered fall semester of odd calendar years.)	

**SWK 361 Policies and Agencies** **Three Credits**

The study of a variety of social organizations and of the policies enacted or pursued related to mission, structure, and social-political environments. Governmental and non-governmental agencies in the areas of social work and criminal justice will be included. Using organizational theory and real-life models, students will engage in institutional problem solving exercises. Cross listed with CRJ 361 and SOC 361.

**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, 208. (Offered spring semester of odd calendar years.)

**SWK 371 Professional Seminar II** **One Credits**

This course begins with requirements similar to those in SWK 271, but assignments are at a higher stage of development. Additionally, each student is required to produce one of two professional products. One option would be to write an academic paper which will be submitted to a journal or professional organization, and the other would be to complete an applied leadership project which demonstrates significant and innovative leadership with a campus or community organization, including the implementation and presentation of a successful applied idea, innovation, or intervention, tailor-made to that organization. Typically taken during the fall semester of the junior or senior year. Cross listed with SOC 371 and CRJ 371.

**Prerequisites:** SWK 271. (Offered fall semester.)

**SWK 390 Individual Readings** **One to Three Credits**

Selected readings in an area not covered by course offerings, often in the general topic area of the chosen senior project. Annotated bibliography, reading notes, and a comprehensive research paper required. Cross listed with CRJ 390 and SOC 390.

**Prerequisite:** Completion of or concurrent enrollment in SWK 471.

**SWK 405 Practicum** **Variable Credit**

Each student must successfully complete one or more practicum experiences, totaling 8-12 hours of academic credit, where 40 clock hours on location equals one hour of credit. Ideally, each practicum should be based at a social work agency or similar organization such as a school, church, health clinic, etc, which specializes in human services. Ideally, an on-site supervisor with an MSW degree or LCSW license will supervise the student's practicum.

**Prerequisites:** SOC 101, 202, 210, SWK 205, and upper division status.

**SWK 471 Professional Seminar III** **Two Credits**

This course provides students with a capstone experience in the department, and links all academic and extra-curricular experiences at Greenville College with the students' occupational and service-oriented future. Requirements include updating the academic portfolio, including academic resumes, and completion of an oral exam and research-based senior project. The senior project includes a paper and a publicized oral report. Must be completed during the spring semester of the senior year. Cross listed with SOC 471 and CRJ 471.

**Prerequisites:** SOC 101, 202, 210. (Offered spring semester.)

**SWK 389 Junior Departmental Honors Research** **Variable Zero to Two Credits****SWK 489 Departmental Honors Research** **Variable Zero to Two Credits****SWK 490 Department Honors Thesis** **Variable Zero to Two Credits****SWK 199, 399 Open Titled Course** **One to Four Credits**

# NON-TRADITIONAL OFF-CAMPUS PROGRAMS

Greenville College offers several non-traditional off-campus programs including an undergraduate adult degree completion program (GOAL), an undergraduate teacher education program (UTEP), and two master of arts programs (MAE and MAT). This section of the Catalog includes information on each of these programs, but the information here is not inclusive. Students should refer to the Traditional Undergraduate portion of this Catalog for additional information on policies and procedures including general financial regulations; financial aid; academic honors and awards; graduation and commencement; incomplete coursework, course and administrative withdrawal, academic honesty statement; academic transcript requests; Family Education Rights and Privacy Act (FERPA); services for students with disabilities; etc.

## Greenville College Opportunities for Adult Learning (GOAL) Program

The GOAL Program (Greenville College Opportunities in Adult Learning) offers working adults an opportunity to complete their undergraduate education in a learner centered, accelerated format. Students completing the adult degree completion program earn the bachelor of science degree with a major in organizational leadership. Students' work and life experiences are related to modern management and leadership theory to produce a productive and useful learning environment. Students attend class one evening per week and can complete organizational leadership major coursework in 18 months. The adult degree completion program is currently being offered at these locations: Belleville, Bloomington, Centralia, Champaign, Decatur, Edwardsville, Effingham, Godfrey, Greenville, Mattoon, and Springfield. Contact the Admission's Office for a schedule of classes being offered in your area.



**GOAL**

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

### Admission Requirements

Adults who have a minimum of three years of full time work experience, and have earned a minimum of 60 transferable semester credit hours, are eligible to apply for admission to the adult degree completion program.

To be admitted to the adult degree completion 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.
- A certificate of immunization (for adult degree completion 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 coursework 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 the 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 adult degree completion Academic Director provides an assessment of the student's academic history upon receipt of official transcripts, military records (DD214), and other American Council on Education (ACE) accredited instruction. Once the evaluation is complete, the student will receive an unofficial transcript evaluation for review in preparation for enrollment in the adult degree completion program. It is not necessary to have an application on file for the student to request a transcript evaluation.

## Pre-Registration

When a new GOAL cohort begins, registration night is held approximately two weeks prior to the first night of class for term one. For subsequent terms, students complete the registration process on a class night approximately 3-4 weeks before the current term ends.

## GOAL Academic Review Policy

The unique nature of the adult degree completion program necessitates the College to monitor students' progress.

1. To remain in good standing, students are expected to maintain a cumulative grade point average of at least 2.00.
2. Students with less than a 2.00 grade point average at the end of term 1 may be dismissed or placed on academic probation. The student on probation must attain a C or better for all courses in term 2 to continue in the program.
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 and repeat failed courses before continuing to new courses.
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.

## Program Costs

Application fee (non-refundable).....	\$25
Tuition per credit hour.....	\$380
Evaluation of Learning Experience Essays.....	\$100 per essay
Posting of PLA <sup>1</sup> credits to transcript.....	\$25 per credit
CLEP exam administration fee.....	\$85 per exam
Graduation fee.....	\$80

The costs of texts and materials vary from course to course. Students are responsible for purchasing their own texts.

## Degree Requirements

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 project. The major requires a total of 120 credits with a minimum of 38 credits taken through Greenville College. Students must achieve a cumulative grade point average of at least 2.00 for all coursework completed at Greenville College to graduate.

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<sup>1</sup> Prior Learning Assessment (PLA) credits include Learning Experience Essays, CLEP scores, and formal training experiences.

**General education requirements** may be met through one of the following options:

1. Present a transcript documenting an earned Associate of Arts (A.A.) or Associate of Science (A.S.) from an accredited college.
2. 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)

**Required major courses include:**

- OL 301 Dynamics of Group Behavior (3 cr)
- OL 302 Adult Development and Aging (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 (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 Research Writing Strategies (3 cr)
- OL 401 Applied Research Project: Part I (1 cr)
- OL 402 Applied Research Project: Part II (2 cr)
- OL 403 Applied Research Project: Part III (2 cr)

# Undergraduate Teacher Education Program (UTEP)

The Off-Campus Undergraduate Teacher Education Program (UTEP) in concert with Kaskaskia and Lewis & Clark Community Colleges is designed for students who are working towards their associate degree at the community college level. As students complete their associate degree, they work toward their prerequisites for entry into the teacher education program at Greenville College. Then, students “transfer” to Greenville College to earn their bachelor degree, completing the Greenville College courses at their community college location. Students are able to complete their field experience and student teaching requirements within their region.

## Admission Requirements

To be admitted into a community college partnership, students must:

- Have a cumulative grade point average of at least 2.7 (music education student must have a 2.75 GPA) on a 4.0 scale.
- Provide official transcripts from all colleges/universities attended.
- Submit a statement of educational purpose.
- Include one letter of reference with application materials.
- Complete community college component of the curriculum (see below).
- Earn a “C” grade or above in all professional education coursework and in English, literature, and psychology.
- Complete the of associate of arts or sciences degree at one of the partner community colleges.
- Provide a favorable criminal background check.
- Receive passing scores on the Illinois Certification System Basic Skills Test.
- Receive formal approval for admission from the Committee on Teacher Education (COTE).

## Types of Admission

- Full Admission: All requirements have been met.
- Provisional Admission: Students who have not met all admission requirements may be provisionally admitted at the discretion of the Committee on Teacher Education (COTE). Students who are provisionally admitted may not be allowed to continue enrollment beyond one semester until fulfilling all deficiencies.

## Program Costs

Application fee (non-refundable).....	\$25
Tuition (full time).....	\$9266 per semester
Tuition per credit hour.....	\$390
Graduation fee.....	\$80

## Professional Internship Cancellation Policy

Applications for the Professional Internship (Student Teaching) must be received by December 15 for the following academic year. If a student rescinds their application necessitating the cancellation of a student teaching placement, the following fees will apply according to the date of withdraw.

Cancellation by:

February 1	No Fee
March 31	\$250
After April 1	\$600

The cancellation fee may be waived for emergency situations that will be decided on a case by case basis by petition to the Director of Clinical Practice.

## Degree Requirements

Students majoring in education must be admitted to the teacher education program by the Committee on Teacher Education (COTE). A minimum GPA of 2.7 is required for admission. Admission to the professional internship which includes student teaching is also granted by COTE for students meeting all of the requisite requirements including a minimum cumulative GPA of 2.75 in all coursework and professional education courses. A minimum of 126 credit hours are required for graduation from Greenville College.

## Early Childhood Education Major Requirements

The early childhood education major provides a course of study leading to certification to teach children from birth through third grade. As an option, students may complete an additional three credit course for Early Childhood special education approval. Students completing this major are eligible for a bachelor of science degree.

### Required Kaskaskia College Courses

ENG 101 English I (3 cr)  
 ENG 102 English II (3 cr)  
 LITO 218 Children's Literature (3 cr)  
 PSYC 215 Child Development (3 cr)  
 GEOG 104 World Geography (3 cr)  
 HIST 103 or 104 History of the United States (3 cr)  
 POLS 101 American government (3 cr)  
 EDUC 101 Intro to Educational Practice (3 cr)  
 EDUC 190 Intro to Special Education (3 cr)  
 EDUC 200 Cultural Conflicts/Class (3 cr)  
 + Remaining courses for completion of Kaskaskia College AA or AS degree requirements

### Required Lewis & Clark College Courses

ENG 131 English I (3 cr)  
 ENG 132 English II (3 cr)  
 LITT 140 Literature and Related Media for Children (3 cr)  
 PSYC 233 Child Psychology (3 cr)  
 GEOG 132 Geography by World Regions (3 cr)  
 HIST 231 or 232 American History (3 cr)  
 POLS 131 American Government (3 cr)  
 EDUC 230 Teacher Education Co-Op (1 cr)  
 EDUC 231 American Education (3 cr)  
 EDUC 232 Introduction to Special Education (3 cr)  
 EDUC 233 Cultural Conflict Class (3 cr)  
 + Remaining courses for completion of Lewis & Clark AA or AS degree requirements

### Required Greenville College Courses

COR 301 Liberal Arts in Christian Thought (3 cr)  
 COR 399 Christian Ethics (3 cr)  
 EDU 300 Early Childhood Education Methods (3cr)  
 EDU 305 Issues and Trends in Early Childhood Education (3 cr)  
 EDU 310 Child, Family, and Community Relationships (3 cr)  
 EDU 311 Elementary Art and Music Methods (3 cr)  
 EDU 312 Teaching of Reading (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 351 Teaching Language Arts in Elementary and Middle School (3 cr)  
 EDU 352 Teaching Social Studies in Elementary and Middle School (3 cr)  
 EDU 355 Teaching Mathematics in Elementary and Middle School (3 cr)  
 EDU 356 Teaching Science in Elementary and Middle School (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 401 Clinical Practice Elementary (P-8) (4 cr)

EDU 403 Seminar in Early Childhood (1 cr)  
 EDU 405 Primary (1-3) Student Teaching (variable 5-7 cr)  
 EDU 407 Pre-Primary Student Teaching (variable 5-7 cr)  
 EDU 417 Language Development (3 cr)  
 EDU 418EC Assessment for Special Education – Early Childhood (3 cr)

Students wishing to earn **early childhood special education** approval must complete the following courses as well as the course listed above.

EDU 416 Early Childhood Special Education Methods (3 cr)

### **Elementary Education Major Requirements**

The elementary education major prepares students to teach kindergarten through grade eight. Students who desire to earn middle school endorsements must also complete 18-21 credits in the chosen area. The specific coursework needed for endorsements are included in the *Guide to Teacher Education*. Students completing the elementary major are eligible to receive the bachelor of science degree.

#### Required Kaskaskia College Courses

ENG 101 English I (3 cr)  
 ENG 102 English II (3 cr)  
 LITO 218 Children's Literature (3 cr)  
 PSYC 216 Adolescent Development (3 cr)  
 GEOG 104 World Geography (3 cr)  
 HIST 103 or 104 History of the United States (3 cr)  
 POLS 101 American government (3 cr)  
 EDUC 101 Intro to Educational Practice (3 cr)  
 EDUC 190 Intro to Special Education (3 cr)  
 EDUC 200 Cultural Conflicts/Class (3 cr)  
 + Remaining courses for completion of Kaskaskia College AA or AS degree requirements

#### Required Lewis & Clark College Courses

ENG 131 English I (3 cr)  
 ENG 132 English II (3 cr)  
 LITT 140 Literature and Related Media for Children (3 cr)  
 PSYC 243 Adolescent Psychology (3 cr)  
 GEOG 132 Geography by World Regions (3 cr)  
 HIST 231 or 232 American History (3 cr)  
 POLS 131 American Government (3 cr)  
 EDUC 230 Teacher Education Co-Op (1 cr)  
 EDUC 231 American Education (3 cr)  
 EDUC 232 Introduction to Special Education (3 cr)  
 EDUC 233 Cultural Conflict Class (3 cr)  
 + Remaining courses for completion of Lewis & Clark AA or AS degree requirements

#### Required Greenville College Courses

COR 301 Liberal Arts in Christian Thought (3cr)  
 COR 399 Christian Ethics (3 cr)  
 EDU 311 Elementary Art and Music Methods (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 and Middle Schools (3 cr)  
 EDU 352 Teaching Social Studies in Elementary and Middle Schools (3 cr)  
 EDU 355 Teaching Mathematics in Elementary and Middle Schools (3 cr)

EDU 356 Teaching Science in Elementary and Middle Schools (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 401 Clinical Experience Elementary (4 cr)  
 EDU 402 Seminar in Elementary Education (1 cr)  
 EDU 404 Elementary Student Teaching (10 cr)  
 HPR 356 Adapted Physical Education (3 cr)

### **Special Education Major Requirements**

The special education major is a course of study leading to LBS 1 certification. The program leads to a bachelor of science degree.

#### Required Kaskaskia College Courses

ENG 101 English I (3 cr)  
 ENG 102 English II (3 cr)  
 LITO 218 Children's Literature (3 cr)  
 PSYC 216 Adolescent Psychology (3 cr)  
 GEOG 104 World Geography (3 cr)  
 HIST 103 or 104 History of the United States (3 cr)  
 POLS 101 American government (3 cr)  
 MATH 172 Math for Elementary Teachers II (3 cr)  
 EDUC 101 Intro to Educational Practice (3 cr)  
 EDUC 190 Intro to Special Education (3 cr)  
 EDUC 200 Cultural Conflicts/Class (3 cr)  
 + Remaining courses for completion of Kaskaskia College AA or AS degree requirements

#### Required Lewis & Clark College Courses

ENG 131 English I (3 cr)  
 ENG 132 English II (3 cr)  
 LITT 140 Literature and Related Media for Children (3 cr)  
 PSYC 243 Adolescent Psychology (3 cr)  
 GEOG 132 Geography by World Regions (3 cr)  
 HIST 231 or 232 American History (3 cr)  
 POLS 131 American Government (3 cr)  
 MATH 152 Math for Elementary Teachers II (3 cr)  
 EDUC 230 Teacher Education Co-Op (1 cr)  
 EDUC 231 American Education (3 cr)  
 EDUC 232 Introduction to Special Education (3 cr)  
 EDUC 233 Cultural Conflict Class (3 cr)  
 + Remaining courses for completion of Lewis & Clark AA or AS degree requirements

#### Required Greenville College Courses

COR 301 Liberal Arts and Christian Thought (3 cr)  
 COR 399 Christian Ethics (3 cr)  
 EDU 311 Elementary Art and Music Methods (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 and Middle Schools (3 cr)  
 EDU 352 Teaching Social Studies in Elementary and Middle Schools (3 cr)  
 EDU 355 Teaching Mathematics in Elementary and Middle Schools (3 cr)  
 EDU 356 Teaching Science in Elementary and Middle Schools (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 401 Clinical Experience Elementary (4 cr)  
 EDU 406 Elementary Special Education Student Teaching (6 cr)  
 EDU 408 Secondary Special Education Student Teaching (6 cr)

EDU 413 Adaptive Strategies for Special Education (3 cr)  
 EDU 418 Assessment for Special Education (3 cr)  
 EDU 419 Secondary School Programs for Adolescents with Disabilities (3 cr)  
 EDU 450 Problems & Characteristics of Students with Disabilities (4 cr)  
 EDU 451 Methods and Materials for Special Education (4 cr)  
 EDU 491 Seminar in Special Education (1 cr)  
 HPR 356 Adapted Physical Education (3 cr)

### **Music Education Major Requirements**

The music education major is a course of study leading K-12 certification in music. This program is only available to Lewis & Clark Community College students, and leads to a bachelor of music education degree.

#### Required Lewis & Clark College Courses

ENG 131 English I (3 cr)  
 ENG 132 English II (3 cr)  
 PSYC 243 Adolescent Psychology (3 cr)  
 EDUC 230 Teacher Education Co-Op (1 cr)  
 EDUC 231 American Education (3 cr)  
 EDUC 232 Introduction to Special Education (3 cr)  
 EDUC 233 Cultural Conflict Class (3 cr)  
 + Remaining courses for completion of Lewis & Clark associate in fine arts music education requirements

#### Required Greenville College Courses

COR 301 Liberal Arts and Christian Thought (3 cr)  
 COR 399 Christian Ethics (3 cr)  
 EDU 316 Reading and Writing Across the Curriculum (3 cr)  
 EDU 330 Behavior Management (3 cr)  
 EDU 340 Measurement and Evaluation (3 cr)  
 EDU 400 Early Experience (1 cr)  
 EDU 412 Clinical Practice Secondary (6 cr)  
 EDU 425 Music Student Teaching (12 cr)  
 EDU 399 Student Teaching Seminar (1 cr)  
 MUED 291 Brass Class (1 cr)  
 MUED 292 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 221 Elementary Conducting (2 cr)  
 MUSG 309 Music History I (3 cr)  
 MUSG 310 Music History II (3 cr)  
 MUSG 418 Senior Recital (1 cr)  
 Applied Lessons (6 cr)  
     • Lessons are to be in the major instrument.  
     • Two credits need to be taken pre semester.  
 Ensemble Participation (5 cr)

# Graduate Programs in Education and Teaching (MAE and MAT)

*Preparing teachers to serve in a culturally diverse world* is the mission of the Master of Arts in Education (MAE) and the Master of Arts in Teaching (MAT) programs.

The MAE program is designed for certified teachers who wish to continue their professional development by earning an advanced degree and/or completing an additional endorsement. Continuing education (CE) courses are also available for certified teachers. The MAT program is designed for individuals who possess a bachelor's degree from an accredited college or university (in a field other than education) and who want to prepare for a career in teaching.

The MAE and MAT programs follow an accelerated learning model where students take one class at a time, and meet one evening per week. Day hours are required of MAT seekers for field experiences and student teaching. Current locations for the MAE and MAT programs include: Greenville, Belleville, Centralia, Godfrey, and Lincoln. Contact the Admissions Office for a schedule of classes being offered in your area.

## Admission Deadline

Applications and admission components for the MAE or MAT program must be received two weeks prior to enrolling in a class.

## Pre-Registration

Pre-registration forms will be sent twice a year to cover all classes. This will assist students who are co-enrolled at multiple sites. Pre-registration forms are due three weeks prior to the start of the first class. Any pre-registrations received less than three weeks prior to the start date will be charged a \$50.00 late pre-registration fee. Any pre-registrations received less than two weeks before the start of class will not be accepted. If additional classes are not marked on the initial pre-registration form, students must contact the School of Education office allowing enough time to receive and submit pre-registration for the class prior to the three week deadline.

## Transfer Credit

Students may apply to transfer a maximum of six semester credits into either of the master of arts programs, as long as the student:

1. earned at least a B in the course,
2. the course was completed at an accredited institution,
3. corresponds to the specific course under consideration, and,
4. was completed within the past five years.

MAT students will be required to do field experience hours for all classes that are transferred in from other institutions if no documentation exists supporting field experience in the class. These field experiences will require an additional fee. The required number of field hours for each course must be met; thus, those transferring in field hours may be required to complete additional hours to meet the required field hours for a course. Applications for transfer credits must be approved by graduate academic advisors.

## Program Costs

Application fee.....	\$30
Tuition.....	\$350 per credit hour
Continuing Education tuition.....	\$175 per credit hour
Late Pre-registration Fee.....	\$50
Graduation fee.....	\$80

A one credit hour charge will be assessed if continuing advisement is required after the designated due date for the MAE thesis/project.

Costs for textbooks and materials vary from course to course. Students must acquire their own texts. Occasionally texts may be provided by the program for a minimal fee.

## Financial Aid

Graduate students may borrow to meet full program expenses less scholarship assistance received for the program. Federal Direct Student Loans may be consolidated with other student loans in repayment. Variable terms for repayment are also available to meet your financial needs.

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 affiliate. An excellent free database search of scholarship resources can be found at <http://www.fastweb.com>.

Student enrolled in either the MAE or MAT program may qualify for the State of Illinois Future Teacher Corps Program scholarship. Eligible candidates may receive up to \$10,000 per year. For additional information, see scholarships at <http://www.collegezone.org> or contact the Financial Aid Office.

## Professional Internship Cancellation Policy

Applications for the Professional Internship (Student Teaching) must be received by December 15 for the following academic year. If a student rescinds their application necessitating the cancellation of a student teaching placement, the following fees will apply according to the date of withdraw.

Cancellation by:

February 1	No Fee
March 31	\$250
After April 1	\$600

The cancellation fee may be waived for emergency situations that will be decided on a case by case basis by petition to the Director of Clinical Practice.

## Academic Standards

Graduate students have a responsibility to demonstrate the ability to complete graduate-level coursework, including the ability to write clearly and succinctly. Graduate students are expected to maintain a grade point level of 3.0 or higher.

- Students with less than a 3.0 cumulative grade point average or who receive F grades in two or more courses will be dismissed from the program.
- Conditionally admitted students who have a weak academic performance will be able to complete the first three courses. If the student has earned an A or B in each course they will be fully admitted.

## Graduate Student Assistant - Athletics

- Anyone wishing to receive a graduate assistantship must apply, receive at least provisional acceptance, and enroll in any of the Greenville College graduate programs before being eligible to be hired as graduate assistants (GAs).
- GAs receive full tuition waiver, as well as a stipend, room, and board. Tuition, room, board, and stipend are subject to applicable taxes.
- The tuition waiver covers the tuition charges in any of the graduate programs offered by Greenville College and in up to two undergraduate courses through Greenville College in both the fall and spring terms. Enrollment in any undergraduate course can occur if the GA's supervisor and graduate advisor approve and his or her total course load for a term does not exceed 12 credits. GAs enrolling in undergraduate independent studies, undergraduate practica or internships, Interterm, or May Term courses will be charged regular tuition.
- Students may maintain graduate assistantships only as long as they are graduate students in GC programs and are making satisfactory progress in those programs.
- GAs are classified as graduate students, not employees of GC.
- GAs should not ordinarily have other employment. They are not eligible to work at any other job on-campus while performing their assistantship duties (usually ten months, August through May). These dates are outlined in the letter they receive from the payroll department.

- GAs can be dismissed from a graduate program and/or assistantship in which they are candidates if they do not meet the standards of the program as described in the respective graduate school handbook.
- Graduate assistants have the right to appeal decisions affecting their work in the graduate program. Graduate assistants should consult the appeals procedure outlined in their respective graduate school handbook.

## **Graduate Student Assistant – Coordinator of Residence Education**

- Anyone wishing to receive a graduate assistantship must apply, receive at least provisional acceptance, and enroll in any of the Greenville College graduate programs or an approved off-campus graduate program before being eligible to be hired as graduate assistants (GAs).
- GAs attending a GC graduate program receive a full tuition waiver, as well as a stipend, room, and board. Tuition and the stipend are subject to applicable taxes. On-campus room and board is required in order to fulfill the requirements of the job, and is, therefore, not subject to payroll taxes.
- The tuition waiver for GAs attending a GC program covers the tuition charges in any of GC's graduate programs and in two undergraduate courses through Greenville College in both the fall and spring terms. Enrollment in any undergraduate course can occur if the GA's supervisor and graduate advisor approve and his or her total course load for a term does not exceed 12 credits. GAs enrolling in undergraduate independent studies, undergraduate practica or internships, Interterm, or May Term courses will be charged regular tuition.
- GAs attending a non-GC graduate program will receive partial reimbursement (receipts required) for the cost of the graduate program. A stipend amount will also be provided and is subject to all applicable taxes. On-campus room and board is required and is therefore not subject to payroll taxes.
- GAs are classified as graduate students, not employees of GC.
- GAs are not eligible to work at any other job on-campus while performing their assistantship duties (usually 10 months, August through May). These dates are outlined in the letter they receive from the payroll department.
- Students may maintain graduate assistantships only as long as they are graduate students in GC programs or an approved off-campus graduate program and are making satisfactory progress in those programs.
- GAs can be dismissed from a graduate program and/or assistantship in which they are candidates if they do not meet the standards of the program as described in the respective graduate school handbook.
- Graduate assistants have the right to appeal decisions affecting their work in the graduate program. Graduate assistants should consult the appeals procedure outlined in their respective graduate school handbooks.

## **Master of Arts in Education (MAE)**

The master of arts in education program is designed for teachers who wish to continue their professional development by earning an advanced degree and/or completing an additional endorsement. Admission is contingent upon graduation from an accredited institution of higher learning.

### **Admission Requirements**

To be admitted to the MAE program, an applicant is required to submit:

1. A bachelor's degree from an accredited undergraduate institution.
2. A completed Greenville College graduate program application and \$30 application fee.
3. Official transcripts from **all** previously attended educational institutions.
4. Two letters of reference.
5. Copies of all currently held teacher certificates.
6. A written statement of educational philosophy.

### **Types of Admission**

- Full Admission: Student has met all requirements.

- Provisional Admission: Students who have not met all admissions requirements may be provisionally admitted at the discretion of the Committee on Teacher Education (COTE). Students who are provisionally admitted will be allowed to continue enrollment up to six semester credit hours.

### Degree Requirements

The master of arts in education degree consists of a 32 - 35 semester hour program. Teacher Leadership or Special Education students must maintain a minimum cumulative GPA of 3.0 while students completing the Reading endorsement must maintain a minimum cumulative GPA of 3.5. Required courses include:

#### **Teacher Leadership (32 cr)**

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 Education (3 cr)  
 EDU 568 Regular and Special 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)

#### **Special Education (34 cr)**

EDU 502 Foundations of Special Education (3 cr)  
 EDU 511 Special Education Methods/Materials (4 cr)  
 EDU 514 Characteristics of Students with Disabilities (4 cr)  
 EDU 518 Diagnostic Assessment for Special Education (3 cr)  
 EDU 526 Secondary/Post Secondary Programming for Special Education (3 cr)  
 EDU 527 Adaptive Strategies for Special Education (3 cr)  
 EDU 530 Behavior Management for Special Education (2 cr)  
 EDU 536 Adapted Recreation and P.E. For Students with Disabilities (3 cr)  
 EDU 573 Special Education Research (3 cr)  
 EDU 590 Thesis or Reflective Study (6 cr) **or**  
     EDU 591 Comprehensive Overview of Special Education (6 cr) **or**  
     EDU 595 Practicum (6 cr)

#### **Reading (35 cr)**

EDU 504 Theoretical Foundations in Literacy (3 cr)  
 EDU 507 Trends and Issues in Literacy (3 cr)  
 EDU 508 Emergent/Primary Literacy (3 cr)  
 EDU 509 Intermediate Literacy (3 cr)  
 EDU 510 Secondary Literacy – Content Area Reading (3 cr)  
 EDU 521 Diagnostic Assessment (3 cr)  
 EDU 523 Advanced Diagnostic Assessment and Instruction (3 cr)  
 EDU 528 Assessment and Advancement of Literacy (2 cr)  
 EDU 575 Practicum 1: Primary/Intermediate (4 cr)  
 EDU 577 Practicum II: Middle/Secondary (4 cr)  
 EDU 579 Literacy Program: Administration, Supervision, and Organization (4 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 or in special education. The curriculum is designed to prepare candidates for Illinois state certification.

## Admission Requirements

To be admitted to the MAT program, an applicant needs:

1. A bachelor's degree from an accredited undergraduate institution;
2. A completed Greenville College graduate program application and \$30 application fee;
3. Official transcripts from **all** previously attended educational institutions;
4. Two letters of reference;
5. Satisfactory results of a criminal background check
6. Passing scores from the Illinois Certification Testing System (ICTB) Basic Skills test.

## Types of Admission

- Full Admission: Student has met all requirements.
- Provisional Admission: Students who have not met all admissions requirements may be provisionally admitted at the discretion of the Committee on Teacher Education (COTE). Students who are provisionally admitted will not be allowed to continue enrollment beyond nine credit hours.

## Degree Requirements

Both the elementary and secondary certification tracks require 44 and 43 semester hours respectively. The Special Education track requires 68 semester hours. All majors lead to a master of arts in teaching degree. Students must maintain a minimum cumulative GPA of 3.0. Required courses include:

### Elementary Certificate (44 cr)

EDU 501 Issues in Education (2 cr)  
 EDU 516 Teaching Reading and Writing (3 cr)  
 EDU 520 Corrective Reading and Writing (3 cr)  
 EDU 522 Teaching Fine Arts (2 cr)  
 EDU 524 Teaching Social Studies (3 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 (3 cr)  
 EDU 546 Elementary Student Teaching (10 cr)  
 EDU 555 Teaching Mathematics-Elementary and Middle School (3 cr)  
 EDU 557 Teaching Science-Elementary and Middle School (3 cr)

### Secondary Certificate (43 cr)

EDU 501 Issues in 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 (3 cr)  
 EDU 550 Measurement and Design (4 cr)  
 EDU 552 Teaching Middle/Secondary Students (4 cr)  
 EDU 556 Middle/Secondary School Curriculum (4 cr)  
 EDU 558 Reading/Writing in Content Area (4 cr)  
 EDU 560 Secondary Student Teaching (10 cr)

### Special Education Certificate (68 cr)

EDU 501 Issues in Education (2 cr)  
 EDU 511 Special Education Methods and Materials (4 cr)  
 EDU 514 Characteristics of Students with Disabilities (4 cr)  
 EDU 516 Teaching Reading and Writing (3 cr)  
 EDU 518 Diagnostic Assessment for Special Education (3 cr)

- EDU 520 Corrective Reading and Writing (3 cr)
- EDU 522 Teaching the Fine Arts (3 cr)
- EDU 524 Teaching Social Studies (2 cr)
- EDU 526 Secondary/Post Secondary Programming for Special Education (3 cr)
- EDU 527 Adaptive Strategies for Special Education (3 cr)
- EDU 534 Teaching Mathematics and Science (4 cr)
- EDU 536 Adapted Recreation and P.E. for Students with Disabilities (3 cr)
- EDU 538 Special Education (3 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 546SP Student Teaching – Elementary Sp. Ed. (7 cr)
- EDU 560SP Student Teaching – Secondary Sp. Ed. (7 cr)

### **Continuing Education Courses**

The School of Education offers continuing education courses in *Adolescent Growth and Development* and in *Middle/Secondary School Curriculum*. These two courses and 18 hours of additional coursework in an endorsement area must be completed to satisfy State of Illinois regulations for middle school endorsement. For additional information, contact the School of Education Office.

# Non-Traditional Course Listings

## CONTINUING EDUCATION (CE)

**CE 539 Adolescent Growth and Development** **Three Credits**  
 Explores human growth of typical and exceptional youth from the onset of puberty through late adolescence.

**CE 556 Middle/Secondary School Curriculum and Instruction** **Three Credits**  
 Examines the principles and practices of curriculum planning, design, implementation, and evaluation for the middle grades. Middle School methods and instruction are included in the course.

## EDUCATION (EDU)

Undergraduate Education (UTEP) Courses are included in the Undergraduate Course Listings. The course offering times are for traditional on-campus students which are inaccurate for UTEP students.

**EDU 501 Issues in Education** **Two Credits**  
 Introduces graduate students to issues of professionalism including the agencies and entities that impact education. Reviews school law that relates to the practice of teaching. (Field experience required.)

**EDU 502 Foundations of Special Education** **Three Credits**  
 A comprehensive overview of the laws, litigation and historical perspective of Special Education will be addressed. A level of knowledge and skill in terms of Service Delivery models will be included.

**EDU 504 Theoretical Foundations in Literacy** **Three Credits**  
 Theoretical Foundations examines the theoretical models underpinning reading instruction historically and their impact on current methodology. It also examines the role of reading research on instructional practice. It also includes current state and national standards.

**Prerequisites:** Admission to Master of Arts Reading Program

**EDU 507 Trends & Issues in Literacy** **Three Credits**  
 This course briefly examines the history of literacy instruction in America. The major emphasis is on the current issues and trends in instructional approaches, methods, materials, assessment and research. It also examines the impact of political initiatives in literacy instruction.

**EDU 508 Emergent/Primary Literacy** **Three Credits**  
 This course is designed for classroom teachers to explore the teaching and learning of reading (preschool through third grade). The major topics include preschool literacy, oral language development, assessment of early literacy, shared reading, guided reading, balanced literacy, and reading workshop. Literacy and literature across all ages (children's literature) is the focus. Students will also pursue particular topics of interest.

**Prerequisite:** Professional Membership in Reading Organization

**EDU 509 Intermediate Literacy** **Three Credits**  
 This course focuses on reading instruction that meets the various needs within a classroom. Topics emphasized in this course include literature circles, reading/writing connections, comprehension strategies, motivation, children's literature, reader's workshop management, and differentiation of instruction to meet individual student's needs. Literacy and literature across all ages (children's literature focus) is included.

**Prerequisite:** EDU 508

<b>EDU 510 Secondary Literacy – Content Area Reading</b>	<b>Three Credits</b>
This course examines the difficulties a student encounters when reading content area text. Participants will examine content texts to determine the challenges. The course focuses on improvement of comprehension instruction. This includes the major categories of comprehension and the instructional tools and techniques teachers use to enhance comprehension. Literature across all ages is included (focus on adolescent literature).	
<b>Prerequisites:</b> EDU 508 and 509	
<b>EDU 511 Special Education Methods and Materials</b>	<b>Four Credits</b>
Course will focus on the planning for instruction; learning environment; instructional delivery; foundations, collaboration, professional conduct/leadership, and reflection/professional growth for students with disabilities ages three to 21. This course will include the use of t ILS, IPTS, Greenville College Outcomes and Dispositions in conjunction with the LBSI Standards.	
<b>EDU 511EC Early Childhood Special Education Methods &amp; Materials</b>	<b>Four Credits</b>
The course focus is on concepts, materials, and strategies for facilitating all areas of development in young children with special needs (birth to age eight). Various deliveries of service will be investigated.	
<b>EDU 514 Characteristics of Students with Disabilities</b>	<b>Two to Four Credits</b>
The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students (ages 3-21). Therefore, EDU 514 will focus on the characteristics of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act: learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic, multiple disabilities or other health impairment.	
<b>EDU 516 Teaching Reading and Writing</b>	<b>Three Credits</b>
Addresses the processes of reading and writing development, emphasizing methods and materials for teaching literacy skills in elementary and middle schools. (Field experience required.)	
<b>Prerequisite:</b> Concurrent enrollment in EDU 520.	
<b>EDU 518 Diagnostic Assessment for Special Education</b>	<b>Three Credits</b>
Course will focus on children ages three to 21 and will develop the conceptual and procedural foundations for assessment. The course content will include: the assessment process, terminology, strategies, interpretation, alternative assessments, procedure, accommodations and modifications, recommendations, ethical/legal responsibilities, and communication assessment results.	
<b>EDU 518EC Early Childhood Special Education Assessment</b>	<b>Three Credits</b>
Course will focus on children from birth to age eight and will develop the conceptual and procedural foundations for assessment. The course content will include: the assessment process, terminology, strategies, interpretation, alternative assessments, procedure, accommodations and modifications, recommendations, ethical/legal responsibilities, and communication assessment results.	
<b>EDU 520 Corrective Reading and Writing</b>	<b>Three Credits</b>
Explores strategies for meeting the needs of individual students through the use of commercial reading materials and development of teacher prepared materials. (Field experience required.)	
<b>Prerequisite:</b> EDU 516 or concurrent enrollment.	
<b>EDU 521 Diagnostic Assessment</b>	<b>Three Credits</b>
This course examines formal and informal assessment procedures used in educational settings. It provides students with a large repertoire of tools for evaluating student learning as well as examining each tool for validity, reliability, appropriateness, and freedom from bias.	
<b>Prerequisites:</b> EDU 504, 508, 509, and 510	

**EDU 522 Teaching Fine Arts****Two Credits**

Provides student exposure to the techniques for teaching art and music to elementary students. (Field experience required.)

**EDU 523 Advanced Diagnostic Assessment and Instruction****Three Credits**

This course emphasizes classroom based assessment. Assessment tools include formal and informal reading inventories, constructed response measures, portfolio based assessments, students self-evaluations, work/performance samples, observations, anecdotal records, and journals. This course includes case studies involving administration of the assessments, miscue analysis, and development of an instructional plan for a struggling reader based on interpretation of the assessments. Administer and use information from norm-referenced and criterion referenced tests.

**Prerequisites:** EDU 504, 508, 509, and 510

**EDU 524 Teaching Social Studies****Three Credits**

Provides students the opportunity to develop teaching methods and strategies to integrate social studies with other content areas. (Field experience required.)

**EDU 526 Secondary/Post Secondary Programming for Special Education** **Three Credits**

This course will provide candidates with a comprehensive overview of past, present and future educational programming for students at the secondary and post secondary level. Course content will include: Historical perspective of Special Education, Analysis of Educational Legislation, Examination of Specialized Delivery Systems, Secondary Program Planning and Implementation (Transition Plans/Lesson Plans), Career Education, Transition Planning and Post Secondary Alternatives.

**EDU 527 Adaptive Strategies for Special Education****Three Credits**

This course will focus on multiple and diverse support systems (methods and materials) for Special Education students (ages 3-21). Course content will include: Review of historical, philosophical and legal foundations of special education; Design and delivery of moderate to intensive support systems to students – via IEP; Principles of instruction in community-based education; Adaptive strategies, equipment and materials; Augmentative/assistive technology devices; Augmentative and Alternative communication; Health Concerns and delivery of service; Curricular design and delivery of service; Lesson Planning: Inclusion; Resource; Instructional; Community Based; Classroom design; Collaborative planning/scheduling; Assessment of student progress/achievement – including Alternate Assessment.

**EDU 528 Assessment and Advancement of Literacy****Two Credits**

This course focuses on administration and advanced analysis of running records. This analysis involves miscue analysis, strategy analysis, and comprehension. The assessment results provide a basis for planning instruction for struggling readers. This capstone assessment course will prepare the candidate for a successful practicum experience.

**Prerequisites:** EDU 504, 508, 509, and 510

**EDU 530 Behavior Management for Special Education****Two Credits**

Examines current research and application of learning theory to the management of environments and students with exceptionalities.

**EDU 534 Teaching Mathematics and Science****Four Credits**

Introduces strategies for teaching mathematics and science topics to elementary and middle school children. (Field experience required.)

**EDU 536 Adapted Recreation and P.E. for Students with Disabilities****Three Credits**

This course is designed to provide prospective teachers with experience in screening and assessment, formulating individualized performance objectives, key teaching and therapy skills, and programming for specific problems in organization and administration in physical education/recreation of students with disabilities.

<b>EDU 538 Special Education</b>	<b>Three Credits</b>
Focuses on the educational needs of exceptional children and youth who deviate from normalcy in their emotional, intellectual, social, or communication abilities. Introduces the legal, historical, and social foundations of special education. (Field experience required.)	
<b>EDU 539 Adolescent Growth and Development</b>	<b>Three Credits</b>
Explores human growth of typical and exceptional youth from the onset of puberty through late adolescence. (Field experience required.)	
<b>EDU 540 Students with Exceptionalities</b>	<b>Three Credits</b>
Examines the process of identifying children whose intellectual, physical, or emotional development deviates from normalcy in order to create strategies to accommodate them. (Field experience required.)	
<b>EDU 542 Diversity and Schools</b>	<b>Three Credits</b>
Provides an introduction to the history, politics, issues, and approaches to educating a culturally and linguistically diverse student population. (Field experience required.)	
<b>EDU 544 Technology and Teaching</b>	<b>Three Credits</b>
Investigates the impact technology has on teaching and learning. Students design and implement technology based curriculum for use in the classroom. (Field experience required for MAT degree seekers only.)	
<b>EDU 546 Elementary Student Teaching</b>	<b>Ten Credits</b>
Offers students the opportunity to participate full time in a supervised teaching assignment in an appropriate elementary school environment. (Requires 14 weeks of clinical practice.)	
<b>Prerequisite:</b> Successful completion of Illinois State content test.	
<b>EDU 546SP Student Teaching – Elementary Special Education</b>	<b>Seven Credits</b>
Includes a student teaching assignment within an elementary, special education classroom.	
<b>Prerequisite:</b> Successful completion of Illinois State content test.	
<b>EDU 548 Behavioral Management</b>	<b>Three Credits</b>
Examines the application of learning theory to the management of both exceptional and typical school populations. (Field experience required.)	
<b>EDU 550 Measurement and Design</b>	<b>Four Credits</b>
Explores the evaluation of student growth as an integral part of instruction. Also addresses professional, social, ethical, and philosophical implications. (Field experience required.)	
<b>EDU 552 Teaching Middle/Secondary Students</b>	<b>Four Credits</b>
Introduces instructional planning and teaching methodology appropriate for middle/secondary students. (Field experience required.)	
<b>EDU 555 Teaching Mathematics-Elementary and Middle School</b>	<b>Three Credits</b>
This course examines effective strategies for teaching mathematics to elementary and middle school students. The focus will include: math instruction, inquiry-oriented, problem solving classroom environment, lesson planning, and assessment. The course will seek to provide pre-service teachers with instructional tools to help children learn mathematics. (Field experience required.)	
<b>EDU 556 Middle/Secondary School Curriculum</b>	<b>Four Credits</b>
Examines the principles and practices of curriculum planning, design, implementation, and evaluation. (Field experience required.)	
<b>EDU 557 Teaching Science-Elementary and Middle School</b>	<b>Three Credits</b>
This course examines effective 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. The course will seek to provide pre-service teachers with instructional tools to help children learn science. (Field experience required.)

**EDU 558 Reading/Writing in Content Area** **Four 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.(Field experience required.)

**EDU 560 Secondary Student Teaching** **Ten Credits**

Offers students the opportunity to participate full time in a supervised teaching assignment in an appropriate secondary or middle school environment. (Requires 14 weeks of clinical practice.)

**Prerequisite:** Successful completion of Illinois State content test.

**EDU 560SP Student Teaching – Secondary Special Education** **Seven Credits**

Includes a student teaching assignment within a secondary, special education classroom.

**Prerequisite:** Successful completion of Illinois State content test.

**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 Education** **Three Credits**

Investigates current issues, research, and theory of educating students.

**EDU 568 Regular and Special 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 572 Middle School Mathematics Methods** **Three Credits**

Examines effective strategies for teaching mathematics to middle school students, and explores methods to assess students' progress. 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 for MAT students only. Offered as an on-line class with open enrollment (9 months completion).

**Prerequisite:** Admission to the Teacher Education Program (MAE/MAT) **or** Guest application (CE with Teacher Certification). (Offered every semester and Interterm.)

**EDU 573 Special Education Research** **Three Credits**

Covers methods used to study the process of classroom teaching and learning. Multi-method designs are discussed, along with how different sources of data, both quantitative and qualitative, can be combined for interpretive purposes. Current Special Education research is the focus for the course.

**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.

<b>EDU 575 Practicum I: Primary/Intermediate</b>	<b>Four Credits</b>
The first Practicum includes working with small groups and individuals on a regular basis in a clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. The major focus of the practicum is on interpretation of the assessments, development of an instructional plan, and implementation of the instructional plan with elementary students. A secondary focus of the experience includes exposure to and participation in the literacy program elements of administration, supervision and organization.	
<b>Prerequisites:</b> EDU 504, 508, 509, 510, 521, 523, and have a minimum GPA 3.5	
<b>EDU 576 Action Research</b>	<b>Three Credits</b>
Covers methods used to study the process of classroom teaching and learning including observation, questionnaire, interview, think aloud, and case study. Multi-method designs are discussed, along with how different sources of data, both quantitative and qualitative, can be combined for interpretive purposes. (Field experience required.)	
<b>Prerequisite:</b> EDU 563.	
<b>EDU 577 Practicum II: Middle/Secondary</b>	<b>Four Credits</b>
The second Practicum includes working with small groups and individuals on a regular basis in a clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. They will develop a plan of instruction with appropriate strategies for middle/secondary students. A secondary focus of the experience includes exposure to and participation in the literacy program elements of administration, supervision and organization.	
<b>Prerequisites:</b> EDU 504, 508, 509, 510, 521, 523, and a minimum GPA 3.5	
<b>EDU 579 Literacy Program: Administration, Supervision and Organization</b>	<b>Four Credits</b>
This course is designed for personnel managing literacy instruction at a building or district level. Course components will include the elements of needs assessment, program planning, staff development, curriculum development, communication appropriate to various audiences and overall program evaluation. Additional areas of focus include organization, adjustments to instruction for diverse learners, finding and organizing resources, conducting action based research, modeling/coaching/mentoring, and collaboration. The internship component of the Literacy Program provides authentic opportunities for completion of course assignments.	
<b>EDU 580 Master's Thesis</b>	<b>Nine Credits</b>
Provides students the opportunity to conduct original research.	
<b>Prerequisite:</b> EDU 563 and 576.	
<b>EDU 582 Reflective Studies</b>	<b>Nine Credits</b>
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.	
<b>Prerequisite:</b> EDU 563 and 576.	
<b>EDU 590 Thesis/Reflective Study</b>	<b>Six Credits</b>
Provides students the opportunity to conduct original research or a field based study to assess one or more educational programs to determine their efficacy. Formal presentation given at the conclusion of the project.	
<b>EDU 591 Comprehensive Overview for Special Education</b>	<b>Six Credits</b>
Provides the student an opportunity to prepare a comprehensive response to multiple and diverse special education queries related to their MAE -Special Education coursework.	
<b>EDU 595 Practicum in Special Education</b>	<b>Variable One to Six Credits</b>
Offers students the opportunity to participate in a supervised teaching assignment in an appropriate special education environment.	

## ORGANIZATIONAL LEADERSHIP (OL)

### 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.

### OL 302 Adult Development and Aging

**Three Credits**

Students evaluate their own lives from the perspective of adult development theory through discovering the opportunities and challenges that typically characterize development during the adult years..

### 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 studying organizational problems are emphasized as students select and analyze an appropriate organizational problem 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 include conflict management, 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 and work.

### OL 307 Introduction to Data Analysis

**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.

### OL 308 Organizational Communication

**Three Credits**

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely are the primary goals of this course.

### OL 309 Principles of Leadership

**Three Credits**

Students will examine models of leadership, focusing on the importance of strategic thinking, managing change, and assessment of leadership behaviors and managerial style so as to develop a personal growth plan for improving leadership performance.

### OL 310 Cultural Influences In The Workplace

**Three Credits**

Students consider the relationships between culture and the world of work. They discover how the environment, especially the workplace, has been shaped by the value 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 Research Writing Strategies

**Three Credits**

Students deal with the principles of writing based on analytical and formal research, including form and style, organization, and literature review. Inductive analysis, research, and documentation are emphasized while laying the groundwork for the writing requirements in remaining courses.

### OL 401 Applied Research Project: Part I

**One Credit**

Students describe the purpose, setting, history, scope, and importance of their applied research topic. (Independent Study)

<b>OL 402 Applied Research Project: Part II</b> Students write a review of the literature using primary sources of information in the social sciences. (Independent Study)	<b>Two Credits</b>
<b>OL 403 Applied Research Project: Part III</b> Students report their research results, draw conclusions, and make recommendations for organizational change. Includes formal presentation of their final Applied Research Project. (Independent Study)	<b>Two Credits</b>

# COLLEGE PERSONNEL

## BOARD OF TRUSTEES

### Officers

Rebecca E. Smith	Chair
Craig W. Tidball	Past Chair
Jerry A. Hood	Vice Chair
David G. Colgan	Secretary
Mark D. Whitlock	Treasurer

### Members Emeriti

Sandra M. Boileau	Champaign, Illinois
Jay G. Burgess	Wadsworth, Illinois
Herbert H. Coates	Greenville, Illinois
Robert E. Cranston	Champaign, Illinois
Donald B. Goldsmith	Naples, Florida
Duane E. Hood	Black Mountain, North Carolina
Donald M. Joy	Wilmore, Kentucky
M. Kenneth Kaufmann	Clearwater, Florida
Lowell L. Kline	Seminole, Florida
Pearson L. Miller	Greenfield, Indiana
Wayne E. Neeley	Bowling Green, Kentucky
Wesley F. Phillips	Kernersville, North Carolina
Ernest R. Ross Jr.	Seminole, Florida
Charles O. Smout	Lakeland, Florida
Kendell G. Stephens	Nappanee, Indiana
Barry J. Swanson	Littleton, Colorado
R. Ian VanNorman	Calgary, Alberta, Canada
Jacob O. Whitlock	Springfield, Illinois
Wendell P. Wingler	Plainfield, Indiana

### Accession

### Expiration

2008	Edwin G. Blue, Interim President, Honorary Member of the Board	
1967	Robert E. Stroud Prairie Village, Kansas	2011
1975	James W. Claussen Lakeland, Florida	2011
1978	Marjorie R. Smith St. Louis, Missouri	2011
1981*	Lloyd G. Ganton Spring Arbor, Michigan	2011
1988*	David S. Fisher Brookfield, Wisconsin	2011
1993*	Craig W. Tidball Warsaw, Indiana	2011
1994*	David G. Colgan Bedford, Indiana	2009
1996*	Michael L. Coling Greenville, Illinois	2010
1996	Paul R. Killinger Dunlap, Illinois	2010
2001	Yoshio D. Gotoh Lake Barrington, Illinois	2010
2002	J. Richard Schien Carlinville, Illinois	2009

2002*	Rebecca E. Smith Marietta, Georgia	2009
2002*	Mark D. Whitlock Springfield, Illinois	2009
2003*	M. Kenneth Mudge, M.D. Redlands, California	2009
2003	Mona M. Busch Decatur, Illinois	2010
2003*	Jerry A. Hood Great Falls, Montana	2011
2003	Susan D. Watson Greenville, Illinois	2010
2004	Patricia A. Burd Gainesville, Georgia	2010
2004	Brent D. Ellis Longview, Texas	2009
2004	Douglas M. Newton Greenville, Illinois	2009
2005	Robert W. Bastian, M.D. Downers Grove, Illinois	2010
2005	Dan R. Denbo Indianapolis, Indiana	2010
2006	Dennis L. Fenton Hillsboro, Illinois	2009
2006	James A. Haggerty Elmwood, Illinois	2009
2006	Melissa A. Westover Estes Park, Colorado	2009
2007	Charles W. McPherson LaPlata, Maryland	2011

\*Member of the Executive Committee.

(Date preceding name indicates year service began at Greenville College.)

## PRESIDENT'S CABINET

### **Edwin G. Blue (2008)**

Interim President; B.A., Grace College; M.S., Indiana University; Ed.D., Indiana University

### **Randall S. Bergen (2001)**

Vice President for Academic Affairs and Dean of the College; B.A., Greenville College; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

### **R. Pepper Dill (2003)**

Senior 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)**

Vice President for Student Development; B.A., Greenville College; M.S., Southern Illinois University, Carbondale; Ed.D., Pepperdine University

### **David A. Hoag (1996)**

Senior Vice President for College Advancement; B.S., Asbury College; M.S., University of Kentucky; Ph.D., St. Louis University

### **Will A. Krause (2001)**

Vice President for Planning and Technology; B.S., California State University, San Diego

# ADMINISTRATIVE STAFF

## President's Office

**Tamie Heichelbeck** (1984)  
Senior Administrative Assistant

## Academic Affairs

**Thomas Ackerman** (2004)  
Director of Conferences Services and Head Volleyball Coach; B.S., Greenville College

**Brett Brannon** (1997)  
Head Coach: Men's Tennis; B.A., Greenville College.

**Pam Craig** (1994)  
Head Coach: Women's Tennis

**Rick DeAngelo** (1998)  
Staff Scientist for Ayers Field Station; B.S., Greenville College

**Jonathan Eckberg** (2007)  
Assistant Coach: Cross Country/Track & Field and Director of Intramurals; B.S., Lipscomb University

**Tatiana Garcia** (2007)  
Manager: Fitness Center; B.A., Biola University

**Karen Gilmore** (2006)  
Assistant Registrar; B.A., Greenville College

**Dave Holden** (1995)<sup>1</sup>  
Dean: School of Professional Studies and Associate Vice President of Strategic Innovation;  
B.S., University of Southern California; M.A., University of Southern California; Ed.D., Nova Southeastern University

**Steve Holler** (1993)<sup>2</sup>  
Academic Director: Organizational Leadership Program; B.A., Columbia College-Chicago;  
M.A., South Dakota State University; Ed.D., University of South Dakota

**Tonya Holman** (1986)  
Director: Career Services; B.A., Greenville College; M.S., Southern Illinois University,  
Edwardsville

**Erin Landers** (2002)  
Coordinator of Graduate Programs in Education; B.S., Greenville College; M.A., Greenville College

**Julie Mason** (2000)  
Assistant Registrar; B.A., University of Iowa  
**Brian McMahon** (2000)  
Head Men's and Women's Soccer Coach; B.S., Indiana Wesleyan University; M.S.Ed., Southern Illinois University, Edwardsville

<sup>1</sup> Holds Faculty Status  
<sup>2</sup> Holds Faculty Status

**Joel Penner** (2005)

Assistant Football Coach – Offensive Coordinator; B.A. Trinity International University

**Pam Potts** (2002)

Assistant Registrar

**Steve Ross** (2004)

Director: Field Experience and Assessment; B.S., Murray State University; M.S., Southern Illinois University, Edwardsville

**Michelle Sussenbach** (2001)

Registrar; B.S., Greenville College

**Ordell Walker** (2003)

Assistant Football Coach; B.A., Trinity International University

**Business Affairs**

**Melissa Cantrill** (1995)

Manager of Student Accounts; B.S., Greenville College

**Dana Funderburk** (2000)

Controller; B.S., Southern Illinois University, Edwardsville

**Virginia Phillips** (2008)

Director of Human Resources; B.A., Whittier College; M.S., Claremont Graduate University

**Natali Rinderer** (2000)

Director of Payroll and Benefits

**Emily Thomas** (2003)

Manager of Student Accounts; B.S., Southern Illinois University, Edwardsville

**Enrollment Management**

**Janice Chapman** (2007)

Senior Admissions Coordinator for Undergraduate Adult Degree Completions; B.S.E., Missouri Baptist University

**Caryl Culumber** (2002)

Financial Aid Advisor; B.A., Greenville College; M.A., Greenville College

**Trisha Draege** (2007)

Admissions Counselor; B.S., Greenville College

**Jennifer Hanon** (2004)

Admissions Coordinator of Education Programs; B.A., Greenville College

**Lindsey Hawkins** (2006)

Admissions Counselor; B.S., McKendree College.

**David Kessinger** (1994-2002, 2007)

Associate Director of Financial Aid; B.A., Greenville College; M.B.A., Lindenwood University.

**Melissa Kistler** (1998)

Coordinator: Campus Visitation/Events; B.A., Anderson University

**Marilae Latham** (2008)

Director of Financial Aid; B.S., John Brown University

**Charles Macri** (2008)

Admissions Counselor; B.S., Greenville College

**Jen McMahon** (2004)

Senior Admissions Counselor; B.S., Greenville College

**John R. Massena** (2005)

Senior Admissions Counselor; B.A., Greenville College

**Annie Rice** (2008)

Admissions Counselor; B.A., Greenville College

**Michael Ritter** (1999-2001, 2003)

Dean of Admissions; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign

**Ginny Smith** (2004)

Senior Admissions Counselor; B.A., Greenville College

**Student Development****Dustin Fenton** (2007)

Assistant Dean of Men's Residence Education; B. S., Greenville College

**Nancy Gaines** (2001)

Director of Counseling; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville

**Thomas Kearns** (2007)

Director of Campus Safety Services

**George Smith** (1999)

Campus Counselor; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville

**Wendy Smith** (2008)

Assistant Dean of Women's Residence Education; B.S., Grace College; M.E., Azusa Pacific University

**Pedro Valentin** (2001)

Associate Dean for Campus Life; B.A., Greenville College; M.A., University of Illinois at Chicago

**Support Services****Daniel Coulter** (2003)

Database Administrator; B.S., Greenville College

**Kenny Hampton** (1998)

Director of Media Resource Center; B.S., Greenville College

**Matthew Klincar** (2008)

IT Support Technician; B.A., University of Illinois, Springfield

**Abdiel Louis** (2008)

Network Administrator; B.S., Hannibal-LaGrange College

**Johnny Matthews** (1998-2005, 2008)

Senior Database Administrator; B.A., Greenville College

**Rick Murphy** (1999)

Assistant Director of Information Technology; B.S., Greenville College

**Kris Truitt** (2007)

Programer/Analyst; B.S., Greenville College

**Scott Wight** (1997)

Voice and Data Network Engineer; B.S., Greenville College

**Daniel Wolfe** (2005)

Information Technology Support Technician; B.S., Greenville College

**Paul Younker** (1985)

Director of Information Technology; B.S., Greenville College

### **Office of College Advancement**

**Patricia DiSandro** (2007)

Director of Development Services; B.S., Olivet Nazarene University

**David Disch** (1994)

Senior Director: Advancement; B.A., Greenville College; M.B.A., Southern Illinois University-Edwardsville

**Philip A. Eppard** (2000)

Graphic Design Specialist; B.A. Greenville College

**Robyn Florian** (1997)

Director of College Relations & Marketing; B.S. Greenville College; M.A., Regent University

**Joel Goodman** (2007)

Web Content Coordinator; B.S. Greenville College

**Barbara Sands** (2004)

Executive Assistant for the Vice President of Advancement

**William J. Schneck III** (2001)

Assistant Director of Public Relations; B.A. Greenville College; M.S.Ed., Southern Illinois University, Edwardsville.

**Jared Smith** (2005)

Webmaster; B.S., Greenville College

**Pam Taylor** (1972)

Director: Foundation Relations; B.A., Greenville College

**Andrea Thies** (2003)

Director of Accounting – Greenville College Foundation; B.S., Southern Illinois University at Carbondale.

## DIRECTORS OF SUPPLEMENTARY SERVICES

### **Phil Amos** (2002)

Director of Facilities and Support Services; B.S., Regent College; M.S., Troy State University

### **James Hoff** (1998)

Assistant Supervisor: Maintenance; B.A., Greenville College

### **Christopher Kester** (2006)

Supervisor: Custodial Service; B.A., Ozark Christian College

### **Todd Siebert** (2008)

Supervisor: Maintenance

## THE FACULTY

### **Leslie Allen** (2008)

Assistant Professor of English; BSE., Emporia State; M.A., Emporia State University; Ph.D., University of Illinois at Urbana-Champaign

### **Jacob Amundson** (2007)

Instructor in Art and Digital Media; B.A., Greenville College; M.A., Webster University

### **George D. Barber** (1999)

Associate Professor of Physical Education and Head Men's Basketball Coach; B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Kentucky

### **Richard O. Beans** (1987)

Assistant Professor of Psychology; B.A., Greenville College; M.A., Eastern Illinois University, Ph.D., Kansas State University

### **Willie E. Boyd** (2005)

Associate Dean of Student Success and Adjunct Instructor in Management; B.S., University of South Carolina; M.B.A., Regis University; Ph.D., Christian Bible College

### **Catherine Burge** (2007)

Assistant Professor Music; B.M., Ohio University; M.M., University of Idaho; Ph.D., University of Colorado at Boulder.

### **Lynn A. Carlson** (1997)

Instructor in Physical Education and Recreation and Head Baseball Coach; B.A., Greenville College; M.S., University of Kentucky

### **Jorge A. Casas** (2007)

Artist in Residence and Instructor of Music: B. M., University of Miami.

### **John R. Chism** (1983)

Professor of Management; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign; M.A., Southern Illinois University, Edwardsville

### **K. Dely Cole** (1999)

Instructor of Computer and Information Systems and Director of the Digital Media Program; B.S., Greenville College; M.S.CMIS, Southern Illinois University, Edwardsville

### **T. Joe Culumber** (2000)

Assistant Professor of Religion; B.A., Greenville College; M.Div., Asbury Theological Seminary; D.Min., Fuller Seminary

**Eugene A. Dunkley Jr.** (2001)

Department Chair and Associate Professor of Biology; B.S., Fordham University; M.Phil, Mt. Sinai School of Medicine; M.A., Greenville College; D.Phil, Mt. Sinai School of Medicine

**Kent Dunnington** (2007)

Assistant Professor of Philosophy and Religion; B.S., Southern Nazarene University; M.A., Texas A & M University; M.Th., Duke University; Ph.D., Texas A & M University

**Gary Erickson** (2007)

Assistant Professor of Music; B.S., Mankato State University, M.M., Mankato State University; M.F.A., Minnesota State University Mankato.

**Laura Ewald** (2006)

Assistant Librarian in Public Services for the Ruby E. Dare Library; B.A., University of Washington; B.A., Central Washington University; M.L.S., Indiana University; M.A., Murray State University.

**Douglas C. Faulkner** (1990)

Athletic Director and Assistant Professor of Health, Physical Education, and Recreation; B.A., Greenville College; M.Div., Bethel College; M.S.Ed., Southern Illinois University, Edwardsville; Ph.D., St. Louis University

**Ivan Filby** (2005)

Department Chair and Professor of Management; B.Sc., Aston University; M.A., University of Dublin; M.A., University of Sheffield; Ph.D., Aston University

**Jamie Fuller** (2008)

Assistant Librarian in Periodicals; B.A., Trinity Christian College; M.S., University of Illinois at Urbana-Champaign

**Lori A. Gaffner** (1993)

Chaplain/Director of Spiritual Formation and Assistant Professor of Religion; B.A., Greenville College; B.S., Southern Illinois University, Edwardsville; M.S., Eastern Illinois University

**Shani Golovay** (2008)

Assistant Professor of Biology; B.S., University of Illinois at Urbana-Champaign; M.S., Mississippi State University; Ph.D., Mississippi State University.

**Sharon E. Grimes** (2001)

Assistant Professor of Art and Curator of the Bock Museum; B.A., Greenville College; M.A., Webster University; Ph.D., St. Louis University

**Brian T. Hartley** (1993)

Department Chair and Associate Professor of Philosophy and Religion and Dean of the Chapel; B.A., Greenville College; M. Div., Princeton Theological Seminary; Ph.D., St. Louis University

**Eric Hehman** (2005)

Head Football Coach and Instructor; B.S., Taylor University; M.S., Ball State University

**Steve L. Heilmer** (1977-1978; 1989-1995; 1998)

Department Chair and Associate Professor of Art; B.A., Bethel College; M.F.A., University of Minnesota

**Teresa B. Holden** (2004)

Assistant Professor of History and Political Science and French; B.A., Asbury College; M.A., University of Notre Dame; Ph.D., St. Louis University

**Cary L. Holman** (1980)

Associate Professor of Communication; B.S., Greenville College; M.S., Southern Illinois University, Edwardsville; Ph.D., Southern Illinois University, Carbondale

**Jane L. Hopkins** (1984)

Director of Ruby E. Dare Library; B.A., Greenville College; M.S.L.S., University of Illinois at Urbana-Champaign

**Susan E. Hughey-Rasler** (1987)

Department Chair and Professor of Psychology; and Director of Assessment; B.A., Greenville College; M.Ed., University of Washington, Seattle; Ph.D., University of Washington, Seattle

**Richard P. Huston** (1994)

Department Chair and Associate Professor of History; B.A., Greenville College; M.Div., Asbury Theological Seminary; Ph.D., University of California, Los Angeles

**H. Darrell Iler** (2003)

Department Chair and Professor of Chemistry and Coordinator of the Natural Science Curriculum; B.A., Greenville College; M.S., Illinois Institute of Technology; Ph.D., Virginia Tech

**Karlene E. Johnson** (2001)

Assistant Professor of Math/Science Education; B.A., Greenville College; M.S., Curtin University of Technology; Ph.D., Curtin University of Technology.

**Nancy Johnson** (2007)

Assistant Professor of Education; B.A., Luther College; M.S., University of Iowa; Ph.D., University of Iowa.

**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

**Gene Kamp** (1998)

Director: Honors Program; B.S., Greenville College; M.A., University of Illinois at Urbana-Champaign; Ed.D., University of Illinois at Urbana-Champaign

**Arthur Kerle** (2008)

Assistant Professor of Biology; B.A., Hope College; M.S., University of Michigan, Ann Arbor; D.D.S., University of Michigan School of Dentistry

**Jameson Kurasha** (2007)

Visiting Professor; B.A., University of York (UK); M.A., University of Zimbabwe; M.A., University of Manitoba; Ph.D., Georgetown University

**Georgann Kurtz-Shaw** (1991)

Head of Public Services for the Ruby E. Dare Library; B.A., Greenville College; M.S., University of Illinois at Urbana-Champaign; M.A., Southern Illinois University, Edwardsville

**Arlene J. Larabee** (2001)

Department Chair and Associate Professor of Physics; B.S., McMaster University, Hamilton, Ontario; Ph.D., McMaster University, Hamilton, Ontario

**Debra L. Marsch** (1996)

Associate Professor of Music; B.M.E., Evangel College, MO; M.M., Temple University, Esther Boyer College of Music, PA.

**Dale F. Martin** (1967)

Dean of the School of Arts and Sciences and Professor of English; B.A., Greenville College; M.A., University of Wisconsin; Ph.D., Southern Illinois University, Carbondale

**Rick H. McPeak** (1994)

Associate Professor of Religion; B.Th., Aldersgate Bible College; M.A., St. Louis University; Ph.D., St. Louis University

**Roy S. Mulholland** (1999)

Department Chair and Assistant Professor of Physical Education and Head Women's Basketball Coach; B.S., Greenville College; M.A., United States Sports Academy, Alabama

**Scott C. Neumann** (2000)

Assistant Professor of History and Political Science; B.A., Greenville College; M.A., Southern Illinois University, Carbondale

**Debra L. Noyes** (1998)

Assistant Professor of Early Childhood Education; B.S., Eastern Illinois University; M.S., Southern Illinois University, Edwardsville

**R. Brian Patton** (1998)

Head Cross Country and Track Coach and Instructor and; B.A., Greenville College

**Gregory E. Pennington** (2005)

Assistant Professor of Social Work in the Department of Sociology, Social Work, and Criminal Justice; B.A., Greenville College; M.Div., Asbury Theological Seminary; M.S., University of Wisconsin

**George R. Peters** (2003)

Department Chair and Assistant Professor of Mathematics; B.A., Greenville College, M.S., Iowa State University; Ph.D., Iowa State University

**Brian K. Reinhard** (2000)

Assistant Professor of Spanish and Head Softball Coach; B.S., Greenville College; M.A., St. Louis University; Ph.D., St. Louis University

**Marilyn J. Richards** (1987)

Assistant Professor of Education; B.S. Zoology, Seattle Pacific College; M.S. Special Education, Southern Illinois University, Edwardsville

**Veronica R. Ross** (1990)

Department Chair and Assistant Professor of Communication and Media Promotions; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville

**Gregory L. Sanders** (1991)

Department Chair of Sociology, Social Work, and Criminal Justice and Associate Professor of Sociology; B.A., Greenville College; M.A., Western Michigan University; Ph.D., Western Michigan University

**Larry W. Sayler** (1995)

Associate Professor of Management; B.A., Carleton College; M.B.A., Wharton School, University of Pennsylvania; D.B.A., Anderson University

**Sandra E. Salguero-Schmidt** (1987)

Department Chair of Language, Literature, and Culture and Professor of English; B.A., University of Puerto Rico; M.A., Central Michigan University; Ph.D., University of Illinois at Urbana-Champaign

**Kenneth P. Schmidt** (1987)

Professor of Education; B.A., Central Michigan University; M.A., Central Michigan University; Ed.D., University of Illinois at Urbana-Champaign

**Leonard Shank** (2007)

Assistant Professor of Chemistry; B.S., Eastern Mennonite University; Ph.D., University of Virginia.

**S. Bradley Shaw** (1991)

Associate Professor of English; B.A., Greenville College; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

**Christina M. Smerick** (2005)

Assistant Professor - Joint History/Religion Position in Jewish-Christian Studies; B.A., Trevecca Nazarene University; M.A., DePaul University; Ph.D., DePaul University

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