

A photograph of a young woman with dark hair, wearing a dark blue sleeveless top, sitting at a desk in a classroom. She is looking off to the side. In the background, other students are visible, and the classroom environment is shown.

Undergraduate ACADEMIC CATALOG 2014-2015

Undergraduate Catalog

TABLE OF CONTENTS

| | |
|--|-----|
| Educational Foundations | 3 |
| Mission | 3 |
| Campus Resources and Opportunities | 8 |
| Student Admissions Policy and Requirements | 15 |
| Student Charges and Payment Information | 19 |
| Financial Aid | 24 |
| Academic Information | 28 |
| Degree Completion Programs | 42 |
| Majors & Minors | 81 |
| Undergraduate Teacher Education Program (UTEP) | 102 |
| Undergraduate Course Listings | 139 |
| College Personnel | 219 |
| Correspondence Directory | 228 |

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 2014-2015 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 normally must comply with the provisions and requirements in place upon their return. If professional licensure 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 Registrar will make every effort to match those courses already completed with new requirements. However, when equivalent courses are not found, students may be required to take additional coursework in order to complete a degree. A returning student may appeal to the Dean of Arts & Sciences to explore alternatives to meet the current degree requirements. The College reserves the right to cancel any announced course, change the instructor, mode, or 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 two 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 **Undergraduate Programs**. The traditional program is a four-year undergraduate program in which students can seek to major in more than 50 academic disciplines. Also included is information on Greenville College's three **Non-Traditional Undergraduate Programs**. The College offers two undergraduate degree completion programs 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 2005, the College began offering an Off-Campus Undergraduate Teacher Education Program (UTEP) through Kaskaskia College, Lewis & Clark Community Colleges, Southwestern Illinois College, and Lincoln Christian University. Students earn their associates degree at their community college then "transfer" to Greenville College to earn their bachelor of science degree (in elementary education) while still taking classes at their community college or university location.

The College also offers graduate programs. Information on the graduate programs can be found in Greenville College's Graduate Catalog.

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 empowers students for lives of character and service through a transforming Christ-centered education in the liberating arts, science and professional studies.*

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 need, 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, and in 2014 Greenville College received accreditation under the Teacher Education Accreditation Council (TEAC) standards. 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 twelve individuals have served the College as president during its more than 120-year history.

Since the first graduate in 1898, Greenville College has granted degrees to more than 8,500 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 Assumptions¹

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:

¹ 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.

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.

- **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.

Greenville College Student Learning Outcomes

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 through critical inquiry and research:

Practice critical self-awareness. Articulate and justify one's own principles and assumptions. Be able to assess arguments about religious, political, cultural, and scientific topics--especially in one's chosen field. Subject individual reasoning, ideas, and expression to critical analysis and revision. Recognize and develop personal strengths. (Knowledge)

Understand our world and comprehend quantitative and conceptual relationships. Seek, identify, synthesize and communicate relationships among concepts, especially in a chosen discipline. Demonstrate a scientific understanding of physical and biological concepts and the human race, and be able to articulate how scientific accounts of natural processes are congruent with theological understandings of the created order. (Knowledge)

Think integratively to solve problems. Evaluate and integrate alternative perspectives and disciplinary frameworks; use social structures to accomplish goals and solve problems to benefit society. (Skill)

Apply skills and systematic reasoning. Analyze and solve problems with quantitative and qualitative reasoning. Demonstrate skills necessary to succeed in a chosen discipline. Demonstrate a consistent, scholarly, and ethical use of evidence, especially in a chosen discipline. (Skill)

Collaborate and communicate:

Communicate and cooperate. Express one's self effectively through a variety of means: oral, written, and other creative modes; work effectively and productively on collaborative teams. (Skill)

Value others. Articulate and live out the Christian concepts of human freedom, rights, justice, grace, dignity, and service. Build friendships across cultural barriers. (Value)

Engage culture and be creative:

Demonstrate cultural awareness. Describe the essential components of culture, the

challenges and opportunities of cultural interaction, and distinctive contributions of Western civilization. Demonstrate knowledge of at least one other culture. (Knowledge)

Demonstrate creativity and appreciation for arts, beauty, and ideas. Demonstrate creativity and innovation in various types of endeavors especially by participating in the arts and other creative pursuits. (Value)

Demonstrate Faith and Learning in Action:

Recognize worldviews. Articulate essential features of a Christian worldview and be able to differentiate it from other influential worldviews; explain how Christian commitments can and should influence personal actions. (Knowledge)

Apply Christian values. Analyze real-world situations using the lens of the Wesleyan Quadrilateral: scripture, reason, tradition, experience; demonstrate a desire to serve God and live faithfully. (Skill)

Respond to God. Value God's expression as Creator, Redeemer, and Sustainer; respond to God's loving character and actions through worship, service, and stewardship of resources. Communicate and participate in God's saving purpose for the redemption of the created order. (Value)

Maintain healthy self-regard and a growth-focused lifestyle. Exhibit personal growth (psychological, social, physical) and accomplishment. Articulate a personal value system, enlightened by liberal education, and directed toward life-long learning and discovering one's calling. (Value)

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 as a classroom and is used for special events. LaDue's lower and upper levels were completely renovated during the spring of 2007 and is the home of the School of Education. **Marston Hall**, a classroom building added in 1961, is equipped with smart classrooms 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, 5,000 electronic books, and 300 print periodicals are held, in addition to more than 5,000 audiovisual items, including videocassettes, DVDs, compact disks, and other formats. The Library provides online access to many databases, including indexes to periodicals, full-text articles in over 12,000 journals, and online reference works. The Library belongs to the Consortium of Academic and Research Libraries in Illinois (CARLI). This group maintains I-Share, an online library catalog that allows patrons to search the Greenville College Library collection and the collections of over 75 other academic libraries in the organization. The Library has a computer classroom and computer lab with approximately 35 workstations. 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 the College bookstore, and a wonderful coffee shop, Jo's Java. Also included in the two-story building are the WGRN Radio Studios, classrooms, and offices for the Communication Department .

The **Kelsey Building**, located eight blocks south of the main campus, is the working area for two departments. The College maintenance crew headquarters and workshops 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 west 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 **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 Education 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 **Whitlock Music Center**. The College converted the 38,000 sq. ft. of space for the Music Department that includes classrooms, practice rooms, recording studios, and space for lab bands. The sanctuary was converted into the **James E Wilson Recital Hall**.

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.

Joy House serves as the home of Greenville's Admission's Office. A house with a long and distinguished history, it has been restored and furnished in the elegant taste of former years. Symbolic of the friendly relations between faculty and students, Joy House is located across the street from the College Union. Previously, Joy House previously served as the President's residence, but in 2014 the College received a generous donation of **The Chartreuse Bed and Breakfast** which now serves as the home for the president and his family.

In the spring of 2011, Greenville College nearly doubled the size of its main campus with the donation of 44 acres of undeveloped contiguous property. The property, known as the **Gullies**, is located directly north of campus between Beaumont Avenue and Highway 140 and borders the Hoiles Gardens. Short term opportunities range from recreational space for students to academic use for programs like environmental biology. Long term uses for the new addition will be considered in the years to come.

Also in the spring of 2011, Greenville College acquired the **Prairie Center** which houses Information Technology, Marketing, and the University Pathways Intensive English Language Program.

In the summer of 2012, Greenville College remodeled the property on First Street popularly known as the "Congregational House" into a high-tech collaborate classroom space for digital media, and music business majors. The building was named the **Light and Life Digital Media Center**.

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. 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. 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 Greenville Central a one-stop-shop containing the Business, Financial Aid, Records, and Student Development Offices. Additional living space is provided in **Enoch A. Holtwick Hall**, 1968. **Holtwick Hall** is a two-story structure that houses 25 residents on each floor. **Walter A. Joy Hall**, 1963, is a four-floor building which offers a traditional residence hall living environment. **Janssen Hall** 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, offers 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

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 a residential campus that promotes a living/learning atmosphere where students learn and grow together in an academically rich, Christ-centered environment. The Student Development team is concerned with providing an environment that is conducive to social, academic, and spiritual growth. The **Vice President for Student Development** oversees residence life, GCSA, leadership & life calling, 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.



Student Life

greenville.edu/student_life

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 in off campus housing. Approval may be granted to sophomores, juniors, and seniors after sufficient cause has been shown by the student. Housing for married students is available privately in the community.

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 online 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 is also an Assistant Professor of Religion.

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 congregations 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 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. 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. The Office of Multicultural Affairs and the Office of Cross Cultural & International Programs were 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 major 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 85 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. In 2010, the College began



Student Association

greenville.edu/student_life/student_organizations/club_detail.dot?id=82444



Athletics

greenville.edu/athletics



Department of Music

greenville.edu/academics/dept_detail.dot?id=81338&deptIdentifier=81338

a Marching and Pep Band. Attenders of sporting events and homecoming have enjoyed showing their Panther Spirit alongside these two groups. The **College Band** has also 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, and students completing this curriculum receives a Bachelor of Science degree with a major in Commercial Music. The Department sponsors a number of **worship arts ensembles**. Each semester several **lab bands** are chosen by audition.

The **AgapeFest** 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.

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 magazine.

The Papyrus is a weekly online 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 student magazine. 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://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.

Admissions

Student Admissions Policy and Requirements

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, ,
- (3) official transcripts from high school and/or from any college previously attended (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.

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, reserves a place for the student in the student body, and provides the student the opportunity to schedule for classes.

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.

Both the SAT and ACT have writing sections as part of 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.

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.

Students applying for readmission need to be aware that if their education was interrupted by a period of more than four years, they must comply with the provisions and requirements in place upon their return.

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 (30 transferrable credits) 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.

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 550 or better on the paper-based TOEFL, or a 79 on the TOEFL iBT. Students who score 70-78 iBT or PBT 500-549 can appeal to the Academic Director of University Pathways who will decide to either directly admit them into Greenville College's degree programs or conditionally admit the student to Greenville College and the University Pathways program. Students scoring below a 70 on the iBT or a 500 on the PBT must enroll in University Pathways at Greenville College until proficiency is determined by the Director or a retake of the TOEFL shows minimum standards have been met. Students who successfully complete University Pathways at Greenville College curriculum will have demonstrated proficiency in English. 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 warning.



Transcript Request Form

greenville.edu/academics/transcript.dot

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.

Dual Enrollment

Greenville College allows students who haven't yet finished high school to take up to 6 credit hours of online courses while dually enrolled in high school. Students need to have either a 3.0/4.0 high school GPA through their completed high school coursework or a 22 ACT Composite (1020 combined Math + Critical Reading on the SAT).

Dual Enrollment students may take up to 6 credit hours online tuition-free—students are only responsible to pay the \$125 per credit fee for online courses. Interested students should complete a guest application and submit an official high school transcript.

Admission into Non-Traditional/Off-campus Programs

Admissions requirements for the Health Psychology and Organizational Leadership Adult Degree Completion Programs and for the Undergraduate Teacher Education Program (UTEP) can be found with the program details in the Academic Information section of the catalog.

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 associate’s 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 Test of Academic Proficiency (TAP) 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 College, Lewis and Clark Community College, Southwestern Illinois College, and Lincoln Christian University that allow students to complete a four-year college degree with teacher certification on their local community college or university campuses. For details about these partnerships contact the School of Education at 618-664-6800. See also pages 103-105 for program details.

Student Charges and Payment Information

Tuition Charges

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 \$24,140 for the 2014-2015 academic year or \$12,070 for each semester.

Students taking more than 17 credit hours in a single semester pay the within-the-band semester tuition of \$12,070 plus an additional \$675 per credit hour for any credits exceeding 17.

Students taking from 0.5 to 6.0 credit hours are charged a reduced rate of \$511 per credit hour. Those taking between 6.5 and 11.5 credit hours are charged \$1,006 per credit hour. Please see the table on p 22 for a summary of this information.

Interterm

Tuition for all coursework taken during Interterm is \$201 per credit.

Summer Term

Tuition for scheduled summer Term courses, independent studies, online courses, internships, or practica is \$345 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 \$3,892 for the academic year or \$1,946 per semester is charged to all students living in Burritt, Dallas, Holtwick, Janssen, Joy, Mannoia, Kinney, Tenney, West Oak residence halls and in campus houses. The rate of \$5,120 for the year or \$2,560 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.

Summer Term

Summer Term room charges are \$293 for students enrolled in a three week courses. Students working on campus may rent rooms for \$293 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 \$4,152 for the academic year or \$2,076 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 at kim.fitch@greenville.edu.



Financial Aid

greenville.edu/admissions/financial_aid

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.

Summer Term

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

Fees and Miscellaneous Costs**Online Course Fee**

Student studying online in the fall or spring terms pay \$125 per credit in addition to regular tuition. The online course fee is waived for students studying during Interterm or the summer.

Independent Study Fee

Students scheduling an independent study will pay \$130 per credit in addition to regular tuition during the fall and spring semesters.

Student Activity Fee (mandatory for all students)

Students pay \$220 for the year or \$110 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 \$125 and is valid for one year.

Private Acting Lesson Fee (mandatory for those enrolled in COM 221/421)

Students enrolling in COM 221/421 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.

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 \$300.

Personal Liability (PL) Insurance Fee

Students completing a practicum or internship 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 395PL or 405PL Practicum/Internship include BIO, CRJ, HPR, PSY, REL, SOC, and SWK.

Graduation Fee (mandatory for all students graduating in an academic year)

Students graduating in the current academic year, regardless if they participate in commencement ceremonies or not, year will be charged \$125.

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 \$50 for each audited credit beyond 17. Part time students may audit courses for \$60 per credit.

CLEP Testing Fees

Students may take College Level Examination Program (CLEP) tests on campus to receive college credit. The total cost is \$95; \$80 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 \$35 per credit for each posted credit that exceeds 17 (based on the total hours enrolled and posted credits at the time the exam was taken). Part time students will also be charged \$35 per posted credit.

Books

Beginning fall 2011, tuition covers the cost of book rental for students in our traditional program. Students will only be charged for books that are not returned at the end of the semester.

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.

Course Add Fee

Once students select their courses, they should be permanent for the semester. However, instances do arise where students must make modifications to their semester schedule. Students have five business days at the beginning of each semester to add courses without a fee. Students who add a course to their semester schedule day six or beyond will be charged a \$25 course add fee for every course added.

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 in August for the fall semester and in January 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), electronic transfers, as well as American Express, Discover, MasterCard, VISA, and Diner's Club 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.

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

| Summary of Costs | | 2014-2015 |
|--|--|-----------|
| Full Time Tuition | | |
| Academic Year1 Band Rate (12-17 hours each semester) | | \$24,140 |
| Above 17 hours (per credit hour) | | \$675 |
| Full Time Audit (per credit hour over 17 hours) | | \$50 |
| Part time Tuition (Charged to those taking fewer than 12 hours in a semester) | | |
| 0.5-6.0 Credit Hours (per credit hour) | | \$511 |
| 6.5-11.5 Credit Hours (per credit hour) | | \$1,006 |
| Part time Audit (per credit hour) | | \$60 |
| Interterm Tuition (per credit hour) | | |
| Summer Term (per credit hour) | | \$345 |
| Full Year Room Charges¹ | | |
| Traditional | | \$3,892 |
| Nancy Blankenship Apartments | | \$5,120 |
| Summer Term Room | | \$293 |
| Board Charges¹ | | |
| Full Year | | \$4,152 |
| Fees and Miscellaneous Costs | | |
| Online Course Fee (per credit) for fall and spring semesters | | \$125 |
| Independent Study Fee (per credit) for fall and spring semesters | | \$130 |
| Student Activity ¹ (mandatory) | | \$220 |
| Parking Permit | | \$125 |
| Acting³/Applied Music Fees⁴ | | |
| <i>Group</i> | | \$175 |
| <i>Private</i> | | \$375 |
| Athletic Insurance (estimate) | | \$330 |
| Personal Liability Insurance for 395/405PL Practicums/Internships | | \$25 |
| Graduation Fee | | \$125 |
| CLEP testing fee | | \$95 |
| Credit posting fee (per credit hour) for demonstrated proficiencies | | \$35 |
| Lost Key Charge | | |
| <i>Mailbox key</i> | | \$25 |
| <i>Building, dorm, and/or room key</i> | | \$20 |
| Late add fee | | \$25 |
| Other Fees | | |
| Off campus study fee ⁵ | | \$500 |
| Driver Education Program Tuition (per credit hour) | | \$490 |
| Background check (for those taking EDU101 or 202) | | \$59 |
| Program fees for UTEP can be found on p.103, and fees for HP & OL beginning on pg. 42. | | |

¹ Costs for a single semester can be computed by dividing the full year costs in half.

² 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. 19-20.

³ Only Private Acting Lessons are offered.

⁴ See MUAP course listings to see which classes are group and which ones are private.

⁵ This fee is waived for certain programs sponsored by the Council for Christian Colleges & Universities.

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. Students may view and pay their bill online at <http://my.Greenville.edu>. Failure to receive a bill does not relieve students of their fiscal responsibilities.

Statement of Financial Responsibility

Students who do not pay their account in full by each semesters due date will not be able to register until their account is fully paid or they have set up a payment plan with TMS. Students with delinquent accounts will not be able to schedule courses 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 in the traditional and UTEP program 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. Student 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 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.

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. 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 and may be reached by telephone at 618-664-7108 or by email at 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 PELL Grant
- Federal SEOG Grant
- Federal Academic Competitiveness Grant
- Federal Smart Grant
- Federal Direct Student Loans
- Federal Direct Parent PLUS Loan
- Federal Perkins Loan
- Federal College Work Study
- Federal TEACH Grant/Loan (UTEP only)

Additional information can be found on the web sites: <http://www.ed.gov/studentaid> 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
- 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 | Requirements for Continuation |
|--|----------------------------|---|--|
| Art Scholarship | Up to \$1,000/year | Art majors chosen following portfolio review. | Status as art major and selection by Art Dept. Faculty |
| Boyer Christian Leadership Scholarship | 75% of Tuition | National Merit finalists or semi-finalists. | 3.0 GPA |
| Character & Service Scholarship | Up to \$5,000/year | Awarded to full time students not receiving an academic merit scholarship who have a cumulative GPA of at least 2.5 on a 4.0 scale. | 2.5 GPA |
| Christian Service Dependent Scholarship | 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. | 2.0 GPA |
| Church Partnership Scholarship | 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. |
| Dean's Scholarship | \$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 |
| Greenville College Endowed Scholarships | Varies | 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. |
| International Student Scholarship | Up to \$4,000/year | International students who show financial need. | 2.5 GPA |
| Legacy Award | \$500/year | Awarded to dependents of Greenville College Alumni, members or active participants in Free Methodist Church programs, or siblings of currently enrolled dependent siblings at Greenville College. | 2.0 GPA |
| Music Participation Scholarship | Up to \$500/year | Students not majoring in music that participate in the concert band, or string ensemble, or marching band. | Continued participation in band or string ensembles, and approval of Music Department Faculty. |
| Music Scholarship | 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 |
| President's Scholarship | \$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 |
| Science Scholarship | Varies | 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 |
| Transfer Honor Scholarship | \$5,000 | Awarded to transfer students with membership in the Phi Theta Kappa Honor Society, or any transfer student with a college cumulative GPA of 3.25/4.0. | 3.0 GPA and good standing with Greenville College |
| Trustee's Scholarship | \$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 secretarial 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 Office of Leadership & Life Calling.

Satisfactory Academic Progress Requirements for Financial Aid Recipients

Federal and state regulations require a financial aid recipient to make satisfactory academic progress toward completing his/her degree. Satisfactory Academic Progress includes the following:

1. Maintaining a minimum grade-point average;
2. Completing a minimum number of credits; and
3. Completing a degree within a reasonable period of time

For continued financial aid eligibility, overall progress is reviewed at the end of each spring semester for students enrolled in the traditional and UTEP semester programs at Greenville College. For students enrolled in a degree completion program, the overall review takes place at the end of each term.

Incompletes, withdrawals, failed classes, credits by examination, and audits do not count as completed credits. Earned credits received for pass/fail courses do count toward the minimum credit requirements but are not included in the cumulative grade-point average.

Maximum Time Frame

Students are eligible to receive financial aid until they have attempted a maximum of 150 percent of the minimum number of credits required for the degree. (Example: 189 credits for a program requiring 126 credits for graduation.)

Transfer students will be evaluated based on the transfer credits accepted toward the degree and credits attempted at Greenville College. Attempted credits include any repeated courses. Students with double majors and students who change majors are still held to this timeframe requirement.

Reinstatement of Financial Aid Eligibility

Students who are no longer eligible to receive financial aid because of lack of satisfactory progress may submit a Financial Aid Satisfactory Progress Appeal Form to the Financial Aid Director within 30 days of receiving a dismissal letter. Appeals will be reviewed for circumstances beyond the student's control that prevented the student from maintaining satisfactory progress, and should include documentation from a doctor, relative, or academic advisor that supports the student's appeal. If the appeal is denied, the student's aid will be suspended.

Please note that successful appeal to reinstate a student to the College by the Appeals Committee of the Interschool Academic Affairs Committee does not mean that a student will be automatically eligible for financial aid. An academic appeal decision is separate and distinct from those of the financial aid office.

A student can raise his or her GPA and/or satisfy credits deficiencies by taking additional coursework at Greenville College without receiving financial aid. For example, a student may finish at least 67% of the total attempted credits from the previous academic year and the semester without aid or may get the cumulative GPA up to the required level. A student can eliminate credit deficiencies, but not GPA deficiencies, by successfully completing coursework at another institution

and transferring the credits to Greenville College. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the term in which the student incurred the deficiencies.

Reinstatement of financial aid awards are based on available funds.

For more information, contact the Greenville College Financial Aid Office at 618-664-7108 or by email to financialaid@greenville.edu.

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. No Greenville College funds are available for off-campus study programs. 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 state and federal aid and receive transfer credit for courses, they must comply with specific application deadlines.

Students attending Greenville College under tuition exchange or remission agreements will not be allowed to apply institutional aid to off-campus programs.

Academic Information

Bachelor's Degrees Offered

Greenville College offers three undergraduate degrees:

- 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. 81).
- 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 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 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 both a B.A. degree and a B.S. degree with a major in physics. This is not acceptable, because the degrees are not in different majors.
- (C) 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. A student wishing to take advantage of the interdisciplinary strengths of Greenville College's liberal arts curriculum may choose to complete an individually tailored education plan (ITEP) which offers the student an opportunity to design a uniquely personalized college program. Refer to the section on developing an ITEP in the catalog (pg. 87) for more information.

School of Arts and Sciences

- Art
- Audio Engineering
- Biology
- Biology Education
- Chemistry
- Chemistry Education
- Commercial Music
- Communication: Mass Communication Emphasis
- Communication: Public Relations Emphasis
- Communication: Speech Communication Emphasis
- Communication: Theatre Emphasis
- English
- English Language Arts Education
- Environmental Biology
- Health Psychology
- History and Political Science
- History Education
- International and Cross Cultural Studies
- Mathematics

School of Education

- Mathematics Education
- Ministry: Pastoral Emphasis
- Ministry: Urban/Cross Cultural Emphasis
- Music
- Music Education
- Philosophy
- Physics
- Physics Education
- Psychology
- Psychology/Religion
- Religion
- Social Work
- Sociology
- Spanish
- Spanish Education
- Worship Arts
- Youth Ministries

School of Professional Studies

- Accounting
- Business Administration (second major only)
- Computer and Information Science: Management Emphasis
- Computer and Information Science: Mathematics Emphasis
- Criminal Justice
- Digital Media
- Management
- Marketing
- Music Business
- Organizational Leadership
- Physical Education
- Recreation: Adult Fitness Emphasis
- Sports Management
- Social Work
- Sociology

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 commercial 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, a minimum of one half of the minor's credits must be unique from those contributing to the student's other majors and/or minors, and a minimum GPA of 2.00 in that coursework must be earned. 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
- Forensics
- History and Political Science
- Ministry
- Music
- Philosophy
- Physics
- Psychology

- Religion
- Sociology
- Spanish
- Teaching English to Speakers of Other Languages

School of Professional Studies

- Accounting
- Business
- Computer and Information Systems
- Digital Media
- Human Resource Management
- Marketing
- Music Business
- Physical Education: Coaching

Certificates Offered

Greenville College offers one certificate program for students who want training in specialized program. The certificate can be completed as a group of courses or as part of a degree program. All of the coursework must be completed at GC, and a minimum GPA of 2.0 must be earned in the coursework to be awarded the certificate. Certificates are recorded on the transcript, and the requirements are listed with the departmental majors and minors.

School of Arts and Sciences

- Teaching English to Speakers of Other Languages

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.38). 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)² degree³. 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: 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. Students are not required to take one specific course that satisfies the requirement; many courses can. These are explained in the section below.

Students majoring in education are exempt from completing a few general education requirements. However, if a student elects to complete two or more majors where only one is in education, the student must complete the general education requirements that are standard for both majors. For example, a student majoring in secondary education and youth ministries would need to fulfill the sociology general education requirement even though it is waived for a student majoring solely in secondary education.

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

³ Greenville College does not accept an Associate of Applied Science degree.

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 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). The exception is students who have an Associate's degree and have graduated from high school within nine months of being enrolled at GC will be scheduled to take COR 101T their first term, and will proceed to complete the COR sequence listed above including COR 102, COR 302, and COR 401 in subsequent terms. Any transfer student beginning at GC in the spring semester will complete all four COR courses listed above.

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 105 Research and Writing (3 credits)¹
- 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:

- BIB 205 Old Testament Survey
- BIB 215 New Testament Survey
- BIB 320 Wisdom and Poetic Literature of the Old Testament

1 English Proficiency and Developmental English

All first time freshmen must demonstrate proficiency in high school English in order to enroll in ENG 105 Research and Writing, a graduation requirement. Students may demonstrate proficiency by:

1. Scoring above the 30th 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.

- BIB 321 Pentateuch
- BIB 322 Prophets
- BIB 352 Pauline Epistles
- BIB 353 Synoptic Gospels

Other courses (such as BIB 199 or 399 open titled courses) may also fulfill the Biblical Studies requirement. Students interested in these alternative courses should check with the chair of the Department of Philosophy and Religion or the Records Office 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 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 Cross Cultural and International Programs in conjunction with the Inter-School Academic Affairs Counsel (ISAAC).

Currently, the following courses meet this requirement:

- ART 351 Historical Survey of Women Artists
- ART 355 Art History: Non-Western Art
- COM 307 Advanced Interpersonal and Gender Communication
- EDU 202 Cultural Awareness in the Classroom
- ENG 246 Cross Cultural Studies in Literature
- ENG 318 Cross Cultural Studies for TESOL
- HST 202 Eastern Civilization
- HST 225/325 African American History I
- HST 226/326 African American History II
- HST/REL 245 Jews, Christians, Muslims
- HST 248/348 History of Mexico
- HST/SPN 310 Latin America
- HST 353 History of Russia
- MGT 351 International Business
- PHL/REL 354 World Religions
- REL 361 The Church in the City
- SOC 112 Introduction to Anthropology
- SOC 302 Diversity Issues
- SOC 360 Sociology of Cities
- SPN 320 España y Su Civilización

An International student is considered to have met the requirement by studying in the United States. Other students who have lived abroad for significant periods of time (e.g. missionary kids or students with dual citizenship) may choose to meet with the Director of Cross Cultural and International Programs to demonstrate competency of the criteria above. Students who wish to transfer a course from another institution should present the course syllabus to the director for review.

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 Cross Cultural and International Programs 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. Students interested in completing a CCE can get a proposal form from the Director of Cross Cultural and International Programs.

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 any three credit history course in art, theatre, or music. Eligible courses include:

- ART 130 Juxtaposynthesis
- ART 251 Art History: Introduction and Survey I
- ART 252 Art History: Survey II
- ART 351 Historical Survey of Women Artists
- ART 352 Art History: The Nineteenth Century
- ART 353 Art History: The Twentieth Century
- ART 355 Art History: Non-Western Art
- COM/ENG 309 Theatre History and Literature I
- COM/ENG 310 Theatre History and Literature II
- MUSG 309 Music History I
- 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.

Majors from the Philosophy and Religion department may elect to complete the two elementary Greek courses to fulfill their foreign language requirement. Students completing a major from another department must select a modern foreign language to fulfill the requirement.

Students who have had extensive language training in high school may fulfill their foreign language requirement and receive credit through Advanced Placement (AP) or College Level Examination Program (CLEP). All foreign language exams are accepted, but a minimum score is required to receive credit for both the 101 and 102 levels.

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 the chair of the Language, Literature, and Culture Department 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 Activities (HPRA)

Most students pursuing B.A. or B.S. degrees must complete two HPRA credits in order to graduate. HPRA courses are usually 0.5 credit courses offered for seven weeks of each semester. Students may choose from a variety of Individual and Team Sports. Any course with the prefix of HPRA will fulfill the requirement.

Students who enter with an A.A., A.S., or A.A.T. degree are not required to complete the HPRA requirement. Those students pursuing a B.S. in any of the education programs are only required to complete one credit of HPRA. Students completing a B.M.E. only need to complete one half credit of HPRA.

Students participating in a varsity sport, cheerleading, dance team, or marching band 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 HPRA 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 HPRA 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 HPRA credits. The HPR 101 and HPR 102 requirements still must be completed.

Students are not permitted to take more than two credits of HPRA.

Literature

Most students pursuing B.A. or B.S. degrees must complete the English 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 Literary Studies, ENG 243 Global Literature, and ENG 246 Cross Cultural Studies in 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, such as Literary Visions and Fantasy Literature, not listed here may also fulfill the literature requirement; contact the chair of the Language, Literature, and Culture Department for more information.

Mathematics or Quantitative Reasoning¹

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 the entire 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.

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 early childhood, special, or 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.

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 30th 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. (Greenville College will accept in transfer college algebra or a higher level mathematics course.)

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. The grade received for MTH 090 is included in the cumulative GPA.

Students typically take SOC 101 Principles of Sociology, SOC 103 Social Problems, or SOC 112 Introduction to 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.

In order for a course to be designated a WI course, the course must possess the following characteristics:

1. Students write to learn. The course uses writing to promote the learning of course materials. Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
2. The course should distribute writing throughout the semester rather than concentrate the writing assignments at the end. If writing is being used as a mode of instruction, then it is clearly not appropriate to have written assignments concentrated at the end of the semester. The best WI courses tend to contain a series of short papers distributed through the semester rather than one or two major projects.
3. The course provides interaction between teacher and students while students do assigned writing; in effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long project may review sections of the project, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.
4. Writing contributes significantly to each student's course grade.
5. The course requires students to do a substantial amount of writing--a minimum of 5000 words, or about 20 pages. This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc.
6. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students. (Any larger enrollments must be justified by other factors related to the instructors and the departments overall teaching responsibilities.)

The courses listed below are WI courses:

- ART 353 Art History: The Twentieth Century
- BIO 410 Seminar
- CHM 409 Seminar in Chemistry
- CIS 345 Managing Technical People
- COM/MP 410 Senior Seminar
- DM 410 Digital Media Seminar
- EDU 305 Issues and Trends in Early Childhood Education
- EDU 312 Teaching of Reading
- EDU 342 Middle School Curriculum and Instruction
- ENG 360 Topics in Creative Writing
- ENG 417 Assessment & Evaluation in TESOL
- ENG 456 English Seminar
- ENG 460 Advanced Creative Writing
- HPR 410 Seminar in Health
- HST 305 20th Century American History
- MGT 301 Professional Communication
- MGT 327 Entrepreneurship
- MGT 409 Business: Our Ethical Calling
- MTH 312 Linear Algebra
- MUSB 327 Entrepreneurship

- MUSG 310 Music History II
- MUSG 350 Faith, Music, Culture Senior Seminar
- 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
- SPN 355 Gramatica Avanzada y Composicion

| | CREDIT HOURS | Required of new or transfer students arriving at GC with fewer than 60 credits who seek a: | | | Required of transfer students entering with 60 or more credits but no Associates degree who seek a: ⁸ | | | Required of transfer students entering with an Associates or Bachelors degree who seek a: ⁸ | | |
|---|--------------------|--|----------------|----------------|--|----------------|----------------|--|------|--------|
| | | B.A. | B.S. | B.M.E. | B.A. | B.S. | B.M.E. | B.A. | B.S. | B.M.E. |
| CORE REQUIREMENTS | | | | | | | | | | |
| 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 |
| DISTRIBUTED REQUIREMENTS | | | | | | | | | | |
| <i>Required Courses</i> | | | | | | | | | | |
| COM 101: Speech Communication | 3 | X | X | X | X | X | X | - | - | - |
| ENG 105: 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 | - | - | - |
| <i>Required Areas of Study</i> | | | | | | | | | | |
| Activity Classes | 2 | X | X ² | X ³ | X | X ² | X ³ | - | - | - |
| Biblical Studies | 3 | X | X | X ⁵ | X | X | X ⁵ | - | - | - |
| 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 ¹ | X | - | - | X | - | - | - | - | - |
| 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 ⁴ | - | X | X ⁴ | - | - | - | - |
| Literature | 3 | X | X | X ⁵ | X | X | X ⁵ | - | - | - |
| Mathematics or Quantitative Reasoning | 3 | X | X | X | X | X | X | - | - | - |
| Philosophy | 3 | X | X | X | X | X | X | - | - | - |
| Psychology | 3 | X | X | X | X | X | X | - | - | - |
| Sociology | 3 | X | X ⁷ | - | X | X ⁷ | - | - | - | - |
| Upper Division Writing Intensive Course within Major | - | X | X | X | X | X | X | X | X | X |
| MINIMUM REQUIRED CREDITS ⁶ | | | | | | | | | | |
| B.A. Bachelor of Arts | 57 | 51 | 40.5 | 57 | 48 | 37.5 | 8 | 8 | 8 | 8 |
| 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.

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

2 Students majoring in education need only one HPR Activity credit.

3 B.M.E. students are only required to take one half credit of HPRA.

4 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.

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

6 Minimum Credits assumes that the CC requirement was met with a 0-credit experience.

7 Not required for students majoring in early childhood, special, or secondary education.

8 Exceptions apply to students who have graduated from high school within the last nine months or entered GC in the spring semester. See pg. 32 of the catalog for details.

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: Advanced Integrative Studies 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) |
| ECON 201 Principles of Microeconomics (3 cr) | PHY 210 University Physics II (4 cr) |
| MTH 115 Calculus I (4 cr)* | PHY 220 University Physics III (4 cr) |
| MTH 116 Calculus II (4 cr)* | PHY 318 Theoretical Mechanics (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 University. 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 Plants and People (4 cr) | CHM 201 Organic Chemistry I (4 cr) |
| BIO 340 Cell Biology (4 cr) or | CHM 301 Organic Chemistry II (4 cr) |
| BIO 370 Basic Ecology (4 cr) | PHY 120 University Physics I (4 cr) |
| BIO 410 Seminar (2 cr) | PHY 210 University Physics II (4 cr) |
| Electives and other Biology Courses (0-6 cr) | |

Students must apply to Logan University 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 University with C's or better a maximum of 34 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 Logan University 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 Logan University, 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.

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

BIO 110 General Biology I (4 cr)
 BIO 112 General Biology II (4 cr)
 BIO 245 Human Anatomy & Physiology I (4 cr)
 BIO 303 Entomology and Parasitology (4 cr)
 BIO 305 Genetics (4 cr)
 BIO 340 Cell Biology (4cr)
 BIO 345 Human Anatomy & Physiology II (4 cr)
 BIO 360 Microbiology (4 cr)

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 315 Biochemistry II (3 cr)
 MTH 115 Introduction to Calculus I (4 cr)
 PHY 120 University Physics I (4 cr)
 PHY 210 University Physics II (4 cr)

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

BIO 115 Plants and People (4 cr)
 BIO 330 Developmental Biology (4 cr)
 CHM 305 Quantitative Chemical Analysis (4 cr)

CHM 321 Physical Chemistry (4 cr)
 PSY 210 Experimental 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.



Pre-Nursing

greenville.edu/content/view/364/83

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 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 the junior year.

Degree Completion Programs

Greenville College offers two degree completion programs. The health psychology and organizational leadership majors offers working adults an opportunity to complete their undergraduate education in a learner centered, accelerated format. Students completing the adult degree completion programs earn the bachelor of science degree with a major in either health psychology or organizational leadership. Students' work and life experiences are related to modern management and leadership theory to produce a productive and useful learning environment. Students take classes online and may have one evening per week of synchronous learning. Both programs can be completed in 20 months.

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 an adult degree completion program.

- To be admitted to an 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.

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.

Transcript Evaluation

The adult degree completion Academic Advisor 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.

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.

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 maybe be dismissed or placed on academic warning. The student on warning must attain a C or better for all courses in term 2 to continue in the program.
3. 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.

4. 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.
5. Student, 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.

Students who do not maintain the minimum academic standard may jeopardize their financial aid.

Program Costs

2014-2015

| | |
|---|-----------------|
| Tuition per credit hour | \$425 |
| Evaluation of Learning Experience Essays | \$100 per essay |
| Posting of PLA ¹ credits to transcript | \$35 per credit |
| CLEP exam administration fee | \$95 per exam |
| Graduation fee | \$125 |

The costs of texts and materials vary from course to course. Students are responsible to acquire their own textbooks.

Making Changes is Schedules

Degree Completion students who officially withdraw in writing before the third week of the term (for student who enroll in an entire term) or the third week 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 week will not have their registration canceled. The course will remain on the student transcript and a grade of W recorded.

Program withdrawal and refund policy

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

Students who withdraw will receive a refund according to the following policies:

1. Contact the Records Office by phone (618-664-7025) or email (records@greenville.edu) to receive instructions on processing your withdrawal.
2. Non-attendance or informing an instructor or another student of your intentions does not constitute a request to withdraw.
3. Students who submit a completed withdrawal form prior to the start of the first week of the course will receive 100% tuition refund for both that course and the term.
4. Students who submit a completed withdrawal form prior to the start of the second week of the course will receive a 75% tuition refund for that course and a full refund for the remainder of the term.
5. Students who submit a completed withdrawal form prior to the start of the third week of the course will receive a 50% tuition refund for that course, and a full refund for the remainder of the term.

¹ Prior Learning Assessment (PLA) credits include Learning Experience Essays, CLEP scores, and formal training experiences.

6. Students must complete a *Program Withdrawal* or *Leave of Absence* form. Student Financial Aid may be impacted so accurate and timely documentation is required.

Note for Missouri Students: Missouri law gives you the right to cancel this agreement within three (3) business days (excluding weekends and holidays). If you want to cancel this agreement during this period, complete the steps noted in items 1 and 3 in this section above.

Degree Requirements

A bachelors degree is earned with a major in health psychology or 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. Major course requirements are listed in the Majors & Minors section of the catalog.

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)

Student Schedules

Academic Terms

The College has four academic terms each year: fall semester, Interterm, spring semester, and summer 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 four days for final examination.

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

The summer 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. Summer courses are taught online which allows students to have the flexibility to study anywhere students have access to the internet over the summer. The summer term begins the on the Monday or Tuesday immediately following Commencement and lasts for twelve weeks. The summer term is divided into two six week blocks. Students are allowed to take a maximum of two courses or seven credits during each six week block. Students wishing to receive an exception to this policy must receive permission from the dean of their school. A summer term course listing is published each year identifying the coursework to be offered during each six week block. Students are also free to propose independent studies in conjunction with faculty members or to pursue internships or practica. Scheduling details for all summer term courses as well as independent studies, etc., are available in the Records Office.

Definition of Academic Credit

Greenville College measures Student Work as a proxy for the “amount” of learning we would expect by a typical college student in a course we offer. In traditional courses a student earns a credit by completing assigned work, at an acceptable level of quality that is scheduled for an hour a week of supervised time, plus two hours a week of unsupervised time, over a 14 week semester (plus a final exam week).

We recognize alternate ways of expressing this standard, adaptable to various modes of instruction. We can also say that a credit's worth of Student Work can be accomplished in 42 hours of learning activity of various kinds. The continuing development of innovative instructional methods will require creativity and flexibility in applying this standard. Instructors are expected to pursue a good-faith equivalency to them as they design courses, in order to maintain consistency across courses and among schools with which we exchange credits.

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

Scheduling

Scheduling days are held in the spring for the summer 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 schedule their courses. New students will complete an advising form, and an academic advisor will select appropriate courses for each individual student. Students can schedule classes 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.

Waitlist Policy

Occasionally when students schedule courses, a course may be full. Students may either select another course or to be placed on the waitlist for the course. As other students adjust their schedule and spaces become available, students will be added to the course in the order in which they were added to the waitlist. When a space becomes available, the student will receive one email and phone call from the Records Office notifying them of space in the class. The student then has two business days to respond to let the Records Office know that s/he wants to be placed into the class. If the Records Office does not receive confirmation from the student, the next person on the waitlist will be contacted.

Waitlists will be maintained through the third day of the term after which they will be deleted. Students should not attend classes for which they are waitlisted.

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 schedule courses or make schedule changes without the signature or online approval 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 online 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 is ultimately responsible for making sure the schedule on file with the Records Office is accurate.*

Add, Drop, and Withdraw Dates for Classes of Varying Lengths

| | Length of class | | | | |
|---|-----------------|---------|---------|---------|----------|
| | 3 Weeks | 5 Weeks | 6 Weeks | 7 Weeks | 15 Weeks |
| Last day to add a class without instructor permission | 1 Day | 2 Days | 2 Days | 2 Days | 5 Days |
| Last day to add a class with approved petition* | 2 Days | 3 Days | 4 Days | 5 Days | 10 Days |
| Last day to drop a class | 5 Days | 5 Days | 5 Days | 5 Days | 10 Days |
| Last day for Instructor-Initiated Withdraws | 6 Days | 10 Days | 13 Days | 15 Days | 30 Days |
| Last day to withdraw from a class | 10 Days | 17 Days | 20 Days | 20 Days | 50 Days |

All days are business days only excluding official holidays in which the College is closed.

*Students adding a class by petition will be charged \$25 for each change.

Adding Courses

During fall and spring semesters, students are permitted to add a course during the first five days of the term without either the instructor's permission or a fee. Those missing the initial add deadline have five additional days¹ to add a class if they successfully petition to do so and pay a \$25 fee for each change. A late add petition must be signed by the chair of the department, the student's advisor, and the faculty member teaching the class. Petition forms are available in the Records Offices.

After the tenth day of the term, students will not be allowed to add a course unless a student generated petition is approved¹. Only under exceptional circumstances such as prolonged illness or death in the family would a petition to add a course after the tenth day of a semester 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. The \$25

¹ Music ensembles, newspaper or yearbook production, courses related to theatrical participation, practica, internships, and departmental honors research or thesis are exempt from this policy and may be added after the first ten days of classes with signatures of the instructor and advisor. Also exempt are schedule changes students are advised to make within a department to better align with the student's readiness for a course like moving to a higher or lower level mathematics and/or elementary foreign language course.

late add fee also applies to those student petitioning to add after the tenth day of the term. Petition forms are available in the Records Office.

For terms (or classes) shorter than a 15 week semester, please refer to the table above. Students taking an online course have five days to drop any course that is seven weeks or shorter in length.

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. The time period in which to drop and/or withdrawal from Interterm (3 weeks) and for the summer term (6 weeks) are noted in the table above. Students taking an online course have five days to complete the Online Learning Agreement or they may be administratively dropped from the course as a non-participant.

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 practicum, research project, 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 four days of Summer Term | Day 11 through week 10 of a fall or spring semester, Days 3-10 of Interterm, Days 5 – 20 of Summer 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 |
| 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 time allowed for drops 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 after the drop date, the request would be treated as a withdrawal. Instructor-initiated withdrawals after the sixth week of a semester (or sixth day of Interterm or twelfth day for the summer 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."

Students who act early enough to drop all courses, 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.

Degree Completion students who officially withdraw in writing before attending the third class of the term (for student 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 that drops or withdrawals 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 time frame allowed for drops depending on the length of the course. 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."

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. 60 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 (e.g., spring incompletes are due at the end of summer.) 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. Extensions beyond a second semester require documentation of extenuating circumstances which maybe include a letter from a doctor or an obituary. 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.

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. Repeated courses are those with the same course code and name. Two different courses could fulfill the general education requirement (e.g. PSY101 and PSY 220), but only the same course retaken will be marked and calculated as a repeated course. 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 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 online at <http://my.greenville.edu>.

Transcripts

Upon written request of a student, the Records Office will issue an official transcript. It is preferable that a student request a copy of their transcript on the web at http://www.greenville.edu/academics/transcript_dot.

A student may also request a copy of their transcript by mail (Greenville College Records Office 315 E. College Ave. Greenville, IL 62246) or in person at the Records Office. When ordering a transcript by mail, please include proper payment for the services requested (see table below). Checks and money orders 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.

| | On the web https://iwantmytranscript.com/greenville | By Mail Records Office Greenville College 315 E. College Ave., Greenville, IL 62246 | In Person in the Records Office |
|--|--|---|--|
| 24 Hour Processing and Overnight Shipping (Former and Current Students) | \$37 | \$37 | \$37 |
| Processing within 5 days (Former Students) | \$10 | \$10 | \$10 |
| Processing within 5 days (Currently Enrolled Students) | \$10 | \$7 ¹ | \$7 ¹ |

Unofficial transcripts are only available to currently enrolled students. Students may access and print their unofficial transcript from <http://my.Greenville.edu>.

¹ The \$7 fee is good for 30 calendar days after the students last date of attendance.

Privacy of Student Records – FERPA Disclosure

Greenville College maintains educational records on all individuals who have been or are current students at the institution. Educational records may include but are not limited to grades; application materials; honors, probation, or dismissal records; 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 administrative or instructional personnel or agents of the College that are personal in nature, in the sole possession of the maker, and not accessible to any other person.

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the College receives a request for access.

A student should submit to the College Registrar a written request that identifies the record(s) the student wishes to inspect. The College Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

The Act limits students' ability to inspect and review 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.

2. The right to request the amendment of the student's educational record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write a letter to the College Registrar clearly identifying the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures by an impartial individual will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

FERPA allows the College to disclose educational records without a student's prior written consent to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities of the College. A school official is, but not limited to, a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, collection agent, or National Student Clearinghouse); a person serving on the Board of Trustees; or 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.

Some educational records are considered 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, other parties when a student requests a release of such information in writing, parents who have demonstrated that they claim the student as a dependent on their federal income tax form, or in compliance with a subpoena. Parents desiring access to their student's records must provide a copy of

their federal tax form to the Financial Aid Office annually. Evidence that a parent claims a student as a dependent expires on April 15th of each year.

FERPA allows the disclosure of directory information. Directory information is defined as information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name; addresses; telephone numbers; electronic mail address; photographs; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); the most recent educational institution attended; dates of attendance; degrees, honors, and awards received; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

A student may request in writing that their directory information be restricted from publication. Students must file such a request with the Records Office. Request for restriction must be submitted in writing annually and will be accepted during the first two weeks of the fall, spring, or summer terms.

The College does not release directory information to outside organizations for commercial solicitation.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Adapted from *The AACRAO 2010 FERPA Guide*. Eds. Leroy S. Rooker, et al.

Alternative Credit Policies

Transfer Credit

Greenville College accepts transfer credit from regionally accredited institutions or institutions who are accredited by an accreditor recognized by the Council for Higher Education Accreditation (CHEA). Credit will be accepted from accredited 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. Students who have questions about the transfer evaluation process should contact the registrar at 618-664-7025 or via email at 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 courses, even those earned at other institutions whether or not it was accepted in transfer, are used when computing final graduation honors.*

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

- Credits earned for an Associate of Arts or Science degree are not automatically accepted by Greenville College. All individual courses must meet the policy for transfer credit.
- Transfer credit may be accepted for college level courses that are academic in nature.
- Transfer credit is not possible for remedial courses, special courses such as orientation or speed-reading, or most technical or 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 nursing program, may be accepted (up to 30 credit hours). Any vocational course approved by the registrar in consultation with the department chair to meet a general education requirement is not counted toward the 30-credit limit.
- Quarter credits are converted to semester credits by taking the number of quarter credits earned times two-thirds. The conversion of quarter credits to semester credits requires truncating as opposed to rounding. This is done for each course.
- A maximum of 30 semester credits can be accepted in any area of concentration (e.g. Bible and religion courses).
- Credit for courses completed through the armed forces will be granted according to the recommendations of the Commission on Accreditation of Service Experiences.
- Students with an international transcript will have coursework evaluated on a case by case basis.
- A maximum of 30 semester credits of proficiency credit may be applied towards a bachelor's degree at Greenville College.
- Students who have Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or Dante's (DSST) credits must have their scores sent directly to Greenville College to be applied to their degree.
- Credit for life experience, courses completed at institutions without recognized accreditation, or free online course completion may be granted when the student demonstrates knowledge or competency at the appropriate level through examination or other means. That evaluation

will be done by faculty in departments in which the credit is being requested and will incur additional charges.

- A student may earn a maximum of 30 semester credits of Prior Learning Assessment (PLA). (Students seeking an Illinois Teaching Certificate may not substitute PLA credits for course requirements,)
- Education (EDU) courses accepted in transfer must have been taken within five year of being admitted to Greenville College.
- Minimum grades accepted in transfer vary depending upon the program to which the student is enrolled.
 - Education majors (both on and off campus) must have a C or better in each course to be accepted in transfer.
 - Students transferring credits into the traditional program must have grades of C- or better in each course to be accepted.
 - Grades of D are accepted for Health Psychology and Organizational Leadership majors as long as their transfer GPA is 2.0 or higher on each transcript.
- The maximum number of transfer credits accepted varies depending on the program to which the student is enrolled.
 - Students in the traditional program are allowed a maximum of 86 credits in transfer. Of those 86 credits, only 66 credits can be accepted from two year institutions (junior or community colleges) or from Bible colleges.
 - Students enrolled in our undergraduate teacher education partnership (UTEP) program are allowed to transfer in a maximum of 74 credits from any of the partnership schools.
 - Health Psychology and Organizational Leadership students may transfer in a maximum of 82 credits.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned at Greenville College with a grade of D or better. However, the grade on the transfer institution's transcript will be used to validate completion of the course to meet a curriculum requirement with the required grade. Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Greenville.

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. Advanced Placement credit can fulfill general education, major, minor, and/or elective requirements. 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.

| Arts | | | | |
|------------------------|---------|---|---------------------|--|
| Art History | 3, 4, 5 | 3 | ART 251 | |
| Music Theory* | 3, 4, 5 | 4 | MUTH 103, 103E | |
| Studio Art: 2-D Design | 3, 4, 5 | 3 | ART elective credit | |
| Studio Art: 3-D Design | 3, 4, 5 | 3 | ART 111 | |
| Studio Art: Drawing | 3, 4, 5 | 3 | ART 113 | |

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

| English | | | | |
|------------------------------------|---------|---|--------------|--|
| English Language and Composition | 3, 4, 5 | 3 | ENG 105 | |
| English Literature and Composition | 3 | 3 | ENG 105 | |
| | 4, 5 | 6 | ENG 105, 201 | |

History & Social Science

| | | | |
|---------------------------------------|---------|---|---------------------|
| Comparative Government and Politics | 3, 4, 5 | 3 | POL elective credit |
| European History | 3, 4, 5 | 3 | HST 101 |
| Human Geography | 3, 4, 5 | 3 | GEO 103 |
| Macroeconomics | 3, 4, 5 | 3 | ECON 202 |
| Microeconomics | 3, 4, 5 | 3 | ECON 201 |
| Psychology | 3, 4, 5 | 3 | PSY 101 |
| United States Government and Politics | 3, 4, 5 | 3 | POL 210 |
| United States History | 3, 4, 5 | 3 | HST 201 |
| World History | 3, 4, 5 | 3 | HST 101 |

Math & Computer Science

| | | | |
|--------------------|---------|---|--------------|
| Calculus AB | 3 | 3 | MTH 113 |
| | 4, 5 | 4 | MTH 115 |
| Calculus BC | 3 | 4 | MTH 115 |
| | 4, 5 | 8 | MTH 115, 116 |
| Computer Science A | 3, 4, 5 | 3 | CIS 105 |
| Statistics | 3, 4, 5 | 3 | PSY/SOC 202 |

Sciences

| | | | |
|--------------------------------------|---------|---|--------------|
| Biology | 3 | 4 | BIO 108 |
| | 4 | 4 | BIO 110 |
| | 5 | 8 | BIO 110, 112 |
| Chemistry | 3 | 4 | CHM 107 |
| | 4 | 4 | CHM 111 |
| | 5 | 8 | CHM 111, 112 |
| Environmental Science | 3, 4, 5 | 4 | BIO 108 |
| Physics 1 | 3, 4, 5 | 3 | PHY 102 |
| Physics 2 | 3, 4, 5 | 3 | PHY 102 |
| Physics B | 3, 4, 5 | 3 | PHY 102 |
| Physics C: Electricity and Magnetism | 3, 4 | 3 | PHY 102 |
| | 5 | 4 | PHY 210 |
| Physics C: Mechanics | 3, 4 | 3 | PHY 102 |
| | 5 | 4 | PHY 120 |

World Languages & Cultures

| | | | |
|-------------------------------|------|---|--------------|
| Chinese Language and Culture | 3, 4 | 3 | CHN 101 |
| | 5 | 6 | CHN 101, 102 |
| French Language and Culture | 3, 4 | 3 | FRN 101 |
| | 5 | 6 | FRN 101, 102 |
| German Language and Culture | 3, 4 | 3 | GER 101 |
| | 5 | 6 | GER 101, 102 |
| Italian Language and Culture | 3, 4 | 3 | ITL 101 |
| | 5 | 6 | ITL 101, 102 |
| Japanese Language and Culture | 3, 4 | 3 | JPN 101 |
| | 5 | 6 | JPN 101, 102 |

| | | | |
|--------------------------------|---------|---|---------------------|
| Latin | 3, 4 | 3 | LTN 101 |
| | 5 | 6 | LTN 101, 102 |
| Spanish Language and Culture | 3, 4 | 3 | SPN 101 |
| | 5 | 6 | SPN 101, 102 |
| Spanish Literature and Culture | 3, 4, 5 | 3 | SPN elective credit |

College Level Examination Program

Students at Greenville College may earn credit for coursework by passing the College Level Examination Program (CLEP) tests. CLEP exams may be completed 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. 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.

Credits for CLEP tests are put onto the transcript the semester the exam was taken regardless of when the paperwork is submitted to the Records Office. If the rate for applying credits to the transcript increases between when the exam was taken and the paperwork is submitted, the higher fee will apply.

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 Associate Dean of Counseling Services in the Student Success Center for more information.

Business

| | | | |
|---|----|---|----------|
| Financial Accounting | 50 | 3 | ACCT 101 |
| Information Systems and Computer Applications | 50 | 3 | CIS 105 |
| Introductory Business Law | 50 | 3 | MGT 222 |
| Principles of Management | 50 | 3 | MGT 101 |
| Principles of Marketing | 50 | 3 | MKT 201 |

Composition & Literature

| | | | |
|---------------------------------------|----|---|---------------------|
| American Literature (essay required) | 50 | 3 | ENG 201 |
| Analyzing and Interpreting Literature | 50 | 3 | ENG 201 |
| College Composition | 50 | 3 | ENG elective credit |
| College Composition Modular | 50 | 3 | ENG 105 |
| English Literature | 50 | 3 | ENG 201 |
| Humanities | 50 | 3 | HUM 211 |

History & Social Sciences

| | | | |
|---|----|---|---------------------|
| American Government | 50 | 3 | POL 210 |
| History of US I: Early Colonization to 1877 | 50 | 3 | HST 201 |
| History of US II: 1865 to Present | 50 | 3 | HST 201 |
| Human Growth and Development | 50 | 3 | PSY 212 |
| Introduction to Educational Psychology | 50 | 3 | EDU elective credit |
| Introductory Psychology | 50 | 3 | PSY 101 |

| | | | |
|---|----|---|---------------------|
| Introductory Sociology | 50 | 3 | SOC 101 |
| Principles of Macroeconomics | 50 | 3 | ECON 202 |
| Principles of Microeconomics | 50 | 3 | ECON 201 |
| Social Sciences and History | 50 | 3 | HST elective credit |
| Western Civilization I: Ancient Near East to 1648 | 50 | 3 | HST 101 |
| Western Civilization II: 1648 to Present | 50 | 3 | HST 101 |

| Science & Mathematics | | | |
|----------------------------------|----|---|------------------|
| Biology | 50 | 4 | BIO 110 |
| | 60 | 8 | BIO 110, 112 |
| Calculus | 50 | 4 | MTH 115 |
| Chemistry | 50 | 4 | CHM 111 |
| | 60 | 8 | CHM 111, 112 |
| College Algebra | 50 | 3 | MTH 111 |
| College Mathematics | 50 | 3 | MTH 105 |
| Natural Sciences | 50 | 4 | BIO 108 |
| | 60 | 8 | BIO 108, PHY 102 |
| Precalculus | 50 | 3 | MTH 113 |

| World Languages | | | |
|--------------------------|----|---|-------------------|
| French Language Level 1 | 50 | 6 | FRN 101, 102 |
| French Language Level 2 | 59 | 9 | FRN 101, 102, 201 |
| German Language Level 1 | 50 | 6 | GER 101, 102 |
| German Language Level 2 | 60 | 9 | GER 101, 102, 201 |
| Spanish Language Level 1 | 50 | 6 | SPN 101, 102 |
| Spanish Language Level 2 | 63 | 9 | SPN 101, 102, 201 |

International Baccalaureate

International Baccalaureate (IB) is a rigorous pre-college course of study that leads to examinations. For a student to obtain IB credit, the course must be at the higher level (HL), scores must be 5 or higher, and transcripts must be requested from the IB office not the high school.

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. 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 and the department chair, 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. Independent studies are not available to students with less than 30 semester hours completed or with less than a 2.0 GPA.

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 Office of Leadership & Life Calling coordinates all co-ops. The Associate Dean of Leadership & Life Calling can help advise students on effective co-ops and help them find suitable placements. The Office of Leadership & Life Calling 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 Associate Dean 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 internship/practicum course for their respective academic program (such as COM 395/405, MGT 395/405, PSY 395/405, etc.) or GS298 Cooperative Education, administered by the Office of Leadership & Life Calling. 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. 139.

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 any time 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 tuition free every semester while maintaining this status. Other full time students wishing to audit a course will be charged \$50 for every credit over 17 hours. Part time students will be charged \$60 per audited credit. Students may audit an online course, but they must pay the online fee in addition to the audit tuition.

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

Senior citizens (65+) residing in Bond County are invited to audit one course (not to surpass four credits) per semester free of charge. In order to participate, they must first be admitted to the college as a guest/non-degree seeking student. Admissions to any particular course is based upon seat availability and the course neither requiring individual instruction nor being offered online. As with any audited course, no college credit will be provided and no credit towards graduation earned. Special course fees associated with some classes will be paid by the student.

Academic Standards

Satisfactory Academic Progress (SAP)

Students are making Satisfactory Academic Progress toward graduation when they meet all three of the following:

1. maintain a cumulative GPA of 2.00 or higher.
2. complete 66.6% of the credits attempted each semester.
3. complete their degree in no more than 150% of the stated time frame for the degree program.

Failure to complete an attempted course includes withdrawing from a course, receiving an Incomplete, or receiving a grade of F. Federal regulations also require that credits from all courses attempted, including transfer work and repeated course, be included when assessing if the student meets SAP standards.

Status Categories

Students failing to make SAP are in jeopardy of losing their financial aid and/or being dismissed from the College. There are four categories in which a student may be placed because they are failing to meet one or more SAP standard.

1. Academic Warning is the status assigned the first time a student does not meet SAP. This status could be assigned to transfer students who are considered to be at-risk when they are admitted. Students are only allowed one semester on warning.

Students on Academic Warning must meet with the Student Success office either to develop or waive a Learning Contract. A Learning Contract details the steps that they will take to improve their academic record. 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 meetings with a student academic coach; required tutoring or study sessions with an upper-division student; building a daily and weekly time-management plan; limiting the number of classes a student may take; building a class schedule that best fits the student's needs and abilities; declaring a major; changing a major; building a multiple-semester academic course plan that leads to graduation; changing an academic advisor; retaking of certain classes; and requirements that academic performance meet a certain level during the upcoming semester.

If students on Academic Warning do not meet with the office of Student Success to either develop or waive a Learning Contract by the second day of the semester, they will be dropped from their enrolled classes and are subject to immediate dismissal.

2. Provisional Dismissal and Suspension of Financial Aid (PD-SFA) is the status briefly assigned to a student who has missed the SAP standards for two semesters (consecutive or non-consecutive). Students in this status must write a formal appeal to the college. If their appeal is successful their status will change to Academic Probation, and they may continue to attend and receive federal financial aid for at least one more semester. A successful appeal will always require a student to complete a Learning Contract.

Students who fulfilled the steps of a Learning Contract by participating in 90% of the meetings with tutors, academic coaches, and mentors, but who did not meet SAP standards at the end of the semester in which they were on Academic Warning will be placed in PD-SFA. Also, students who have returned to SAP compliance should note that any subsequent semester in which they fall short of SAP will result in PD-SFA and will not be granted a second semester on Academic Warning.

A student facing PD-SFA for a second (non-consecutive) time may be subject to denial of financial aid indefinitely.

3. Academic Probation is a one-semester status for a student who successfully appealed PD-SFA or Academic Dismissal. During this probation semester students are eligible for federal and state financial aid. Students granted an Academic Probation semester must immediately meet with the Student Success office to develop a Learning Contract.

If students on Academic Probation do not meet with the office of Student Success to develop a Learning Contract by the second day of the semester, they will be dropped from their enrolled classes and are subject to immediate dismissal.

If a student fails to meet SAP standards by the end of their Academic Probation semester, the student will no longer be eligible for financial aid and they will be academically dismissed.

4. Academic Dismissal is when a student may no longer be enrolled in classes. Students may be Academic Dismissed for any of the following reasons:
 - a. First semester freshmen who earn a cumulative GPA of 0.00 will be automatically dismissed.
 - b. Students who develop a Learning Contract during their Academic Warning semester but who did not fulfill 90% of the commitments of the contract and who failed to meet SAP standards at the end of that semester will be dismissed.
 - c. Students who waived the opportunity to complete a Learning Contract for their Academic Warning semester and did not meet SAP standards at the end of that semester will be dismissed.
 - d. Students who completed a semester on Academic Probation and failed to achieve SAP standards will be dismissed.

While these are the typical reasons why a student might be academically dismissed, the college reserves the right to dismiss any student who fails to achieve SAP standards at any point during his or her college career. A dismissed student must wait at least one semester before applying for readmission to the College, and readmission is contingent on the approval of the VPAA.

A student is removed from Academic Warning or Academic Probation when the semester and cumulative GPA as well as the percent of credits earned in a term and total accumulated credits meet the SAP criteria at the end of the a semester.

If a student is technically making SAP, but their semester GPA is below a 2.0 or if they completed less than 66.6% of the semester credits attempted, they will receive an Academic Alert letter cautioning about the possible SAP failure if their poor academic performance continues.

Exceptions to the Satisfactory Academic Progress GPA Standards

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

1. Any student with a cumulative GPA above the SAP threshold who has a semester GPA of 1.00 or below will be placed on Academic Warning (or PD-SFA if appropriate).
2. Because students may need time to get accustomed to college level work, individuals completing their first semester of full time enrollment remain off Academic Warning if their cumulative GPA is 1.75 or higher.
3. Part time students who have never had a semester of full time enrollment and who further have not yet attempted their 13th credit of work remain off Academic Warning with a cumulative GPA of 1.75 or higher.

Appeals

Students must appeal a SAP status in writing using the following procedure.

1. Submit an appeal letter to the Vice President for Academic Affairs (VPAA).
2. The appeal must be submitted within one week of being notified of the shortfall.

3. The student's appeal must include:
 - An explanation of why the student failed to make Satisfactory Academic Progress; and
 - A detailed explanation of how the student plans to achieve Satisfactory Academic Progress.
4. Submission of an appeal is not a guarantee of approval of Academic Probation status and/or reinstatement of financial aid eligibility.
5. The Inter-School Academic Affairs Committee (ISAAC), the Financial Aid Director, and the Director of Student Success will review the appeal, and the VPAA will notify students if their appeal was accepted or denied.
6. If the appeal is approved, the College allows the student to continue enrollment and acknowledges that the student may continue to receive federal or state financial aid even though he or she fails to meet SAP standards. The student will be assigned Academic Probation status. The student's SAP status will be evaluated within one semester.
7. If the appeal is denied, the student will not be eligible to receive federal financial aid nor remain enrolled as a student.
8. Any dismissed student who successfully applies for readmission will be on Academic Probation during the first semester of their return to the college. (Please note: Depending on how many semesters the student had failed to meet SAP standards, the student may not be eligible for federal financial aid even if they have met Greenville College requirements for readmission.)

Extraordinary Hardship Appeal

A student whose underachievement occurred under extraordinary circumstances, of rare and extreme hardship, may be permitted to appeal any SAP status. This type of appeal must be accompanied by appropriate documentation, and may include:

1. Death in the family
2. Serious illness of an immediate family member
3. Medical complications or prolonged illness or injury of the student
4. Serious misapplication (by the College) of college standards, due to misinformation or error.

An extraordinary appeal, if successful, would reverse a Warning, PD-SFA, or Dismissal and permit the student to continue under their previous academic status. Students wishing to appeal because of an extraordinary hardship would follow the same procedure as stated above, but must also include documentation of the hardship.

Any exceptions to the SAP policy will be made on an individual basis and in compliance with federal, state, and institutional regulations governing financial aid.

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 student athletes competing in intercollegiate athletics (admission and full time enrollment guidelines).

Student athletes failing to make satisfactory progress can continue as students and practice in their sport. However, the student athlete is not allowed to play or compete in an intercollegiate contest representing Greenville College until complying with the satisfactory progress and eligibility policy.

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 a 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 a 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 and adjustments to the policy can be appealed to the Faculty Athletic Representative. The Faculty Athletic Representative (FAR) and Athletic Director (AD) will consider the appeal from the student athlete and render a decision. If the student athlete takes issue with the decision of the FAR and AD, he or she can appeal to the VPAA for reconsideration of the appeal. Exceptions and adjustments to the policy must comply with general education requirements, major requirements, and NCAA rules.

Graduation Policies

Participating in Commencement Ceremonies

Degrees are awarded on the 31st of January, May, August, and December. May graduates will receive their diploma in the mail within four weeks after their degree has been awarded. Those graduating in January, August, or December will receive their diploma in 6-8 weeks. 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 15th 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.
 - Schedule 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 semester⁵.
 - Schedule 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 15th.

⁵ 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

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. Students who have missing grades, incompletes, and/or transfer work on the date of graduation have 30 calendar days to submit their work. If work is not submitted within the one month time frame, the student will have to wait to the next scheduled date for conferral of degrees to receive a final diploma or transcript.

Greenville College does reserve the right to withdraw a previously awarded degree if the college subsequently determines that the degree requirements were not met appropriately.

Graduation Application Procedures

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

Students complete the graduation application online. Applications are due by Thanksgiving 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 submit their graduation application prior to departure to their off-campus destination. Students wishing to participate in a ceremony should wait for the following May Commencement Ceremony.

Transcript After Graduation

Once a degree is posted, a student's GPA is locked. Additional courses taken after graduation will be placed on a new/different transcript.

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 chair, 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 by filling the appropriate form with the Departmental Honors Coordinator. 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 PantherNet 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 binding 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 courses, have a minimum GPA of 3.25 for all courses taken, and a 3.25 GPA in communication 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 McAllaster Scholars Program

In addition to qualifying for individual academic honors, students, regardless of their major, who meet the eligibility criteria,⁶ may apply for admission to The Greenville College McAllaster Scholars 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

⁶ 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 McAllaster Scholars Program for the current requirements and an application.

classes⁷, 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 McAllaster Scholars 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.

The Greenville College McAllaster Scholars 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 McAllaster Scholars Honors Program is administered by a director who is assisted by an Honors Council composed of faculty and students.

To graduate with The McAllaster Scholars Honors Program recognition, students must fulfill the requirements of their academic major, earn a minimum of 25 credit hours of honors work, maintain a minimum 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.

Honors Awarded at Graduation

Final honors upon graduation are awarded to students who have excelled in academics during their college career. Graduation honors are awarded to bachelor's degree recipients at three levels of performance as measured by the combined GPA of all coursework attempted at all institutions attended whether or not it was accepted in transfer by Greenville College. **Cum laude** will be awarded to those students who have attained a 3.5-3.84 GPA; **magna cum laude** will be awarded to students who have earned a 3.85 or higher GPA; and **summa cum laude** will be awarded to students who have achieved a 3.95 or higher GPA and have successfully completed a departmental honors thesis. To be eligible for final honors a student must have completed their last four semesters of coursework at Greenville College and have successfully completed at least 12 credit 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.

Transfer students who have a minimum of 60 hours of Greenville College work are eligible to be considered for all final academic honors. All college level coursework 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**.

All degree and major requirements must be complete for honors to be announced at graduation. Official transcripts of transfer work must be received by the Records Office by May 1st to have honors announced and included in the commencement program. The College will accept an unofficial copy of a student's grade from the transferring institution's Records Office if it arrives a

⁷ Honors sections of general education courses presently include: COM 101H Honors Speech Communication, COR 102H Honors Christian Thought and Life, ENG 243H Honors Global Literature, HON 105 McAllaster Scholars Foundations Seminar, HST 101H Honors Western Civilization, PHL 250H Honors History of Philosophy I, PHL 251H Honors History of philosophy II, 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.

week prior to Commencement for the purpose of recognizing honors at Commencement. Students who have outstanding coursework at the time of commencement will have academic honors reflected on the transcript when all requirements are completed.

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.

Student Support Services

Student Success Center

The Student Success Center exists for the sole purpose of helping students succeed in college. The office is located in 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 Dean of 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 with learning and/or physical disabilities who require specialized accommodations. Once the student self-identifies, the Student Success Center will work in partnership with the student to meet 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.

Leadership & Life Calling

The Office of Leadership & Life Calling experientially educates students to respond to God's calling in their lives to become Christ centered leaders in a variety of contexts throughout their college careers and beyond.

Life coaching is available to assist students in choosing a major, discerning God's will for one's life, career exploration, identifying volunteer opportunities, developing leadership skills, and preparing for a job search. Orientation sessions in the fall and spring semester are offered to help acquaint students with all the services provided.

Career focused resources, such as information about occupations, career fields, resume writing, job search strategies, interviewing techniques, graduate schools, employer information and job openings are available on the Leadership & Life Calling website. Full-time, part-time, co-op, internship and summer employment opportunities are also listed on the website and regularly distributed to students through their faculty and campus wide e-mail. 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 both on and off-campus. The office also coordinates the Illinois State Board of Higher Education Cooperative Education Program Grant. Important information and links are available on the Leadership & Life Calling website. The Office is located in Snyder Hall.

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.

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 Greenville College and 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 Cross Cultural and International Programs (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 only be used for the Semester in Nicaragua.

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 Cross Cultural and International Programs.

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 Cross Cultural and International Programs 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.

Greenville College's Study Abroad Semester

Semester in Nicaragua

The fascinating people and culture of Nicaragua invite you for a semester of ministry and cultural exploration. Through a combination of rigorous academics, intensive service, lively interaction with local residents and travel, you will begin to uncover the richness of Nicaraguan life. Living with carefully selected host families and working in relevant ministry sites near the town of Masaya will provide you with so much more than "tourist knowledge" about the region, its people and their values. It will help you form bonds and gain insights that you will never forget. This program, which runs during the fall term, includes in-country orientation and debriefing, 6 weeks of intensive Spanish classes, 7 weeks in ministry sites, and various activities and excursions including a week in Costa Rica. Through community internship at a ministry site is related to the student's interest, students will gain hands-on experience in one of a variety of fields such as appropriate technology, education, health care, microfinance, social work, and sports. Throughout the internship, students will be mentored by an experience professional staff member from Students International (SI). SI

is a non-profit, non-denominational mission and community development organization. Course work beyond the six weeks of Spanish language and internship include International Development Theory and Practice (which fulfills the sociology general education requirement) and Peoples and Cultures of Nicaragua (that meets the Western Civilization general education requirement).



Council for Christian Colleges & Universities' Programs

American Studies Program

Since 1976, the American Studies Program (ASP) has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. Nearly 500 or ASP's 3,000+ alumni have returned to work in the DC metro area in a variety of professional fields—private and public, for-profit and non-profit. Each student enrolls in the program's two practicum course: Internship and Topics in Leadership & Vocation. Students have the option of enrolling in a one-credit Professional Mentorship course. In addition, students apply to either the Global Development Enterprise track or the Public Policy Initiatives track. The Global Development track focuses on partnership initiatives taken by leaders in commercial, governmental and non-governmental organizations as they explore the impact they can achieve by collaborating on issues of sustainable development worldwide. The Public Policy track equips and supports students in their analysis of a pressing public policy issue. Each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national, and global factors that influence policy-making in Washington, D.C. ASP students earn 15-16 semester hours of credit.

Australian Studies Center

The Australia Studies Center (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and Indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business, Ministries, Social Sciences, or Education and Humanities. Every student is required to take "the View from Australia: Issues in Religion, Politics, Economics, & Cultural Values" and required to select either "Australian Aboriginal Cultures" or "indigenous Cultures in Australia & Aotearoa (New Zealand)." Additionally, students choose two units from CHC's offerings in Christian Studies, Business, Ministries, Social Sciences, or Education and Humanities. Students live with Australian families and volunteer with local community service providers. Trips vary from semester to semester but may include excursions to the Australian Outback, Aboriginal Communities, and New Zealand. ASC students earn 16 semester hours of credit.

China Studies Program

The China Studies Program (CSP) enables students to engage China's ancient history and intrigue from an insider's perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic, populous, and extremely influential nation. Students choose between completing a broad Chinese Studies Concentration or a Business Concentration, which includes an internship at a Chinese-owned and operated business in China. Students also study standard Chinese language with a goal of attaining the ability to handle everyday transactions in Mandarin. The program begins the semester in Hong Kong and introduces students to the diversity of China, including the capital city of Beijing, legendary Shanghai, ancient Xi'an and beautiful seaside Xiamen. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed Christ-centered perspective. CSP students earn 15-18 semester hours of credit.

Contemporary Music Program

The Contemporary Music Program (CMC) provides students the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith, and business. The CMC offers three tracks: Artist, Business, and Technical. The

Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, and producers.. The Business Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting, and studio recording. Students within each of the tracks receive instruction, experience, and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study, and a practicum. CMC students earn 16 semester hours of credit.

India Studies Program

“Unity in Diversity” is the hallmark of the nation of India. The India Studies Program (ISP) is structured to provide students with both immersion in a local community and broad exposure to a variety of people, places and customs in India, including an extensive two-week travel portion of the program to provide students a close up look at India’s diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India’s past and contemporary realities students will have opportunities to explore a variety of issues - poverty, social justice, rapid social change, religious pluralism – through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. At its heart, the India Studies Program strives to encourage and equip students to effectively relate to India and its people in an informed, constructive and Christ centered manner. ISP students earn 16 semester hours of credit.

Latin American Studies Program

Based in San Jose, Costa Rica, the Latin American Studies Program (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. Through living with local families, students become a part of the daytoday lives of Latin Americans. Students also take part in a practicum/internship and travel 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 (designed for Spanish majors and offered both fall and spring terms); international business (offered only in fall terms); and environmental sciences (offered only during spring terms). Depending on their concentration, students travel to nearby Central American nations. LASP students earn 16-18 semester credits.

Los Angeles Film Studies Center

Founded in 1991, the Los Angeles Film Studies Center (LAFSC) trains students to serve in various aspects of the film industry with professional skill and Christian integrity. Each semester, students live, learn and work in L.A. The curriculum consists of two required seminars: Hollywood Production Worship, a film production course, and Faith & Artistic Development in Film, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course: screenwriting, acting, film production, or independent study.. Internships in various segments of the film industry provide students with handson 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. LAFSC students earn 16 semester hours of credit.

Middle East Studies Program

Based in Jerusalem, Israel, the Middle East Studies Program (MESP) offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Students explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples through interdisciplinary seminars. They also study the Arabic language and volunteer with various organizations. Through travel in the region (recently Israel, Palestinian areas, Jordan, Tunisia, and Turkey), students are exposed to the diversity and dynamism of the local region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim, Eastern Christian, and Jewish worlds in an informed, constructive and Christcentered manner. MESP students earn 16 semester hours of credit.

Oxford Summer Programme

The Oxford Summer Programme (OSP) allows students, as affiliate members of Wycliffe Hall, University of Oxford, to do intensive scholarship in the oldest university in the English speaking world. During the five-week programme, students hone their research and writing skills and delve into the areas that interest them the most while exploring the relationship between Christianity and the development of the British Isles. Seminars and tutorials are given on specialized topics under expert Oxford academics in the areas of English language and literature, history, including the history of art and history of science, philosophy, and theology and study of religion. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. OSP students earn six semester hours of credit.

Scholars' Semester in Oxford

The Scholars' Semester in Oxford (SSO) is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interest of their choice. As Visiting Students of Oxford University and members of Wycliffe Hall, students study in the oldest university in the English speaking world. Scholars' Semester in Oxford students enroll in a primary and secondary tutorial, an integrative seminar, and the British landscape course. Second term students write a thesis on a topic of their choice. Students group their work in a concentration so that all elements of their programme work together. SSO is designed for students interested in art history, classics, English language and literature, history, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, psychology, and theology, through all majors may apply. SSO also offers 18 thematic or integrative concentrations such as history and philosophy of science and social sciences. Applicants are generally honors and other very high achieving students and must have at minimum a 3.5 GPA to be considered for the programme. SSO students earn 17 semester hours of credit for a semester and may complete two semesters of the programme.

Uganda Studies Program

The Uganda Studies Program (USP) provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda. USP is offered in partnership with Uganda Christian University (UCU) an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. Students either live on campus at UCU or with host families within walking distance of the university. All students will also participate in one or two short homestay experiences. As a result, a spectrum of Ugandan relationships give USP students a firsthand perspective as they explore issues such as poverty, cultural expressions of Christianity and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. Students also spend time in Rwanda and rural Uganda. The experience-based and practicum courses are taught by CCCU faculty while the African Context courses and courses from the UCU curriculum are taught by UCU faculty. In addition to the core experiential course, students will choose additional elective and/or African Context courses. USP offers a Social Work Emphasis for declared social work majors at the practicum level. USP students earn up to 16 hours of credit.

Washington Journalism Center

The Washington Journalism Center (WJC) is a semester long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students take classes focusing on their reporting and writing skills and on the history and future of news media. These classes – *Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse* – combined with an internship at a top news publication help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as part of the WJC experience. WJC students earn 16 semester hours of credit.

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 – 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 a native family. Greenville College students may select to study in one of five African countries, in the Mekong region, or in the Andes.



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 chair 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 includes 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 chair 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 Provost 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.

Class Attendance Policy

- Classes will be held immediately before and after breaks unless arrangements are made with the Dean of the School.
- When a course has a required Final Exam, the exam must be taken on the day and hour scheduled. Changes in location or time from the in-class Final Examination Schedule require authorization from the Department Chair and the Dean of the appropriate School.

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 will generally 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 or Student Development.
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.

For any individual student, a faculty member can determine when further excused absences will place a student's academic progress in jeopardy. Faculty may inform such a student that they will not be excused from class to attend a curricular or co-curricular activity.

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 offcampus activities so as to avoid examination weeks and the first or last few days of a semester.

**Calendar of Events**

greenville.edu/campus/calendar

- 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 provost 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.

In cases where the faculty member has determined that further 'excused absences' are not academically advisable and before informing a student that they will not be excused from class for attendance at a school sponsored event, as professional courtesy, faculty are asked to notify the sponsor(s) of the curricular or co-curricular activity in advance of assigning unexcused absence. It is hoped that such consolations can be used to achieve the very best for students' overall educational responsibility and benefit

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.

Majors & Minors

ART

Associate Professor— Jacob Amundson, Steve Heilmer (Department Chair)

Assistant Professors—Sharon Grimes (Bock Museum Curator)



Course Listing Pg. 141

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

ART 111 2D/3D Design (3 cr)

ART 112 Sculpture (3 cr)

ART 113 Drawing (3 cr)

ART 211 Painting I (3 cr)

ART 213 Figure Drawing (3 cr)

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

ART 252 Art History: Survey II (3 cr)

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

ART 400 Advanced Studio (3 cr)

9 credits of art electives* (Three credits must be upper division.)

| ART REQUIREMENTS AT A GLANCE | |
|-------------------------------------|-------------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 57 |
| Major | 36 |
| Elective | 33 |
| Total Credits to Earn Degree | 126 |

* 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 2D/3D Design (3 cr)

15 credits of art electives (at least 4 credits must be upper division).

8 * Students interested in **digital image making** should consider taking ART/DM 241 Digital Photography I , ART/DM 230 Type and Image Design, ART/DM 330 Business Practices in Design, and DM 301 Digital Video I as part of their electives.

BIOLOGY

Professor—Daryl Cox (Department Chair)

Associate Professor—Eugene A. Dunkley

Assistant Professors—Bwarenaba Kautu, Andrea Nord, Eric Nord

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 and information systems, physical science, or physics. The biology major leads to a bachelor of arts degree.

| BIOLOGY REQUIREMENTS AT A GLANCE | |
|-------------------------------------|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 54 |
| Major | 40 |
| Elective | 32 |
| Total Credits to Earn Degree | 126 |

* 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 Major Requirements

BIO 110 General Biology I (4 cr)

BIO 112 General Biology II (4 cr)

BIO 115 Plants and People (4 cr) **or**

BIO 305 Genetics (4 cr)

BIO 340 Cell Biology (3 cr) **or**

BIO 370 Basic Ecology (4 cr)

BIO 410 Seminar (2 cr)

An upper division biology lab courses (4 cr)

Biology Electives (10-11 cr)

CHM 111 General Chemistry I (4 cr)

CHM 112 General Chemistry II (4 cr)

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 Plants and People (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)

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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
 EDU 410 Secondary Methods Clinical Practice (3 cr)
 EDU 421 Secondary Student Teaching (15 cr)
 PSY 206 Adolescent Development (3 cr)

| BIOLOGY EDUCATION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 38 |
| Major | 51 |
| Education | 46 |
| Elective | 0 |
| Total Credits to Earn Degree | 135 |

* 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

The **environmental biology major** requires the completion of 59 credits and lead to a bachelor of science degree.

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 Plants and People (4 cr)
 BIO 215 Survey of the Plant Kingdom (4 cr)
 BIO 309 Comparative Anatomy (4 cr)
 BIO 365 Environmental Law and Policy (3 cr)
 BIO 370 Basic Ecology (4 cr)
 BIO 405 Practicum (8 cr)⁹*
 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)

| ENVIRONMENTAL BIOLOGY REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 45 |
| Major | 59 |
| Elective | 22 |
| Total Credits to Earn Degree | 126 |

* 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.

Forensics minor (19-20 credits)

BIO 155 Introduction to the Crime Scene Investigation and Forensics (4 cr)
 BIO 412 Forensics Capstone (2 cr)
 CHM 111 General Chemistry I (4 cr)

⁹ * 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.

CHM 130 Instrumental Forensics (3 cr)

One of the following:

BIO 110 General Biology (4 cr)

BIO 245 Human Anatomy and Physiology I (4 cr)

PHY 120 University Physics I (4 cr)

CRJ elective (cannot be CRJ 201)

One of the following:

CRJ 201 Introduction to Criminal Justice (3 cr)

PSY 212 Developmental Psychology (3 cr)

PSY 310 Psychology of Personality (3 cr)

BUSINESS



Course Listing Pg. 185

Professor—John R. Chism

Associate Professor—Larry Sayler (Department Chair)

Assistant Professor—Suzanne Davis, Danara Moore

Instructor—Jane Bell

The Business 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 Business Department.

While the Business 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 Business Department offers five majors. 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

The **accounting major** requires the completion of 66 credits. This major leads to the bachelor of science degree.

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 (3 cr)
- ACCT 318 Auditing (3 cr)
- ACCT 319 Tax Applications (2 cr)
- ACCT 320 Accounting Research and Analysis (2 cr)
- ACCT 405 Accounting Practicum (3-12 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 301 Professional Communication (3 cr)
- MGT 360 Professional Leadership, Ethics, and Career Development (3 cr)
- MGT 409 Business: Our Ethical Calling (2 cr)

| ACCOUNTING REQUIREMENTS AT A GLANCE | | |
|--|------------------|--|
| Type of Credit | Required Credits | |
| General Education (For B.A.)* | 51 | |
| Major | 66 | |
| Elective | 9 | |
| Total Credits to Earn Degree | 126 | |

* 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.

MTH 113 Intuitive Calculus (3 cr)
 PSY/SOC 202 Statistics (3 cr)
 An elective (ECON, FIN, MGT, or MKT) course (2 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 (21 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 (3 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)

MANAGEMENT

The **management major** requires completion of 61 credits, and leads to a bachelor of science degree.

| MANAGEMENT REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 51 |
| Major | 61 |
| Elective | 14 |
| Total Credits to Earn Degree | 126 |

* 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 360 Professional Leadership, Ethics, and Career Development (3 cr)
 MGT 380 Strategic Management (3 cr)
 MGT 405 Management Practicum (4-12)
 MGT 409 Business: Our Ethical 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 307 Sports Management Simulation (3 cr)
 MGT 324 Human Resource Management (3 cr)
 MGT 327 Entrepreneurship (3 cr)

MGT 367 Quantitative Approaches to Business Problems (4 cr)
 MKT 332 Consumer Behavior (3 cr)
 MKT 335 Marketing Management (3 cr)

Business Minor Requirements (18 credits)

ACCT 101 Financial Accounting I (3 cr)
 MGT 101 Introduction to Business (3 cr)
 MKT 201 Marketing (3 cr)
 An Economics elective (3 cr)
 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 54 credits. This major leads to the bachelor of science degree.

Marketing 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)
 MGT 101 Introduction to Business (3 cr)
 MGT 222 Business Law (3 cr)
 MGT 321 Management of Organizations (3 cr)
 MGT 360 Professional Leadership, Ethics, and Career Development (3 cr)
 MKT 201 Marketing (3 cr)
 MKT 332 Consumer Behavior (3 cr)
 MKT 333 Sales and Sales Management (3 cr)
 MKT 334 Advertising (3 cr)
 MKT 335 Marketing Management (3 cr)
 MKT 405 Marketing Practicum (4-12 cr)
 MGT 409 Business: Our Ethical Calling (2 cr)
 MTH 106 Finite Mathematics (3 cr)
 PSY/SOC 202 Statistics (3 cr)

Marketing Minor Requirements (21 credits)

MGT 101 Introduction to Business (3 cr)
 MGT 409 Business: Our Ethical Calling (2 cr)
 MKT 201 Marketing (3 cr)

| MARKETING REQUIREMENTS AT A GLANCE | |
|-------------------------------------|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 51 |
| Major | 54 |
| Elective | 21 |
| Total Credits to Earn Degree | 126 |

* 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.

MKT 332 Consumer Behavior (3 cr)
 MKT 333 Sales and Sales Management (3 cr)
 MKT 334 Advertising (3 cr)
 MKT 335 Marketing Management (3 cr)
 An Economics elective (3 cr)

MUSIC BUSINESS

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.

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 **music business major** requires students to complete 53 hours in the major. 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.A.)* | 54 |
| Major | 53 |
| Elective | 21 |
| Total Credits to Earn Degree | 126 |

* 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)
 DM 120 Introduction to Digital Media (3 cr)
 MGT 101 Introduction to Business (3 cr)
 MGT 222 Business Law (3 cr)
 MGT 301 Professional Communication (3 cr)
 MGT 380 Strategic Management (3 cr)
 MGT 409 Business: Our Ethical Calling (2 cr)
 MKT 201 Marketing (3 cr)
 MUSB 125 Survey of Music in the Media Industry (3 cr)
 MUSB 200 Principles and Practices in Music Business (3 cr)
 MUSB 235 Music and Entertainment Lab I (1 cr. minimum)
 MUSB 300 Marketing and Promotion for the Music Business(3 cr)
 MUSB 310 Music Business Law (3 cr)
 MUSB 335 Music and Entertainment Lab II (1 cr. minimum)
 MUSB 400 Artist and Tour Management (3 cr)
 MUSB 405 Internship (3 cr)
 MUSB 435 Music and Entertainment Lab III (2 cr. minimum)
 MUSG 226 Survey of Audio Engineering and Production (2 cr)
 An Economics course (3 cr)
 One of the following
 MKT 333 Sales and Sales Management (3 cr)
 MGT/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 Survey of Music in the Media Industry (3 cr)
 MUSB 200 Principles and Practices in Music Business (3 cr)
 MUSB 310 Music Business Law (3 cr)
 MUSB 400 Artist and Tour Management (3 cr)

BUSINESS ADMINISTRATION (2nd 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 39 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 360 Professional Leadership, Ethics, and Career Development (3 cr)
- MGT 409 Business: Our Ethical Calling (2 cr)
- MKT 201 Marketing (3 cr)
- PSY/SOC 202 Statistics (3 cr)

CHEMISTRY

Professor—Daryl Cox (Department Chair), H. Darrell Iler
 Assistant Professor—Koby Kizzire

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, and 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 REQUIREMENTS AT A GLANCE | |
|---------------------------------------|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 51 |
| Major | 52 |
| Elective | 23 |
| Total Credits to Earn Degree | 126 |

* 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 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 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)

CHEMISTRY EDUCATION

The **chemistry education major** requires 46 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 Biochemistry II (3 cr)
 CHM 350 Science Curriculum Projects (2 cr)
 CHM 399 Lab Assistant (1 cr)
 BIO 110 General Biology I (4 cr)
 MTH 115 Calculus I (4 cr)
 PHY 120 University Physics I (4 cr)
 PHY 210 University Physics II (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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
 EDU 410 Secondary Methods Clinical Practice (3 cr)
 EDU 421 Secondary Student Teaching (15 cr)
 PSY 206 Adolescent Development (3 cr)

| CHEMISTRY EDUCATION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 35 |
| Major | 46 |
| Education | 46 |
| Elective | 0 |
| Total Credits to Earn Degree | 127 |

* 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

Associate Professors—Cary L. Holman, Veronica Ross (Department Chair)

The mission of the Communication Department of Greenville College is to strive to improve public and interpersonal communication knowledge and proficiency and develop student abilities in the mass media while discerning the public's needs. We challenge students to develop a Christian worldview and use their strengths for building character and serving others.



WGRN
wgrn.net

WGRN, the College 300 watt FM radio station, serves as a learning lab for 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://WGRN.net>.

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

COMMUNICATION

The **communication major** requires 36 hours of credit. Three emphases are available: mass communication, public relations, and speech communication. The communication major leads to the bachelor of arts degree.

| COMMUNICATION REQUIREMENTS AT A GLANCE | |
|---|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 54 |
| Major | 36 |
| Elective | 36 |
| Total Credits to Earn Degree | 126 |

* 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 Major Requirements

COM 101 Speech Communication (3 cr)
 COM 301 Persuasion/Argumentation (3 cr)
 COM 303 Small Group Communication (3 cr)
 COM 304 Communication Theory (3 cr)
 COM 307 Advanced Interpersonal and Gender Communication (3 cr)
 COM 410 Senior Seminar (2 cr)
 Selection of an emphasis below (19 cr)

Mass Communication Emphasis

COM 126 Survey of Audio Engineering and Production (2 cr)
 COM 140 Radio Station Operation (2 cr)
 COM 226 Fundamentals of Digital Journalism (3 cr)
 COM 227 Literary Journalism (3 cr)
 COM 231/331 Newspaper Production (1-2 cr)
 COM 232 Broadcast Writing (3 cr)
 COM 235/335 Magazine Production (1-2 cr)
 COM 240/340 Radio Broadcast Practicum (1-2 cr)
 COM 255 Introduction to Mass 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 395 Practicum (1-3 cr)
 COM 405 Internship (1-3 cr)

Public Relations Emphasis

COM 140 Radio Station Operation (2 cr)
 COM 226 Fundamentals of Digital Journalism (3 cr)
 COM 227 Literary Journalism (3cr)
 COM 231/331 Newspaper Production (1-2 cr)
 COM 232 Broadcast Writing (3 cr)
 COM 235/335 Magazine Production (1-2 cr)

COM 302 Advanced Public Speaking (3 cr)
COM 306 Introduction to Public Relations (3 cr)
COM 308 Applied Public Relations (3 cr)
COM 360 Interviewing (3 cr)
COM 395 Practicum (1-3 cr)
COM 405 Internship (1-3 cr)

Speech Communication Emphasis

COM 121 Acting – Theory and Practice (3 cr)
COM 255 Introduction to Mass Communication (3 cr)
COM 302 Advanced Public Speaking (3 cr)
COM 321 Oral Interpretation of Literature (3 cr)
COM 360 Interviewing (3 cr)
COM 395 Practicum (1-3 cr)
COM 405 Internship (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 Minor Requirements (18 credits)

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

Communication: Speech Communication Minor Requirements (18 credits)

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

DIGITAL MEDIA

Associate Professor—Jacob Amundson
 Assistant Professors—Delay Cole (Department Chair), Jessa Wilcoxen

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 and design, 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.

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 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.

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 (20 credits) or mathematics (26 credits). The computer and information systems major leads to a bachelor of science degree.

| COMPUTER AND INFORMATION SYSTEMS REQUIREMENTS AT A GLANCE | |
|--|-------------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 51 |
| Major | 33 |
| Management Emphasis | 20 |
| Mathematics Emphasis | 26 |
| Elective | 16-22 |
| Total Credits to Earn Degree | 126 |

*Based on students arriving as first time freshmen. Some general education requirements are met through required major courses. This reduces the number of required general education credits.

Computer and Information Systems Major Requirements

CIS 140 Introduction to Computer Programming (3 cr)
 CIS 210 Programming and Data Structures I (4 cr)
 CIS 305 Applied Lab in Information Technology (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)
 Selection of an emphasis

Management Emphasis

MGT 101 Introduction to Business (3 cr)
 MGT 360 Professional Leadership, Ethics, and Career Development (3 cr)
 MGT 409 Business: Our Ethical Calling (2 cr)
 MTH 106 Finite Mathematics (3 cr)

An economics class (3 cr)

Two of the following:

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)

Mathematics Emphasis

CIS 211 Programming and Data Structures II (4 cr)

MTH 115 Calculus I (4 cr)

MTH 116 Calculus II (4 cr)

MTH 217 Multivariable Calculus (3 cr)

MTH 218 Differential Equations (3 cr)

MTH 312 Linear Algebra (4 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)

MGT 101 Introduction to Business (3 cr)

An economics course (3 cr)

Three of the following

CIS 305 Applied Lab in Information Technology (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 305 Applied Lab in Information Technology (3 cr)

CIS 315 Networking and Communications (3 cr)

CIS 330 Database Management (3 cr)

CIS 340 Application Systems Analysis and Design (3 cr)

DIGITAL MEDIA

The **digital media major** requires students to complete 42-3 credits. Digital media majors are required to present a portfolio of their work and have a conference with the digital media faculty after the completion or in the semester of completion of 15 credits with the DM prefix. It is recommended that a student signs up for portfolio review prior to the end of their sophomore year or following their first semester of their junior year if they are a transfer student. If a student fails the Midway Digital Media Portfolio Review, he or she will have one more opportunity to resubmit their portfolio for review the following semester. Digital media majors may also select to complete an optional track which would require the completion of 15-17 additional credits. Students who complete the digital media major are eligible to receive the bachelor of science degree.

Digital Media Major Requirements

ART 111 2D/3D Design (3 cr)

DM 110 Light, Sound, & Motion (4 cr)

DM 120 Introduction to Digital Media (3 cr)

DM 125 Digital Integration Experience (1 cr)

DM 140 Introduction to Computer Programming (3 cr)

DM 226 Survey of Audio Engineering and Production (2-3 cr)*

| DIGITAL MEDIA REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 51 |
| Major | 42-43 |
| Optional Audio Recording Track | 17 |
| Optional Graphic Design Track | 15 |
| Optional Information Systems Track | 15-16 |
| Optional Internet Track | 17 |
| Optional Video & Film Track | 16 |
| Elective | 16-33 |
| Total Credits to Earn Degree | 126 |

* 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.

- DM 230 Type and Image Design (3 cr)
- DM 241 Digital Photography I (3 cr)
- DM 250 Web Page Design (3 cr)
- DM 301 Digital Video I (3 cr)
- DM 325 Digital Integration Experience (1 cr)
- DM 350 Introduction to Animation (3 cr)
- DM 401 Digital Media Portfolio (3 cr)
- DM 405 Practicum (4 cr)
- DM 410 Digital Media Seminar (3 cr)

*Digital Media majors opting to complete the Audio Recording Track will Take DM226 Survey of Audio Engineering and Production for two credits. All other Digital Media majors should take DM226 for three credits.

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

Audio Recording Track

- DM 227 Studio Production (2 cr)
- DM 402 Digital Video II (3 cr)
- MUAP 101 Class Piano I (1 cr)
- MUAP 102 Class Piano II (1 cr)
- MUSB 125 Survey of Music in the Media Industry (3 cr)
- MUSB 235 Music and Entertainment Lab I (2 cr)
- MUSG 260 Introduction to Music Technology (2 cr)
- MUSG 329 Sound Reinforcement (1 cr)
- MUSG 360 Audio Post Production (2 cr)

Graphic Design Track

- ART 113 Drawing (3 cr)
- ART 353 Art History: The Twentieth Century (3 cr)
- DM 330 Business Practices in Design (3 cr)
- DM 365 Specialized Studies in Design (3 cr)
- One of the following
 - DM 341 Digital Photography II (3 cr)
 - One DM design course (3 cr)

Information Systems Track

- MGT 101 Introduction to Business (3 cr)
- Four of the following
 - CIS 210 Programming & Data Structures I (4 cr)
 - CIS 305 Applied Lab in Information Technology (3 cr)
 - 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)
 - CIS 345 Managing Technical People (3 cr)

Internet Development Track

- CIS 325 WWW Programming (3 cr)
- DM 330 Business Practices in Design (3 cr)
- MKT 201 Marketing (3 cr)
- MUSG 360 Audio Post Production (2 cr)
- Two of the following
 - CIS 305 Applied Lab in Information Technology (3 cr)

CIS 315 Networking and Communications (3 cr)
CIS 330 Database Management (3 cr)

Video & Film Track

DM 402 Digital Video II (3 cr)
MUSB 125 Survey of Music in the Media Industry (3 cr)
Los Angeles Film Studies Center (10 cr) or
Elective (10 cr from the following list)
ART 390 Independent Studio (3 cr)
ENG 399 Introduction to Film Studies (3 cr)
MUSB 235 Music and Entertainment Lab I (2 cr)
MUSG 360 Audio Post Production (2 cr)
Any Film Studies Course (3 cr)

Digital Media Minor Requirements (18 credits)

ART 111 2D/3D Design (3 cr)
DM 120 Introduction to Digital Media (3 cr)
DM 140 Introduction to Computer Programming (3 cr)
DM 226 Survey of Audio Engineering and Production (2 cr)
DM 230 Type and Image Design (3 cr) or
DM 241 Digital Photography I (3 cr)
Digital Media Electives (4 cr) (DM 110 will not fulfill the requirement)

EDUCATION

Professor—Kenneth P. Schmidt

Associate Professors—Karlene Johnson, Nancy Johnson, Brian Reinhard (Associate Dean of the School of Education), Kathryn Taylor

Assistant Professor—Mark Lamb (Dean of the School of Education)

Instructor—Lisa Amundson, Megan Tyler

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 2.75 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 include written recommendations from the major department and the Education Department, and a grade point average of 2.75 in each of the following: all college coursework, professional education coursework, and coursework in the major area of concentration. Also note that a grade of C or above must be earned in all courses leading towards licensure (major courses and professional education).

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 licensure agreement with 37 other states and the District of Columbia. In 2014, Greenville College received accreditation under the Teacher Education Accreditation Council (TEAC) standards. 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 licensable 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.

To meet the requirements for state licensure, the number of major credits a student in our education programs must complete vary. Occasionally there are instances, when a student may need to

substitute or be granted a waiver for a course due to time conflicts in the schedule or because a course is not offered every term.

All advisors of education majors have the authority to either substitute or waive up to six credits of general education courses due to scheduling conflicts so as to enable students with a single major, including transfer students, to complete the teacher education program in a timely fashion (four years or two years in the case of transfer students who enter with over 65 credits of transfer coursework). The Dean of the School of Education will approve each request to ensure that all possible substitutions and scheduling options have been explored.

Courses that cannot be waived or substituted include COM 101 Speech Communication, ENG 105 Research and Writing, HPR 101 Wellness: Basic Concepts, HPR 102 Wellness: Physical Fitness, Biblical Studies, or any CORE course.

Undergraduate Teacher Education Course Location Policy

After a student begins a program (whether traditional or UTEP), the student needs to consult with their advisor on all matters of scheduling. If it becomes necessary due to extenuating circumstances to take a course from the other program, a student (only with the signature and advice of the advisor) may take no more than two courses from the opposite program to be applied toward the graduation requirements of their program. COR requirements from one program may not be applied toward the graduation requirements of another program. If a student wants to graduate from UTEP, the student must meet the COR requirements for the UTEP program. If a student wants to graduate from the traditional program the student must meet the COR requirements for the traditional program. All matters of scheduling must be approved by the student's advisor.

Professional Internship Cancellation Policy

Applications for the Professional Internship (Student Teaching) must be received by December 15th 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 st | No Fee |
| March 31 st | \$250 |
| After April 1 st | \$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 licensure to teach children from birth through third grade. This major requires that students complete 88 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 333 The Learning Environment (3 cr)
- EDU 340 Educational Measurement and Evaluation (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)

EARLY CHILDHOOD EDUCATION REQUIREMENTS AT A GLANCE

| Type of Credit | Required Credits |
|-------------------------------------|------------------|
| General Education (For B.S.)* | 42 |
| Major | 88 |
| Elective | 0 |
| Total Credits to Earn Degree | 130 |

* 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 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 416 Early Childhood Special Education Methods (3 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 103 World Regional Geography (3 cr)
 HST 201 American History (3 cr)
 MTH 143 Mathematics for Elementary Teachers (3 cr)
 MTH144 Geometry for Teachers (3 cr)
 POL 210 American Government (3 cr)
 PSY 205 Child Development (3 cr)

EARLY CHILDHOOD AND ELEMENTARY EDUCATION – DOUBLE MAJOR

Student may elect to double major in **early childhood and elementary education**, and may become eligible for licensure in both areas. Double majoring provides a course of study leading to licensure 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 | 96-97 |
| Elective | 0 |
| Total Credits to Earn Degree | 138-139 |

* 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)
 HPR 254 Elementary Physical Education (2 cr) or
 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 80-81 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 REQUIREMENTS AT A GLANCE | |
|---|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 36 |
| Major | 80-81 |
| Elective | 9-10 |
| Total Credits to Earn Degree | 126 |

* 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 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 333 The Learning Environment (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 Practice Elementary (4 cr)
 EDU 402 Seminar in Elementary Education (1 cr)
 EDU 404 Elementary Student Teaching (15 cr)
 ENG 350 Children's Literature (3 cr)
 GEO 103 World Regional Geography (3 cr), or any geography course
 HPR 254 Elementary Physical Education (2 cr) or
 HPR 356 Adapted Physical Education (3 cr)
 HST 201 American History (3 cr)
 MTH 143 Mathematics for Elementary Teachers (3 cr)
 MTH144 Geometry for Teachers (3 cr)
 POL 210 American Government (3 cr)
 PSY 206 Adolescent Development (3cr)

SECONDARY EDUCATION

The **professional studies component for all secondary education majors** must be completed if students wish to be licensed 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 30 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
 EDU 410 Secondary Methods Clinical Practice (3 cr)
 EDU 421 Secondary Student Teaching (15 cr) or
 EDU 424 Elementary Physical Education Student Teaching (15 cr) or
 EDU 425 Music Student Teaching (15 cr)
 PSY 206 Adolescent Development (3 cr)
 Major Area of Specialization (minimum 30 cr)

SPECIAL EDUCATION

The **special education major** is a course of study leading to LBS 1 licensure. The program requires the completion of 88 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 333 The Learning Environment (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)

SPECIAL EDUCATION REQUIREMENTS AT A GLANCE

| Type of Credit | Required Credits |
|-------------------------------------|------------------|
| General Education (For B.S.)* | 36 |
| Major | 88 |
| Elective | 2 |
| Total Credits to Earn Degree | 126 |

* 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 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 Problems and 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 143 Mathematics for Elementary Teachers (3 cr)
 MTH144 Geometry 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 licensure according to their preference. Options include either elementary (K-9) and secondary licensure (6-12) or the special K-12 licensure 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-LICENSURE EDUCATION TRACK

The non-licensure track is also available, in rare instances when a student may be unable to fulfill the requirements for a teaching license (i.e., passing the Illinois Certification Content Area testing, or unsuccessful completion of student teaching), in order to earn a degree. 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 major must complete the foreign language requirement).
- All coursework in their major must be complete excluding EDU 400 (when applicable), EDU 401, EDU 402, EDU 403, EDU 409, EDU 410, , EDU 491, and all student teaching.
- All checkpoints must be met excluding successful completion of Illinois Certification Testing System tests (TAP, Content Area, APT, Special Education General Curriculum [when applicable]).
- Student must meet the minimum GPA requirement of the College.
- The plan may include, but does not require, a practicum.
- Approval by the Academic Advisor, Dean of the School of Education, and the Registrar is compulsory.

Undergraduate Teacher Education Program (UTEP)

The Off-Campus Undergraduate Teacher Education Program (UTEP) in concert with Kaskaskia College, Lewis & Clark Community Colleges, Southwestern Illinois College, and Lincoln Christian University is designed for students who are working towards their associate degree (Associate of Arts or Associate of Science). 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 home college/university location. Students are able to complete their field experience and student teaching requirements within their region.

Admission Requirements

Application for admission can be made anytime. It is preferable that it is done no later than during the semester after successful completion of the partnership college's Introduction to Education course(s): KC - EDUC 101; LCCC - EDUC 230 and EDUC 231; LCU – ED 141; SWIC - EDU 255. Admission is contingent upon:

1. successful completion of all prerequisite courses as outlined on the advisement sheet by chosen major and attainment of an Associate of Art or Associate of Science degree from the partnership college,
2. attaining a minimum grade point average of 2.75 in cumulative partnership coursework and in the Greenville College professional studies core,
3. a grade of “C” or higher in all coursework required for certification
4. receipt of passing scores on all areas of the Test of Academic Proficiency (TAP)
5. receipt of completed admissions checklist,
6. receipt of a favorable criminal background check (note: drug screening may be required for field experience), and
7. approval by the COTE.

Once all requirements listed above are verified and compiled by Greenville College Admissions, students' files will be presented to the Committee on Teacher Education (COTE) for admissions consideration. Notification will be mailed to students of their acceptance by COTE. All students must be admitted by COTE to the program before they begin Greenville College coursework.

Once admitted to the teacher education program, students must maintain a minimum cumulative grade point average of 2.75 in cumulative institutional coursework and in the professional studies core. If the GPA is not maintained:

1. The student will not be allowed to continue in the program until the deficiency is removed.
2. Student must create a remediation plan and present it to their academic advisor.
3. Student may reapply to the program when the 2.75 GPA is attained.

*The Illinois State Board of Education requires full admission to an approved Teacher Education Program one full semester prior to student teaching.

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 2.75 is required for admission. Illinois State Board of Education (ISBE) regulations state that all candidates completing a teacher education program must earn a grade of C or higher in all courses leading to licensure. 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.

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

- EDUC 101 Introduction to Educational Practice (3 cr)
- EDUC 190 Introduction to Special Education (3 cr)
- EDUC 200 Cultural Awareness in the Classroom (3 cr)
- ENGL 101 English Composition (3 cr)
- ENGL 102 English Composition (3 cr)
- GEOG 104 World Geography (3 cr)
- HIST 103 or 104 History of the United States (3 cr)
- LITO 218 Children's Literature (3 cr)
- MATH 170 Math for Elementary Teachers I (4 cr)
- MATH 172 Math for Elementary Teachers II (3 cr)
- POLS 101 Political Science (3 cr)
- PSYH 216 Adolescent Development (3 cr)
- + Remaining courses for completion of Kaskaskia College AA or AS degree requirements

Required Lewis & Clark College Courses

- 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 Awareness in the Classroom (3 cr)
- ENGL 131 First Year English I (3 cr)
- ENGL 132 First Year English II (3 cr)
- GEOG 132 Geography by World Regions (3 cr)
- HIST 231 or 232 American History (3 cr)
- LITT 140 Literature and Related Media for Children (3 cr)
- MATH 142 Math for Elementary Teachers I (3 cr)
- MATH 152 Math for Elementary Teachers II (3 cr)
- POLS 131 American Government (3 cr)
- PSYC 243 Adolescent Psychology (3 cr)
- + Remaining courses for completion of Lewis & Clark AA or AS degree requirements

Required Lincoln Christian University Courses

- ED 141 Introduction to Educational Practice (3 cr)
- ED 221 Cultural Awareness in the Classroom (3 cr)
- ED 222 Adolescent Development (3 cr)
- ED 223 Children's Literature (3 cr)
- ED 237 Survey of the Exceptional Child (3 cr)
- HI 141 American History (3 cr)
- LA 111 Introduction to Written Composition (3 cr)
- LA 210 Advanced Written Composition (3 cr)
- MA 161 Math Reasoning I (3 cr)
- MA 208 Math Reasoning II (3 cr)
- SS 223 World Human Geography (3 cr)
- SS 263 Citizens and Government (3 cr)
- + Remaining courses for completion of Lincoln Christian University AA or AS degree requirements

Required Southwestern Illinois College Courses

- ED 255 Introduction to Education (3 cr)
- ED 265 Introduction to Special Education (3 cr)
- ED 267 Diversity in 21st Century Schools (3 cr)
- ED/PYSC 252 Educational Psychology (3 cr)
- ENG 101 Rhetoric & composition I (3 cr)

ENG 102 Rhetoric & Composition II (3 cr)
 GEOG 152 World Regional Geography (3 cr)
 HIST 180 or 181 U.S. History (3 cr)
 LIT 293 Children's Literature (3 cr)
 MATH 105 Math for Elementary Teachers I (4 cr)
 MATH 106 Math for Elementary Teachers II (4 cr)
 POLS 150 Introduction to American Government (3 cr)
 PSYC 251 Adolescent Development (3 cr)
 + Remaining courses for completion of Southwestern Illinois College AA or AS degree requirements

Required Greenville College Courses

COR 301 Liberal Arts and Christian Thought (3cr)
 COR 403 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 333 The Learning Environment (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 Practice 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)

Greenville College offers curriculum for a few education endorsements.

Safety and Driver's Education Endorsement

An endorsement in safety and drivers education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework.

HPR 143 General Safety (3 cr)
 HPR 343 Basic Drivers Education (3 cr)
 HPR 344 Advanced Drivers Education (3 cr)
 HPR 345 Teaching Drivers Education (3 cr)
 HPR 346 Defensive Driver Education (3 cr)
 HPR 335 Athletic Training and CPR (3 cr)
 Selection of six credits below,
 BIO 105 Health and Nutrition (3 cr)
 CIS 105 Computer Fundamentals (3 cr)
 EDU 409 Secondary Methods (3 cr)
 HPR 101 Wellness: Basic Concepts (1 cr)
 HPR 325 Psychology of Coaching (2 cr)
 HPR 345 Teaching Drivers Education (3 cr)
 SOC103 Social Problems (3 cr)

HEALTH PSYCHOLOGY

Program Director – Steve Holler
Professor – Susan Hughey-Rasler

Health Psychology is a degree completion program for adults who have three or more years of work experience who are interested in completing their undergraduate degree. Students must achieve a cumulative grade point average of at least 2.00 for all coursework completed at Greenville College in order to graduate. The Health Psychology major requires three course prerequisites that may either be taken at Greenville College or transferred in from another regionally accredited institution.

Program Prerequisites

BIO 245 Human Anatomy & Physiology
ENG 105 Research and Writing or equivalent (English Composition II)
PSY 101 Introduction to Psychology

The **health psychology** major requires the completion of a total of 120 credits with a minimum of 38 credits taken through Greenville College and leads to a bachelor of arts degree.

HP 301 Health Psychology I (3 cr)
HP 302 Social Psychology of Health and Wellness (3 cr)
HP 303 Professional Communications and Compliance (3 cr)
HP 304 Health Psychology II (3 cr)
HP 305 Psychopathology (3 cr)
HP 306 Clinical Methods and Management (3 cr)
HP 307 Physiological Psychology (3 cr)
OL 303 Introduction to Research Methods (3 cr)
OL 306 World View: Faith and Vocation (3 cr)
OL 307 Introduction to Data Analysis (3 cr)
OL 311 Values and Ethical Decision Making (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)

HISTORY AND POLITICAL SCIENCE

Professor— Richard P. Huston (Department Chair)

Associate Professor—Scott Neumann

Assistant Professor—Teresa Holden

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 20th 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 are required.



[History Course Listing Pg. 181](#)

[Political Science Course Listing Pg. 205](#)

HISTORY REQUIREMENTS AT A GLANCE

| Type of Credit | Required Credits |
|-------------------------------------|------------------|
| General Education (For B.A.)* | 54 |
| Major | 30 |
| Elective | 42 |
| Total Credits to Earn Degree | 126 |

* 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 Principles of Sociology (3 cr)

SOC 112 Introduction to 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)

HISTORY EDUCATION REQUIREMENTS AT A GLANCE

| Type of Credit | Required Credits |
|-------------------------------------|------------------|
| General Education (For B.S.)* | 41 |
| Major | 42 |
| Education | 46 |
| Elective | 0 |
| Total Credits to Earn Degree | 129 |

* 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
- EDU 410 Secondary Methods Clinical Practice (3 cr)
- EDU 421 Secondary Student Teaching (15 cr)
- PSY 206 Adolescent Development (3 cr)

Pre-Law Minor Requirements (21 credits)

- PHL 280 Introduction to Logic (3 cr)
- POL 310 The U.S. Constitution (3 cr)
- Three of the following:
 - CRJ 230 Criminal Law (3 cr)
 - MGT 222 Business Law (3 cr)
 - PHL 330 Ethics (3 cr)
 - POL 210 American Government (3 cr)
- Two of the following
 - COM 301 Persuasion/Argumentation (3 cr)
 - COM 302 Advanced Public Speaking (3 cr)
 - COM 306 Introduction to Public Relations (3 cr)
 - CRJ 201 Introduction to Criminal Justice (3 cr)
 - CRJ 270 Law Enforcement (3 cr)
 - CRJ/SWK 351 Juvenile Delinquency (3 cr)
 - ECON 201 Principles of Microeconomics (3 cr)
 - ECON 202 Principles of Macroeconomics (3 cr)
 - MGT 301 Professional Communication (2 cr)
 - PHL/POL 311 History of Political Philosophy (3 cr)
 - SOC 303 Crime and Social Deviancy (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. Students may elect to complete either a bachelor of arts or bachelor of science degree. 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 from which the advisor must be chosen. 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 from the department of concentration, and be approved by the Dean of the appropriate school. The plan must be submitted and approved a full three 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—S. Bradley Shaw, Sandra E. Salguero-Schmidt (Department Chair)

Associate Professor—Alexandria LaFaye, Brian Reinhard

Assistant Professors—Mauricio Nava, Lesley Sieger-Walls

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 105) 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).

Course Listing Pg. 186

ENGLISH

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 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.

Students interested in working or living overseas are encouraged to consider studying the Teaching English as a Second Language Certificate program offered by Greenville College. If English majors, the courses will count toward the major; if non-English majors, the courses will lead to an English minor.

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 online weekly campus newspaper, and the *Vista*, the campus student magazine. Scriblerus, a cadre of creative writers selected through an anonymous competition, has been active on the campus for over 60 years.

The **English major** requires completion of 33 credits in English, exclusive of Research and Writing (ENG 105). The student, in close collaboration with his or her advisor, has latitude in determining which English courses beyond the core 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, 235, 238, 331, 335, 338, 395 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. 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 Major Requirements

ENG 201 Introduction to Literary Studies (3 cr)
 ENG 243 Global Literature (3 cr)
 ENG 340 Voices in American Literature (3 cr) or
 ENG 344 Voices in British Literature (3 cr)
 ENG 405 Practicum (3-8 cr)
 ENG 456 English Seminar (3 cr)
 English electives (18 cr)

Students majoring in English will have broad interests. The professional goals of individual students will determine which courses are selected to fulfill the 18 credits of English electives required. Below are lists of courses grouped together based upon interest in which a student and advisor may select courses.

| ENGLISH REQUIREMENTS AT A GLANCE | |
|-------------------------------------|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 57 |
| Major | 33 |
| Elective | 36 |
| Total Credits to Earn Degree | 126 |

* 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.

Literature

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 Voices in American Literature (3 cr)
 ENG 344 Voices in British Literature (3 cr)
 ENG 348 Contemporary Literary Visions (3 cr)
 ENG 350 Children's Literature (3 cr)
 ENG 351 Teaching and Reading for Adolescents (3 cr)
 ENG 358 Drama in the Age of Shakespeare (3 cr)
 ENG 451 English Novel (3 cr)
 ENG 452 American Novel (3 cr)

Journalism

DM 125/325 Digital Integration Experience (1 cr)
 ENG 226 Fundamentals of Digital Journalism (3 cr)
 ENG 227 Literary Journalism (3 cr)
 ENG 231/331 Newspaper Production (1 cr)
 ENG 232 Broadcast Writing (3 cr)
 ENG 235/335 Magazine Production (1 cr)
 ENG 238/338 Literary Production (1 cr)

Creative Writing

ENG 160 Introduction to Creative Writing (3 cr)
 ENG 226 Fundamentals of Digital Journalism (3 cr)
 ENG 227 Literary Journalism (3 cr)
 ENG 231/331 Newspaper Production (1 cr)
 ENG 235/335 Magazine Production (1-2 cr)
 ENG 238/338 Literary Production (1 cr)
 ENG 260 Intermediate Creative Writing (3 cr)
 ENG 360 Topics in Creative Writing (3 cr)
 ENG 362 Lyrical Writing (3 cr)
 ENG 363 Literary Editing (3 cr)
 ENG 460 Advanced Creative Writing (3 cr)

Teaching English to Speakers of Other Languages

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 105, may be taken in the English Department to receive a minor. Eight hours must be upper division.

ENGLISH LANGUAGE ARTS EDUCATION

| ENGLISH LANGUAGE ARTS EDUCATION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 38 |
| Major | 30 |
| Education | 46 |
| Elective | 12 |
| Total Credits to Earn Degree | 127 |

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

The **English language arts education major** requires completion of 30 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

COM 307 Advance Interpersonal and Gender Communication (3 cr)

ENG 201 Introduction to Literary Studies (3 cr)

ENG 226 Fundamentals of Digital Journalism (3 cr)

ENG 243 Global Literature (3 cr)

ENG 315 Historical and Modern Linguistics (3 cr)

ENG 321 Oral Interpretation of Literature (3 cr)

ENG 340 Voices in American Literature (3 cr)

ENG 344 Voices in British Literature (3 cr)

ENG 351 Teaching and Reading for Adolescents (3 cr)

ENG 358 Drama in the Age of Shakespeare (3 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)

EDU 410 Secondary Methods Clinical Practice (3 cr)

EDU 421 Secondary Student Teaching (15 cr)

PSY 206 Adolescent Development (3 cr)

INTERNATIONAL AND CROSS CULTURAL STUDIES¹⁰

| INTERNATIONAL AND CROSS CULTURAL STUDIES REQUIREMENTS AT A GLANCE | |
|---|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 48 |
| Major | 52 |
| Elective | 26 |
| Total Credits to Earn Degree | 126 |

* 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.

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 Global Literature (3 cr)

ENG 318 Cross Cultural Studies for TESOL (3 cr)

GEO 102 Cultural Geography (3 cr)¹¹

¹⁰ Courses taken during the semester abroad may be substituted for required on campus coursework which will reduce the total number of credits required for the major.

¹¹ 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.

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 America (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 following¹²:

HST/SPN 310 Latin America (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 Minor Requirements (18 credits)

ENG 214 Theoretical Foundations of Second Language Development and Teaching (3 cr)
 ENG 243 Global Literature (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)

Students who complete the TESOL minor will receive a Certificate in Teaching English to Speakers of Other Languages.

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.

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.

When combined with other programs of study, 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** requires 24 credits beyond Spanish 102, and leads to a bachelor of arts degree. The 24 credits must include one semester abroad. Coursework also needs to include at least two 300-level courses, one in literature and one in culture. One of the 300-level courses must be related to Spain and the other must be related to Latin America. All courses must 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 REQUIREMENTS AT A GLANCE | |
|---|-------------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 60 |
| Major | 24 |
| Elective | 42 |
| Total Credits to Earn Degree | 126 |

* 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.

¹² Students who complete FRN 101 and 102 may take six credits of FRN 399 Independent study in French culture.

Three to four of the six language credits can be waived if the student studies in Costa Rica, China, Russia, Middle East, 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.

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. Coursework must include at least three 300 level courses, one in literature and one in culture. One of the 300 level courses must be related to Spain and the other must be related to Latin America. All courses must have the prefix of SPN.

Spanish Specialization Requirements

Proficiency equivalent to SPN 101/102 (6 cr)¹³

Semester Abroad (8 cr)

Elective SPN courses (16 cr)

| SPANISH EDUCATION REQUIREMENTS AT A GLANCE | |
|---|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 41 |
| Major | 30 |
| Education | 46 |
| Elective | 9 |
| Total Credits to Earn Degree | 126 |

* 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)

EDU 410 Secondary Methods Clinical Practice (3 cr)

EDU 421 Secondary Student Teaching (15 cr)

PSY 206 Adolescent Development (3 cr)

13 A proficiency test is available for credit up to six hours.

MATHEMATICS



Course Listing Pg. 188

Associate Professor—George Peters (Department Chair)

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 and information systems courses.

Mathematics Major Requirements

CIS 210 Programming and Data Structures I (4 cr)*
 MTH 115 Calculus I (4 cr)*
 MTH 116 Calculus II (4 cr)*
 MTH 217 Multivariable Calculus (3 cr)
 MTH 218 Differential Equations (3 cr)
 MTH 312 Linear Algebra (4 cr)
 12 credits of mathematics courses (9 must be upper division).

* 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 |
| Total Credits to Earn Degree | 126 |

* 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 and information systems 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

CIS 210 Programming and Data Structures I (4 cr)*
 MTH 115 Calculus I (4 cr)*
 MTH 116 Calculus II (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)
 MTH 312 Linear Algebra (4 cr)

| MATHEMATICS EDUCATION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 38 |
| Major | 34 |
| Education | 49 |
| Elective | 5 |
| Total Credits to Earn Degree | 126 |

* 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
- EDU 410 Secondary Methods Clinical Practice (3 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.

MUSIC



Course Listing Pg. 190

Professor—Jeff Wilson (Department Chair)
 Associate Professors—Debra Marsch, Louise Weiss, Christopher P. Woods
 Assistant Professors—Jorge Casas, Gary Erickson, Will Fairbanks,
 Instructors—Paul Sunderland

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 strongly 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, Fusion Ensemble, Keyboard Ensemble, Worship Arts Ensembles, and Lab Bands. Other opportunities for ensemble participation include Chorale, Pep Band, Concert Band, Rock Ensemble, Jazz Band, 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.

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 4-8 hours of applied lessons on their primary instrument. This is the instrument upon which students will perform their senior recital. Students majoring in Commercial Music, Music, Music Education, and Worship Arts are expected to perform a senior recital. Audio Engineering majors are required to do a senior recording 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 10 days of the semester and lessons begin as soon as possible. Applied students are expected to adhere to the studio policies of their respective instructors, as stated in their applied lessons syllabi.

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. Students must enroll in MUSG 100 Recital Class every semester they are on campus as a music major. Music minors must be scheduled for MUSG 100 Recital Class for four consecutive semesters. Music majors must attend a minimum of 12 recitals/concerts per semester and music minors must attend at least nine recitals/concerts per semester to satisfy this requirement.

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.

AUDIO ENGINEERING

| AUDIO ENGINEERING REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 54 |
| Major | 56 |
| Elective | 16 |
| Total Credits to Earn Degree | 126 |

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

The **audio engineering major** requires the completion of 56 credits, and leads to a bachelor of science degree.

DM 120 Introduction to Digital Media (3 cr)
 MUAP 101 Class Piano I (1 cr)
 MUAP 102 Class Piano II (1 cr)
 MUSB 125 Survey of Music in the Media Industry (3 cr)
 MUSB 200 Principles and Practices in Music Business (3 cr)
 MUSG 100 Recital Class (.25 cr – every semester on campus)
 MUSG 150 Faith, Music, Culture (1 cr)
 MUSG 226 Survey of Audio Engineering and Production (3 cr)
 MUSG 227 Studio Production (2 cr)
 MUSG 235 Critical Listening (1 cr)
 MUSG 260 Introduction to Music Technology (2 cr)
 MUSG 326 Audio Editing Techniques (2 cr)
 MUSG 327 Mixing Techniques (2 cr)
 MUSG 329 Sound Reinforcement (1 cr)
 MUSG 350 Faith, Music, Culture Senior Seminar (2 cr)
 MUSG 360 Audio Post-Production (2 cr)
 MUSG 376 Rock Music History (2 cr)
 MUSG 395/405 Practicum/Internship (6 cr)
 MUSG 419 Senior Project (1 cr)
 MUSG 426 Mastering (1 cr)
 MUTH 103 Written Theory I (3 cr)
 MUTH 305 Pop Theory I (2 cr)
 MUTH 306 Pop Theory II (2 cr)
 MUTH 312 Commercial Arranging and Producing (2 cr)
 Applied Lessons (4 cr)
 Ensemble (2 cr)

COMMERCIAL MUSIC

The **commercial music major** requires the completion of 57 credits and leads to a bachelor of science degree. Students may elect to complete one or both optional tracks beyond the major's curriculum. The tracks are: performance and songwriting.

Commercial Music Major Requirements¹⁴

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)
 MUSB 125 Survey of Music in the Media Industry (3 cr)
 MUSG 100 Recital Class (.25 cr – every semester on campus)
 MUSG 150 Faith, Music, Culture (1 cr)
 MUSG 209 Music Listening (2 cr)
 MUSG 226 Survey of Audio Engineering and Production (3 cr)
 MUSG 227 Studio Production (2 cr)
 MUSG 260 Introduction to Music Technology (2 cr)
 MUSG 310 Music History II (3cr)
 MUSG 329 Sound Reinforcement (1 cr)
 MUSG 350 Faith, Music, Culture Senior Seminar (2 cr)
 MUSG 376 Rock Music History (2 cr)
 MUSG 418 Senior Recital (1 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 240 Singer Songwriter Lab (1 cr)
 MUTH 305 Pop Theory I (2 cr)
 MUTH 306 Pop Theory II (2 cr)
 MUTH 312 Commercial Arranging and Producing (2 cr)
 Applied Lessons (7 cr)
 Ensembles (7 cr)

- Only two credits of Rock Ensemble count towards the major.

Optional Tracks**Performance Track**

Applied Lessons (6 cr)

- Four credits are required in the primary instrument.
- Two credits are required in a secondary instrument.

Ensemble (4 cr)

- All credits must be in an auditioned group.
- Rock ensemble will not fulfill the requirement.

MUSG 405 Practicum (1 cr)
 MUTH 203 Written Theory III (3 cr)
 MUTH 203E Ear Training and Sight Singing III (1 cr)

¹⁴ The following list shows the current courses from the CCCU Nashville's Contemporary Music Center and the acceptable course substitutions for Greenville College's commercial music courses

| COMMERCIAL MUSIC REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 51 |
| Major | 57 |
| Optional Performance Track | 15 |
| Optional Songwriting Track | 14 |
| Elective | 3-18 |
| Total Credits to Earn Degree | 126 |

* 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.

| CCCU Contemporary Music Center Curriculum | CCCU Credits | GC Music Department Substitutions | GC Music Credits |
|---|--------------|--|------------------|
| Faith, Music, and Culture | 3 | MUSG 150 Faith, Music, Culture | 3 |
| Inside the Music Industry | 1 | MUSG 350 Faith, Music, Culture Senior Seminar (CCCU course will not fulfill the writing intensive requirement) | |
| Practicum | 1 | General Elective | General Elective |
| Essentials of Songwriting | 3 | MUTH 306 Pop Theory/Songwriting II | 2 |
| Studio Recording | 3 | Independent Study in Recording Technology | 3 |
| Performance | 3 | Any Small Ensemble | 1 |
| Strategic Management | 3 | MUSB 125 Survey of Music in the Media Industry (All three CCCU courses must be taken for GC credit.) | 3 |
| Music Business Survey | 3 | | |
| Advanced Media Marketing | 3 | | |

Songwriting Track

ENG 362 Lyrical Writing (3 cr)
 MUSG 405 Practicum (1 cr)
 MUTH 203 Written Theory III (3 cr)
 MUTH 203E Ear Training and Sight Singing III (1 cr)
 MUTH 230 Introduction to Composition (2 cr)
 MUTH 240/340 Singer Songwriter Lab (1 cr) – Must complete 4 times

MUSIC

The **music major** requires 49-55 hours of credit, depending on the student's emphasis, and leads to a bachelor of arts degree.

| MUSIC REQUIREMENTS AT A GLANCE | |
|---|-------------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 57 |
| Major | 39 |
| Composition Emphasis | 16 |
| Instrument (Non-Piano) Emphasis | 10 |
| Piano Emphasis | 16 |
| Voice Emphasis | 14 |
| Elective | 14-20 |
| Total Credits to Earn Degree | 126 |

* 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 Major Requirements

MUED 324 Choral Rehearsal Technique (2 cr)
 MUED 357 Elementary Music Methods (2 cr)
 MUSG 100 Recital Class (.25 cr – every semester on campus)
 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)

Composition Emphasis

MUED 281 String Class (1 cr)
 MUED 282 Percussion Class (1 cr)
 MUED 291 Brass Class (1 cr)
 MUED 292 Woodwinds Class (1 cr)
 MUTH 230 Introduction to Composition (2 cr)
 MUSG 260 Introduction to Music Technology (2 cr)
 MUTH 320 Orchestration and Arranging (2 cr)
 MUTH 330 Form and Analysis (2 cr)
 4 credits of Applied Lessons

Instrumental (Non-Piano) Emphasis

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 Emphasis

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

Voice Emphasis

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 Vocal Pedagogy and Literature (3 cr)
 6-8 credits of Applied Lessons, two of which must be upper division.

Music Minor Requirements (21 credits)

MUAP elective (2 cr)
 MUEN elective (4 cr)
 MUSG 100 Recital Class (.25 cr - must complete four semesters)
 MUSG 221 Elementary Conducting (2 cr)
 MUTH 103 Written Theory I (3 cr)
 MUTH 103E Ear Training and Sight Singing I (1 cr)
 MUTH 104 Written Theory II (3 cr)
 MUTH 104E Ear Training and Sight Singing II (1 cr)
 4 upper division credits in music (MUAP, MUED, MUEN, MUSG, and/or MUTH)

MUSIC EDUCATION

The **music education** major requires 57 credits in music, an art history course, and 45 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

ART 251 Art History: Introduction and Survey I (2 cr)¹⁵
 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 100 Recital Class (.25 cr – every semester on campus)
 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)
 Applied Lessons (7 cr)

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

| MUSIC EDUCATION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.M.E.)* | 33.5 |
| Major | 57 |
| Education | 45 |
| Elective | 0 |
| Total Credits to Earn Degree | 133.5 |

* 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.

¹⁵ Music Education majors may choose to complete only two of the three credits of ART 251 Art History: Introduction and Survey I.

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 large choral ensemble (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 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 333 The Learning Environment (3 cr)
 EDU 340 Educational Measurement and Evaluation (3 cr)
 EDU 360 Secondary Music Methods (2 cr)
 EDU 400 Early Experience (1 cr)
 EDU 409 Secondary Methods (3 cr)
 EDU 410 Secondary Methods Clinical Practice (3 cr)
 EDU 425 Music Student Teaching (15 cr)
 PSY 206 Adolescent Development (3 cr)

WORSHIP ARTS

| WORSHIP ARTS REQUIREMENTS AT A GLANCE | |
|--|-------------------------|
| Type of Credit | Required Credits |
| General Education (For B.M.E.)* | 51 |
| Major | 61 |
| Elective | 14 |
| Total Credits to Earn Degree | 126 |

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

The **worship arts** major requires the completion of 61 credits and leads to a bachelor of science degree.

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)
 MUED 322 Instrumental Rehearsal Techniques (2 cr) **or**
 MUED 324 Choral Rehearsal Techniques (2 cr)
 MUSG 100 Recital Class (.25 cr – every semester on campus)
 MUSG 150 Faith, Music, Culture (1 cr)
 MUSG 164 Foundations of Leading Worship (1 cr)
 MUSG 209 Music Listening (2 cr)
 MUSG 221 Elementary Conducting (2 cr)
 MUSG 301 Worship Arts in the 21st Century (3 cr)
 MUSG 302 Music in Worship (3 cr)
 MUSG 309 Music History I (3 cr)
 MUSG 310 Music History II (3 cr)
 MUSG 329 Sound Reinforcement (1 cr)
 MUSG 395/405 Practicum/Internship (2 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 305 Pop Theory/Song Writing I (2 cr)
 REL 200 Orientation to Ministry (3 cr)
 REL 366 Introduction to Worship (3 cr)
 Applied Lessons (7-9 cr)

- Six to eight consecutive semesters of applied lessons are required in a single instrument.
- One additional semester of lessons are required in a secondary instrument.
- Three credits must be upper division.

 Ensemble (6-8 cr)

- A minimum of four credits must be in choral ensembles.

ORGANIZATIONAL LEADERSHIP



Program Director—Steve Holler
Assistant Professor—Mark Thomas

Organizational Leadership is a degree completion program for adults who have three or more years of work experience who are interested in completing their undergraduate degree. Students must achieve a cumulative grade point average of at least 2.00 for all coursework completed at Greenville College in order to graduate.

Required major courses include:

- OL 301 Dynamics of Group Behavior (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 313 Organizational Behavior (3 cr)
- OL 314 Industrial and Organizational Psychology (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)



PHILOSOPHY AND RELIGION

Professor—Brian Hartley

Associate Professors— Kent Dunnington, Rick McPeak, Christina Smerick (Department Chair)

Assistant Professors—Lori Gaffner, Benjamin Wayman

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

| PHILOSOPHY REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 60 |
| Major | 27 |
| Elective | 39 |
| Total Credits to Earn Degree | 126 |

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

The **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 27 hours and leads to a bachelor of arts degree.

Philosophy Major Requirements¹⁶

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

PHL 330 Ethics (3 cr)

PHL 250 History of Philosophy I (3 cr)

PHL 251 History of Philosophy 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.

¹⁶ 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 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 335 Philosophy of Science (3 cr)
 PHL 354 World Religions (3 cr)
 REL 343 Western Christianity I (3 cr)
 REL 344 Western Christianity II (3 cr)
 REL 451 Foundations of Christian Doctrine (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 Requirements¹⁷

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:
 BIB 320 Wisdom and Poetic Literature of the Old Testament (3 cr)
 BIB 321 Pentateuch (3 cr)
 BIB 322 Prophets (3 cr)
 BIB 352 Pauline Epistles (3 cr)
 BIB 353 Synoptic Gospels (3 cr)
 BIB 399 John and Revelation (3 cr)
 REL 200 Orientation to Ministry (3 cr)
 REL 245 Jews, Christians, Muslims (3 cr)
 REL 275 Free Methodist Policy and Doctrine (2 cr)
 REL 285 Historic Methodism (2 cr)
 REL 343 Western Christianity I (3 cr)
 REL 344 Western Christianity II (3 cr)
 REL 345 History of Judaism (3 cr)
 REL 354 World Religions (3 cr)
 REL 365 Homiletics (3 cr)
 REL 366 Introduction to Worship (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 | 27 |
| Elective | 39 |
| Total Credits to Earn Degree | 126 |

* 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.

¹⁷ 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.

| MINISTRY REQUIREMENTS AT A GLANCE | |
|--|-------------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 60 |
| Major | 29 |
| Emphasis | 9 |
| Elective | 28 |
| Total Credits to Earn Degree | 126 |

* 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 Requirements¹⁸

- PHL 310 Philosophy of Religion (3 cr) **or**
PHL 330 Ethics (3 cr)
- REL 111 Ministry Seminar (.5 cr) – Must complete 2 times
- REL 112 Spiritual Formation and Leadership (1 cr)
- REL 200 Orientation to Ministry (3 cr)
- REL 235 Ministry of Discipleship and Evangelism (3 cr)
- REL 343 Western Christianity I (3 cr) **or**
REL 344 Western Christianity II (3 cr)
- REL 365 Homiletics (3 cr)
- REL 366 Introduction to Worship (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 (9-12 cr)

Pastoral Ministry Emphasis

- 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

- REL 361 The Church in the City (3 cr)
- REL 405 Urban/Cross Cultural Ministry Internship (6-9 cr)

SOC 112 Introduction to 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)

¹⁸ 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 200 Orientation to Ministry (3 cr)
 REL 235 Ministry of Discipleship and Evangelism (3 cr)
 REL 365 Homiletics (3 cr) **or**
 REL 366 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 Requirements¹⁹

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 2 times
 REL 112 Spiritual Formation and Leadership (1 cr)
 REL 200 Orientation to Ministry (3 cr)
 REL 220 Dynamics of Youth Ministry (3 cr)
 REL 235 Ministry of Discipleship and Evangelism (3 cr)
 REL 320 Philosophy of Youth Ministry (3 cr)
 REL 343 Western Christianity I (3 cr) **or**
 REL 344 Western Christianity II (3 cr)
 REL 365 Homiletics (3 cr)
 REL 366 Introduction to Worship (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 REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 54 |
| Major | 44 |
| Elective | 28 |
| Total Credits to Earn Degree | 126 |

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

Youth Ministry majors are also encouraged to take SOC 301 Marriage and Family.

¹⁹ 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.

PHYSICAL EDUCATION AND SPORTS STUDIES

Professors—George D. Barber, Douglas C. Faulkner
 Assistant Professor—Roy S. Mulholland (Department Chair)
 Instructor—Lynn Carlson

The Department of Physical Education and Sports Studies 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; and (4) sports management major. 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 36 credits of physical education and 45 credits of professional studies in education, and students wishing to earn a 6-12 teaching certificate must complete 34 credits of physical education and 46 credits of professional studies in education. Students completing the physical education major may choose to complete either BIO 105 Health and Nutrition or HPR 102 Wellness: Physical Fitness and are exempt from completing the general education Health, Physical Education, and Recreation Activity (HPRA) requirement. The physical education major leads to a bachelor of science degree.

| PHYSICAL EDUCATION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 37 |
| Major (K-12 Certificate) | 36 |
| Education (K-12 Certificate) | 35 |
| Elective (K-12 Certificate) | 8 |
| Major (6-12 Certificate) | 34 |
| Education (6-12 Certificate) | 46 |
| Elective (6-12 Certificate) | 9 |
| Total Credits to Earn Degree | 126 |

* 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.

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)
- Two 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 of Individual Sports (3 cr)
- HPR 254 Elementary Physical Education (2 cr)*
- HPR 301 Physiology of Exercise (3 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 (3 cr)
- HPR 356 Adapted Physical Education (3 cr)
- HPR 410 Seminar in Health (2 cr)
- BIO 245 Human Anatomy and Physiology 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
 EDU 410 Secondary Methods Clinical Practice (3 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 Requirements²⁰ (16 credits)

HPR 215 Strategies of HPR (2 cr)
 HPR 220-226 Coaching Classes (2 cr)
 HPR 301 Physiology of Exercise (3 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 (3 cr)

RECREATION: ADULT FITNESS

The **recreation major** requires the completion of 32 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: Adult Fitness Emphasis Requirements

BIO 105 Health and Nutrition (3 cr)
 BIO 245 Human Anatomy and Physiology I (4 cr)
 HPR 241 Introduction to Recreation (3 cr)
 HPR 261 Leading Activities and Events (3 cr)
 HPR 301 Physiology of Exercise (4 cr)
 HPR 305 Exercise Science (2 cr)
 HPR 311 Kinesiology (2 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 (2 cr)
 Elective course as approved by advisor (1 cr minimum)

| RECREATION REQUIREMENTS AT A GLANCE | |
|-------------------------------------|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 54 |
| Major | 32 |
| Elective | 40 |
| Total Credits to Earn Degree | 126 |

* 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.

SPORTS MANAGEMENT

The **sports management** major requires the completion of 46 credits divided between the business and physical education and sports studies departments. The sports management major leads to a bachelor of science degree.

ACCT 101 Financial Accounting I (3 cr)
 HPR 326 Administration of Physical Education and Athletics (6-12) (2 cr)
 HPR 399 Faith Integration in Sport (3 cr)
 MGT 301 Professional Communication (3 cr)
 MGT 321 Management of Organizations (3 cr)

| SPORTS MANAGEMENT REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 54 |
| Major | 46 |
| Elective | 26 |
| Total Credits to Earn Degree | 126 |

* 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.

²⁰ The Physical Education: Coaching minor is part of the Physical Education major. Therefore Physical Education majors cannot complete the Coaching minor.

- SMG 101 Introduction to Sports Management (3 cr)
- SMG 199 Sports and Media (3 cr)
- SMG 199 Ticketing, Sales and Sponsorship (3 cr)
- SMG 301 Sports Marketing (3 cr)
- SMG 399 Finance and Fundraising in Sport (3 cr)
- SMG 399 Operation and Event Management (3 cr)
- SMG 399 Sport Law (3 cr)
- SMG 405 Practicum (9 cr)
- HPR 410 Seminar in Health (2 cr) or
- SMG 399 Capstone (2 cr)

PHYSICS


Course Listing Pg. 203

Associate Professor—Hyung Choi

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 60-64 credits in physics, chemistry, computer and information systems, 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 (2 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 Calculus I (4 cr)
 MTH 116 Calculus II (4 cr)
 MTH 217 Multivariable Calculus (3 cr)
 MTH 218 Differential Equations (3 cr)

*Practicum 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 | 60 | 64 |
| Elective | 15 | 17 |
| Total Credits to Earn Degree | 126 | 126 |

*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 I (4 cr)
 PHY 210 University Physics II (4 cr)
 PHY 220 University Physics III (4 cr)
 PHY 318 Theoretical Mechanics (4 cr)
 PHY 322 Modern Physics (4 cr)

PHYSICS EDUCATION

The **physics education major** requirements include 34 credits in physics, 26 credits in chemistry, computer and information systems, 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 (2 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 Calculus I (4 cr)
 MTH 116 Calculus II (4 cr)
 MTH 217 Multivariable Calculus (3 cr)
 MTH 218 Differential Equations (3 cr)

| PHYSICS EDUCATION REQUIREMENTS AT A GLANCE | |
|---|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 35 |
| Major | 60 |
| Education | 46 |
| Elective | 0 |
| Total Credits to Earn Degree | 141 |

* 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 333 The Learning Environment (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 409 Secondary Methods (3 cr)
 EDU 410 Secondary Methods Clinical Practice (3 cr)
 EDU 421 Secondary Student Teaching (15 cr)
 PSY 206 Adolescent Development (3 cr)

PSYCHOLOGY

Professors—Susan E. Hughey-Rasler (Department Chair)
 Associate Professor—Richard O. Beans
 Assistant Professor—Eric Watterson

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 or Psychology for Living. Psychology electives for the major are selected by the student and his/her advisor, and must meet or exceed an 17 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 REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 57 |
| Major | 30 |
| Elective | 39 |
| Total Credits to Earn Degree | 126 |

* 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 Major Requirements²¹

PSY 202 Statistics (3 cr)
 PSY 210 Experimental Psychology (3 cr)
 PSY 230 Writing for the Social Sciences (1 cr)
 PSY 350 Psychological Systems (3 cr)
 PSY 485 Seminar (3 cr)
 Electives (17 cr) which may include an area of focus listed below.

Optional areas of focus within the psychology major: Because the major allows for 17 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 or PSY 220 may be taken in the Psychology Department to receive a minor. Eight hours must be upper division.

PSYCHOLOGY/RELIGION

The **psychology/religion major** is a 36 credit hour program with at least 15 credit hours required from the Department of Philosophy and Religion, and at least 15 credit hours above PSY101 or PSY 220 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.

²¹ PSY 101 General Psychology does not count towards the major.

Psychology/Religion Major Requirements:

BIB 320 Wisdom and Poetic Literature of the Old Testament (3 cr)

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

BIB 353 Synoptic Gospels (3 cr)

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 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)

| PSYCHOLOGY/RELIGION REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 54 |
| Major | 36 |
| Elective | 36 |
| Total Credits to Earn Degree | 126 |

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

[Sociology Course Listing Pg. 213](#)[Social Work Course Listing Pg. 217](#)[Criminal Justice Course Listing Pg. 158](#)

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Associate Professors—Greg Sanders (Department Chair), Greg Pennington
 Assistant Professor—Melanie Schaafsma

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 35 credits. Students completing the sociology major are eligible for the bachelor of arts degree.

| SOCIOLOGY REQUIREMENTS AT A GLANCE | |
|---------------------------------------|------------------|
| Type of Credit | Required Credits |
| General Education (For B.A.)* | 51 |
| Major | 35 |
| Elective | 40 |
| Total Credits to Earn Degree | 126 |

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

Sociology 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)
 Upper division electives in CRJ, SOC, and/or SWK (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 listed for the major.

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 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 may be 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 45 credits. Students completing the social work major are eligible for the bachelor of science degree.

Social Work Major Requirements

PSY 101 General Psychology (3 cr)
 PSY 212 Developmental Psychology (3 cr)
 SOC 101 Principles of Sociology (3 cr)
 SOC 202 Statistics (3 cr)
 SOC 210 Research Methods (3 cr)
 SOC 271 Professional Seminar I (1 cr)
 SOC 371 Professional Seminar II (1 cr)
 SOC 380 Social Theory (3 cr)
 SOC 471 Professional Seminar III (2 cr)
 SWK 205 Introduction to Social Work (3 cr)
 SWK 305 Fields of Social Work (3 cr)
 SWK 361 Policies and Agencies (3 cr)
 SWK 405 Practicum (8-12 cr)
 Upper Division Elective in either CRJ, SOC, or SWK (3 cr)

| SOCIAL WORK REQUIREMENTS AT A GLANCE | |
|---|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 45 |
| Major | 45 |
| Elective | 36 |
| Total Credits to Earn Degree | 126 |

* 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.

Students must also take an additional **cross cultural course** 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 listed 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.

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 44 credits. Students completing the criminal justice major are eligible for the bachelor of science degree.

| CRIMINAL JUSTICE REQUIREMENTS AT A GLANCE | |
|--|------------------|
| Type of Credit | Required Credits |
| General Education (For B.S.)* | 51 |
| Major | 44 |
| Elective | 34 |
| Total Credits to Earn Degree | 126 |

* 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.

Criminal Justice Major Requirements

CRJ 201 Introduction to Criminal Justice (3 cr)
 CRJ 351 Juvenile Delinquency (3 cr)
 CRJ 405 Practicum (6-10 cr)
 SOC 101 Principles of Sociology (3 cr)
 SOC 202 Statistics (3 cr)
 SOC 210 Research Methods (3 cr)
 SOC 271 Professional Seminar I (1 cr)
 SOC 303 Crime and Social Deviancy (3 cr)
 SOC 304 Social Psychology (3 cr)
 SOC 371 Professional Seminar II (1cr)
 SOC 380 Social Theory (3 cr)
 SOC 471 Professional Seminar III (2 cr)
 CRJ 489 Departmental Honors Research (1 cr) or
 CRJ 390 Individual Readings (1 cr)
 Two of the following
 CRJ 230 Criminal Law (3 cr)
 CJR 270 Law Enforcement (3 cr)
 CRJ 275 Corrections (3 cr)

Students must also take an additional **cross cultural course** 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 listed for the major.

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 either 395 or 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. Each department has determined whether practicum or internships will receive letter grades or will be pass/fail. The departmental description contains the grading method. 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 earned per 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.

Offering

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 217 Income Tax Fundamentals | Two Credits |
| This course is designed for all students and provides a good basis for preparing our annual tax forms. We will emphasize those things that make sense in tax rules, as well as those things that do not seem to make much sense. It includes practice with tax preparation software and will also review tax advantages available to those in full-time ministry. Accounting majors must take ACCT317 instead of this course. (Offered Interterm of even calendar years.) | |
| 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 | Three Credits |
| Study of federal personal and corporate income tax, state income tax issues, U.S. tax structure, and the application of tax laws to specific situations. Students will gain knowledge of individual tax laws, forms, and tables. (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 | Two to Four Credits |
| This course provides students with substantial experience in preparing federal and state income tax returns. Students will prepare tax forms for low-income people in the Alton and East St. Louis area, and travel to those sites will be necessary. The work will be performed primarily on evenings and Saturdays. | |
| Prerequisite: ACCT 317. (Offered spring semester.) | |
| ACCT 320 Accounting Research and Analysis | Two Credits |
| This course will discuss and develop research skills through lecture and discussion. Students will be responsible for conducting two accounting or tax research projects. This course should be taken concurrently with ACCT 315 or 318. | |
| Prerequisite: ACCT 317. (Offered spring semester of odd calendar years.) | |
| ACCT 395/405 Accounting Practicum | Four to Twelve Credits |
| The practicum will be taken for pass/fail credit. | |
| 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 2D/3D 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 I | 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 | 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 120 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. (Offered fall semester.)

| | |
|---------------------------------|---------------------------|
| ART 130 Juxtaposynthesis | Three Credits (FA) |
|---------------------------------|---------------------------|

Juxtaposynthesis, an interdisciplinary approach to creative spirituality, is designed to explore and promote essential characteristics that inspire creativity through projects and multidisciplinary readings on the nature of the imagination. A primary assumption of the course is that “divergent thinking” is essential to both an artist’s work and the moral life, and the course asks students to do the imaginative work of transforming the familiar and commonplace into new and “beautiful” constructions. Meets the general education fine arts requirement. (Offered Interterm.)

| | |
|--------------------------------|--------------------|
| 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 213 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 230 Type and Image Design | Three Credits |
|--------------------------------------|----------------------|

This course reviews the overview of the technical and aesthetic issues relevant to the design profession. Studio work and research will be assigned. Specific focus on problems in visual organization, typography, and design theory as an expressive design element will be studied. Course

content will concentrate on fostering creative thinking along with prescribed techniques and media.. Three double or two triple periods. Cross listed with DM 230.

Prerequisite: ART 111. (Offered every semester.)

ART 241 Digital Photography I

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 241. (Offered fall semester.)

ART 251 Art History: Introduction and Survey I

Two or Three Credits (FA)

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 pre-historic times through the Aegean and Greek periods. Only Music Education majors may take this course for two credits. Meets the general education fine arts requirement. (Offered fall semester of odd calendar years.)

ART 252 Art History: Survey II

Three Credits (FA)

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. Meets the general education fine arts requirement. (Offered spring semester of even calendar years.)

ART 308 Painting II

Three Credits

Advanced problems involving creative experiments with various painting media. The student is encouraged to develop an individual approach to contemporary painting problems. Three double or two triple periods.

Prerequisite: ART 211. (Offered spring semester.)

ART 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 120. (Offered fall semester.)

ART 330 Business Practices in Design

Three Credits

Through lecturers, demonstrations, research and studio work, this course encourages an in-depth study of the business aspects of the design profession. Common professional design problems are emphasized. A component of the course will focus on creating the branding for one's job-seeking portfolio. Cross listed with DM 330.

Prerequisite: ART 230. (Offered spring semester of even calendar years.)

ART 341 Digital Photography II

Three Credits

Digital Photography II will explore the traditional use of photography as an art form and

experiment with the new possibilities of the medium with the advent of digital manipulation. Emphasis will be placed upon recognizing and challenging one's own aesthetic disposition inside the discipline of photography. An exploration of both "classic" and "contemporary" photographers will grant students an insight to the history and current directions of this challenging art. Cross listed with DM 341.

Prerequisite: ART 241. (Offered spring semester.)

ART 351 Historical Survey of Women Artists

Three Credits (CC/FA)

This course is designed to provide an introduction of the accomplishments of western and non-western women artists from antiquity to the 20th 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 (FA)

A study of European and American art and architectural movements from Neoclassicism through Impressionism, Symbolism, and the Art Nouveau. Meets the general education fine arts requirement. (Offered spring semester of even calendar years.)

ART 353 Art History: The Twentieth Century

Three Credits (FA/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 fine arts and writing intensive requirement. (Offered fall semester.)

ART 355 Art History: Non-Western Art

Three Credits (CC/FA)

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 fine arts and cross cultural requirement. (Offered fall semester of even calendar years.)

ART 365 Specialized Studies in Design

Three Credits

Advanced instruction and assigned studio work in one or more topics within the design field including but not limited to: information design, design methodology, advertising design, image design, typography, user centered design, electronic imaging, graphic design history, communication theory, design for social issues, and/or package design. Cross listed with DM365.

Prerequisite: ART230. (Offered spring semester of odd 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, 308, 312, 320) or permission of the Art Department Chair. (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 395/405 Internship | Variable Credit |
| The practicum will be taken for pass/fail 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 |

BIBLICAL STUDIES (BIB)

| | |
|--|----------------------|
| BIB 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. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301. (Offered every semester.) | |

| | |
|---|----------------------|
| BIB 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. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301. (Offered every semester.) | |

| | |
|--|----------------------|
| BIB 320 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. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301 and BIB 205 or 215. (Offered spring semester in odd calendar years.) | |

| | |
|---|----------------------|
| BIB 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. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301 and BIB 205 or 215. (Offered fall semester.) | |

| | |
|---|----------------------|
| BIB 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. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301 and BIB 205 or 215. (Offered spring semester of even calendar years.) | |

| | |
|--|----------------------|
| BIB 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. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301 and BIB 205 or 215. (Offered spring semester.) | |

| | |
|--|----------------------|
| BIB 353 Synoptic Gospels | Three Credits |
| Intensive study of the three synoptic Gospels as they interpret the works and words of Jesus Christ. Meets the general education biblical studies requirement. | |
| Prerequisite: COR 102 or 301 and BIB 205 or 215. (Offered fall semester.) | |

BIOLOGY (BIO)

BIO 105 Health and Nutrition

Three Credits

The aim of this course is to engage the student in contemporary theories and concepts about nutrition. This will include diet and exercise, pathology of eating disorders, and the effect of diet on emotional, mental, and spiritual health. At the end of the course, the student will have acquired and discussed a number of current issues and be able to have an informed and logical view. Meets the general education non-laboratory science requirement. (Offered every semester.)

BIO 108 Environmental Science and Stewardship

Three or 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. Meets the general education laboratory science requirement. (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 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 115 Plants and People

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. Meets the general education laboratory science requirement. (Three hours lecture and two hours lab per week.) (Offered fall semester.)

BIO 150 Medical Terminology

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 criminalistics. 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 four hours lab 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 120 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 Entomology and Parasitology **Four Credits**

This course presents current information on the pests that have and continue to plague humans and animals. Students will explore the anthropods related to human health and those that impact livestock production, companion animals, and wildlife through direct attack, disease transmission, and management. The factors involved in the epidemiology of vector-borne diseases, host, parasite, vector and reservoir, will be stressed as this is the recurrent theme in medical entomology.

Prerequisite: BIO 110, 112. (Offered irregularly.)

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 Comparative Anatomy **Four Credits**

This will be a study of the similarities of anatomy and phylogenetic relationships of major vertebrate groups. Specifically, it will compare phylogeny, ontogeny, and morphology in groups ranging from protostomes to highly derived vertebrates. It will examine structure of anatomical features,

emphasizing how anatomy relates to function including comparisons of specialized features in organisms adapted to different conditions. Laboratories will involve detailed dissections.

Prerequisite: BIO110, 112. (Offered spring semester of odd calendar years.)

BIO 314 Biochemistry I

Three Credits

This course is a survey of the chemical reactions in living systems. The general biochemistry including a detailed look at DNA, transcription, translation, protein synthesis, lipid metabolism (e.g., cholesterol synthesis) and amino acid and nucleic acid metabolism will be studied. Cross listed with CHM 314.

Prerequisite: CHM 201 or concurrent enrollment. (Offered spring semester.)

BIO 330 Developmental Biology

Four Credits

This course covers the cellular and molecular processes involved in generating an embryo, in creating various tissues and organs, and the effect of external stimuli on development. Topics include: genome structure, gene expression and regulation, cell cycle control, pattern formation, signal transduction, gametogenesis, organogenesis, and methods used in studying developmental biology.

Prerequisite: BIO110, 112. (Offered spring semester of odd calendar years.)

BIO 340 Cell Biology

Three 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 per week.)

Prerequisite: BIO 110, 112, CHM 112. CHM 201 recommended. (Offered fall 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 120. 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 spring semester.)

BIO 363 Environmental Topics Seminar (see BIO 263/363)**BIO 365 Environmental Law and Policy****Three 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 per week.)

Prerequisites: BIO 110, 112, CHM 112, PHY 120 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 395 Internship**Variable Credit**

Biology internships are for students to observe a project or activity related to a particular biological interest. Internships require the approval of the Department chair, and will be taken for pass/fail credit.

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 completed for a letter grade.

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. Cross listed with CHM 409/PHY 409. 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 every semester.)

BIO 412 Forensics Capstone**Two Credits**

In this course, the student will do an extensive research paper on a particular aspect of criminalistics, and will be a part of a "think tank" which will include participating experienced law enforcement officers in an inter-disciplinary discussion of the forensics.

Prerequisite: BIO 155. (Offered as Independent Study.)

BIO 415 Biochemical Lab Techniques**Two Credits**

This course is an introduction to modern methods of biochemical experimentation. Labs will focus on the theory and practices underlying various methods of instrumentation including protein purifications, quantitative analysis, immunoassays, sequencing, lipid analysis, and bioinformatics. Cross listed with CHM 415. May be taken concurrently with CHM 315.

Prerequisite: BIO 305, 340, and BIO/CHM 314. (Offered fall semester of even calendar years.)

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 course offered through AuSable Institute of Environmental Studies can be located at <http://www.usable.org/ap.courses.cfm>. Contact the AuSable Faculty representative in the Biology Department at Greenville College for more information.

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 three 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 130 Instrumental Forensics | Three Credits |
|---------------------------------------|----------------------|

Instrumental Forensics is a three credit hour exploratory course that will involve students using state of the art scientific instrumentation to resolve an assigned puzzle, mystery or hypothetical crime. Groups of students will be assigned a specific "mystery" or crime scene for which they will be required to collect and analyze clues or evidence using six different instrumental techniques. Based upon their analyses the students will propose a solution to their assigned problem. The course will involve just enough theoretical background for the students to understand the basic function and operational features of each instrument. It is a hands-on course designed to give non-science majors the rare opportunity to use and understand the kinds of scientific instrumentation that are central to forensics analyses as well as science in general. Meets the general education lab science requirement. (Offered Interterm.)

| | |
|------------------------------------|---------------------|
| 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 314 Biochemistry I | Three Credits |
| This course is a survey of the chemical reactions in living systems. The general biochemistry including a detailed look at DNA, transcription, translation, protein synthesis, lipid metabolism (e.g., cholesterol synthesis) and amino acid and nucleic acid metabolism will be studied. Cross listed with BIO 314. | |
| Prerequisite: CHM 201 or concurrent enrollment. (Offered spring semester.) | |
| CHM 315 Biochemistry II | Three Credits |
| This course presents a chemically detailed overview of the metabolic transformations of fatty acids, complex lipids, amino acids, and the purine and pyrimidine nucleotides. The course also includes discussion of the structure and function of proteins, the chemical mechanisms and regulation of enzyme catalysis, the structure and metabolism of carbohydrates, and the bioenergetics and ATP synthesis and utilization. | |
| Prerequisite: BIO/CHM 314, CHM 301. (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 395/405 Practicum **Variable Credit**

The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum.

CHM 409 Seminar in Chemistry **Two Credits (WI)**

Introduction to research literature and exploration of new chemical frontiers. Reports on individual library research and discussion of them. Cross listed with BIO 410/PHY 409. Meets the general education writing intensive requirement.

Prerequisite: CHM 301 and 310 or 322. (Offered spring semester.)

CHM 415 Biochemical Lab Techniques **Two Credits**

This course is an introduction to modern methods of biochemical experimentation. Labs will focus on the theory and practices underlying various methods of instrumentation including protein purifications, quantitative analysis, immunoassays, sequencing, lipid analysis, and bioinformatics. Cross listed with BIO 415.

Prerequisite: BIO 305, 340, and BIO/CHM 314. (Offered fall semester of even calendar years.)

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**

Learn basic through advanced computer concepts with an emphasis on both the personal computer and enterprise computing. Topics include hardware, application and system software, the internet and world wide web, communications, e-commerce, societal issues, high tech ethics, database management, information systems, career opportunities, and technology trends. (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 DM 120. (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 305 Applied Lab in Information Technology | Three Credits |
| This course will research oriented topics in the design and implementation of computer systems. Specific topics are determined by current literature and by student and faculty interest. This course may be repeated two times for a total of nine credits. | |
| Prerequisite: CIS/DM140. (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/DM 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/DM 140. (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/DM 140. (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 101. (Offered spring semester of odd calendar years.) | |
| CIS 395/405 Practicum | Four Credits |
| This course will be taken for pass/fail credit. | |
| 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 Survey of Audio Engineering and Production | 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 every 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 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 Digital Journalism | Three Credits |
| This class is designed as an introduction to the history, principles, and practice of news writing. It will provide students with extensive experience in basics of newsgathering and reporting., while placing great emphasis on “hard” news and “beat” writing. Cross-listed with ENG 226. | |
| Prerequisite: ENG 105. (Offered fall semester.) | |
| COM 227 Literary Journalism | 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 105. (Offered fall semester of even calendar years.) | |
| COM 231/331 Newspaper 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 an online campus newspaper. May be repeated up to a total of six hours credit. Cross listed with ENG 231/331. | |
| Prerequisite: COM 226 or 227. (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 235/335 Magazine 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 magazine. May be repeated up to a total of six hours credit. Cross listed with ENG 235/335. | |
| Prerequisite: COM 226 or 227. (Offered every semester.) | |
| COM 240/340 Radio Broadcast Practicum | One or Two Credits |
| 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. | |
| Prerequisite: Consent of the instructor. (Offered every semester.) | |
| COM 255 Introduction to Mass Communication | Three Credits |
| 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.) | |
| COM 301 Persuasion/Argumentation | Three Credits |
| 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. | |
| Prerequisite: COM 101 or consent of instructor. (Offered spring semester of odd calendar years.) | |
| COM 302 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 303 Small Group Communication | Three Credits |
| 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.)

COM 304 Communication Theory **Three Credits**

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.

Prerequisite: COM 101 or consent of instructor. (Offered fall semester of even calendar years.)

COM 306 Introduction to Public Relations **Three Credits**

The study of introductory materials to the public relations discipline. The student will discover the historical aspects; define the terms; and become acquainted with the duties, tools, and skills that are necessary to succeed in the field of public relations. Guest speakers, oral presentations, and writing assignments will enhance textbook information. Special events planning will be a highlight of this course. (Offered fall semester of even calendar years.)

COM 307 Advanced Interpersonal and Gender Communication **Three Credits (CC)**

The study of the advanced aspects of interpersonal communication as it occurs in friendships, families, professional relationships, leadership roles, gender differences and sameness, and small groups. The student will explore in a more in-depth manner goals, roles, strategies, messages, conflict, perceptions, and listening as they are applied toward successful verbal and nonverbal communication 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 (FA)**

This course is a survey of the history of theatre from the ancient Greeks to the 18th 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 (FA)**

This course is a survey of the history of theatre from the 18th 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 324 Theatre Workshop (see COM 224/324)

COM 325 Actors Workshop (see COM 225/325)

COM 331 Newspaper Production (see COM 231/331)

COM 335 Magazine Production (see COM 235/335)

COM 340 Radio Broadcast Practicum (see COM 240/340)

COM 345 Topics in Theatre Studies

Three Credits

This variable topics course will examine specific areas of theatre studies each time it is offered on a rotational basis. Each topic will have a specific syllabus and schedule. This course includes the study of voice and diction, stagecraft, script analysis, and play directing. This course may be repeated four times for a total of twelve credits. (Offered every semester.)

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 358 Drama in 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 358.

Prerequisite: ENG 201 or 243, or consent of instructor. (Offered fall semester of odd 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 395/405 Internship

One to Three Credits

This course will be completed for a letter grade.

COM 410 Senior 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. Cross listed with MP 410. Meets the general education writing intensive requirement.

Prerequisite: 18 credits in communication or permission of instructor. (Offered fall semester.)

COM 421 Acting: Private Lessons and Studio (see COM 221/421)

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 | Three Credits |
|------------------------------------|----------------------|

Foundations in the Liberal Arts Tradition

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. An honors section is available for McAllaster Scholars. (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. An honors section is available for McAllaster Scholars.

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 preferably 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.).

COR 403 Christian Ethics

Three Credits

Students will study the Biblical basis of Christian ethics and also become acquainted with other ethical theories or systems such as ethics based on consequences, on social contract, or on utility, while considering ultimate life purposes and applied ethics in specific life and social situations. This course is for students completing the undergraduate teacher education program (UTEP) only.

Prerequisite: COR 301.

COR 405 Core Internship

One Credit

This course will be taken for pass/fail credit.

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 230 Criminal Law

Three Credits

This course is an introduction to the study of criminal law in the United States, and does not cover any specific federal or state law. Topics include the reliance of U.S. law on the Constitution and peripherally on the Declaration of Independence, the relationship of criminal law to civil law, U.S. criminal law and its relation to British common law, principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications and excuses, crimes against persons, crimes against property, crimes against public order, and crimes against the state.

Prerequisite: CRJ 201. (Offered every third year.)

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 every third year.)

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 every third year.)

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 social work. 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 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 395/405 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 in 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. This course requires students to have personal liability insurance coverage, and will be completed for a letter grade.

Prerequisites: SOC 101, 202, 210, CRJ 201, and upper division status.

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.)

DM 120 Introduction to Digital Media**Three Credits**

This course explores digital media as an experimental cultural practice, with an emphasis on critical approaches to art and technology. Experiments in digital imaging, digital audio, digital video, and multi-media authoring will be conducted. Students will produce independent digital media production projects, individually and in groups. Course meetings include seminar-style discussion of reading and other materials, critiques of student work, tech workshops, production studios (session in which we brainstorm, research ideas, and work on projects), and screenings. (Offered every semester.)

DM125/325 Digital Integration Experience**One Credit**

This course will provide the student with a hands-on experience in utilizing digital media, the internet, and social networking. Each student will utilize video equipment and the internet to

promote a group of people (may be a team, a club, a cause, etc.). A prime goal of this experience will be to create a community following. Blogs, fan pages, text messaging and video sharing services will be utilized.

Prerequisite: DM120 (Offered fall and spring semesters).

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 DM 120. (Offered spring semester.)

DM 226 Survey of Audio Engineering and Production

Two or Three Credits

This course provides a thorough understanding of the theory and practice of studio recording and sound reinforcement. Cross listed with COM 126/MUSG 226.

Prerequisite: Sophomore standing. (Offered every semester.)

DM 227 Studio Production

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 every semester.)

DM 230 Type and Image Design

Three Credits

This course reviews the overview of the technical and aesthetic issues relevant to the design profession. Studio work and research will be assigned. Specific focus on problems in visual organization, typography, and design theory as an expressive design element will be studied. Course content will concentrate on fostering creative thinking along with prescribed techniques and media. Three double or two triple periods. Cross listed with ART 230.

Prerequisite: ART 111. (Offered every semester.)

DM 241 Digital Photography I

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 241. (Offered fall semester.)

DM 250 Web Page Design

Three Credits

Instruction on the primary components of web design including: information architecture, usability, web technologies, and visual communication. Special attention is given to design, content creation, website development, and project management.

Prerequisite: ART 111 and DM 120. (Offered fall semester.)

DM 301 Digital Video I

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 241. (Offered spring semester.)

DM 325 Digital Integration Experience (see DM125/325)

DM 330 Business Practices in Design

Three Credits

Through lectures, demonstrations, research and studio work, this course encourages an in-depth study of the business aspects of the design profession. Common professional design problems are

emphasized. A component of the course will focus on creating the branding for one's job-seeking portfolio. Cross listed with ART 330.

Prerequisite: DM 230. (Offered spring semester of even calendar years.)

DM 341 Digital Photography II

Three Credits

Digital Photography II will explore the traditional use of photography as an art form and experiment with the new possibilities of the medium with the advent of digital manipulation. Emphasis will be placed upon recognizing and challenging one's own aesthetic disposition inside the discipline of photography. An exploration of both "classic" and "contemporary" photographers will grant students an insight to the history and current directions of this challenging art. Cross listed with ART 341.

Prerequisite: DM 241. (Offered spring semester.)

DM 350 Introduction to Animation

Three Credits

This course explores the methods and objectives of motion and time based graphics. Emphasis is on visual design of commercial, educational, or narrative multimedia electronics presentations.

Prerequisite: DM230 (Offered spring semesters.)

DM 365 Specialized Studies in Design

Three Credits

Advanced instruction and assigned studio work in one or more topics within the design field including but not limited to: information design, design methodology, advertising design, image design, typography, user centered design, electronic imaging, graphic design history, communication theory, design for social issues, and/or package design. Cross listed with ART 365.

Prerequisite: DM230. (Offered spring semester of odd calendar years.)

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 fall semester.)

DM 410 Digital Media Seminar

Three Credits (WI)

A capstone course for all digital media majors, involving independent and group work in selected areas, guest speakers, research projects, and discussion as an essential learning activity. Topics will include digital manipulation ethics, digital sharing ethics, God & technology, and development of a career and lifestyle based on a technological society. A trip to the Annual Chicago International Film festival in October is an integral part of this course. Meets the general education writing intensive requirement.

Prerequisite: Senior Status (Offered fall semester.)

DM 395/405 Digital Media Practicum/Internship

One to Four Credits

This course will be taken for pass/fail credit.

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 101 Survey of Economics | Three Credits |
| This course will help students to produce enough to support themselves and family, consume resources and products wisely, provide for their own future needs, support government's appropriate role in our productivity, and consider the needs of their children, and enable them to live productive lives. (Offered fall semester.) | |

| | |
|--|----------------------|
| 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 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 2.75 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 300 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. There is a \$59 fee for this course. (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. There is a \$59 fee for this course. Meets the general education cross cultural requirement. Except for those students completing the requirements for the elementary education major, this course also fulfills the general education sociology requirement. Students who take EDU 202 and then change to a non-education major will need to take a course with a SOC prefix to graduate.

Prerequisite: EDU 101. (Offered every Interterm.)

EDU 280 Exceptional Child**Three Credits**

This course will examine the historical context, diverse characteristics, and individual planning for the exceptional child. Students in this course will explore how individuals develop and learn within the context of their cultural, linguistic, and academic experiences. Co-teaching instructional plans based on diverse student characteristics, student performance data, and curriculum goals will be developed. Thirsty hours of field experience in a special education classroom are 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 preschoolers. 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 0-5 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 (WI)

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. Attention is given to strategies that aide in word identification such as using sight words, phonics, contextual analysis, and structural analysis. Attention is given to comprehension fostering strategies. Specific strategies for Content Area Reading are examined as well as strategies to be used with ESL students and Special Needs students. Field experiences required. Meets the general education writing intensive requirement.

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 spring semester.)

EDU 318 Corrective Reading

Three Credits

Focus will be on informal assessments, such as miscue analysis, for the identification of word recognition problems and determination of current use of strategies as well as for assessing comprehension monitoring, general comprehension, and inferencing. Specific "best practice" strategies will be examined for instruction of word recognition and comprehension at the elementary and middle school levels. Prevention of reading problems through early intervention is also addressed.

Prerequisite: EDU 312 and admission to the Teacher Education Program. (Offered every semester.)

EDU 333 The Learning Environment

Three Credits

This course will investigate the structures of a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, positive social interaction, active engagement, and academic risk-taking. A three tiered level of positive behavior supports (PBS) will be explored as a framework for creating plans to accomplish a productive learning environment. Twenty hours of field experience required.

Prerequisite: EDU280 (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. Meets the general education writing intensive requirement.

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. Attention is given to writing in the Content Areas. Strategies to be used with ESL students are also presented. 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 360 Secondary Music Methods **Two Credits**

This course covers a variety of topics necessary for the role of a music educator including administrative tasks such as scheduling, grading, budgeting, public relations, fund raising; music library, housing, and equipment; discipline, motivation, and curriculum; contests and festivals; philosophy of music education; developing ensembles; marching band; and will create lesson plans for listening units, cross-discipline units, and improvisation and composing units. (Offered fall semester.)

EDU 385 Continuation Class **Zero Credits**

This zero credit course is for students who find themselves in a life or academic situation that requires that they take time off from their course work. Scheduling this course allows students to receive communication from the School of Education and to remain connected to College resources until the student is eligible to continue with their coursework.

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. Repeatable for a maximum of three credits.

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 | 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 designed 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 Fifteen 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.) | |
| EDU409 Secondary Methods | Three Credits |
| Teacher candidates work to integrate prior coursework experienced into the context of real classrooms. Teacher candidates develop a teaching philosophy and an operational “professional identity.” Candidates consider the impact that various factors have on the learning environment, | |

develop teaching strategies that promote active learning and which engage students with diverse abilities, cultures, and ethnicity. Candidates explore methods specific to their subject areas under the additional guidance of the program coordinator. Teacher candidates will engage in preparing for the edTPA. Candidates complete a minimum of 15 hours in the clinical setting completing pre-mini student teaching assignments. Students must take EDU409 and 410 (Offered Interterm) during the same academic year.

Prerequisites: Admission to the Teacher Education Program; EDU316, 333, and 340. (Offered fall semester.)

EDU 410 Secondary Methods Clinical Practice

Three Credits

Candidates complete a mini-student teaching experience, consisting of 12 full days in the secondary classroom. Teacher candidates will meet on campus for a minimum of three class sessions. The course faculty member, assisted by the Director of Field Experience, will determine the placement for the clinical experience. Students must take EDU409 in the same academic year.

Prerequisite: Admission to the Teacher Education Program and EDU409. (Offered Interterm.)

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 experiences 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 of even calendar years.)

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

This course studies the educational assessment process and uses various assessment strategies to support the continuous development of all students. Appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes will be examined. Students will collaboratively make decisions driven by data about curricular and instructional effectiveness and make adjustments to meet the needs of each student. Students in the course will research teaching as a profession understanding that a professional teacher maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Prerequisite: EDU 280 and 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 of even calendar years.)

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 is required for secondary education and K-12 Spanish 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.)

EDU 425 Music Student Teaching **Fifteen Credits**

For candidates completing the K-12 specialist program in music. Assignments are in an elementary K-6 program and in a secondary 6-12 program (with designations in chorus, instrumental, or both).

Prerequisite: Admission to the Professional Internship. (Offered every semester.)

EDU 450 Problems and Characteristics of Students with Disabilities **Four Credits**

This course investigates the philosophical, historical, and legal foundations of special education.

Students in the course will research the impact disabilities have on the development of an individual and explore strategies to provide support for each student. Using the knowledge of effective written, verbal, and visual communication techniques students in the course will collaborate with peers and share decision making to solve the challenges that are present when a student has a disability.

Prerequisite: EDU 280 and admission to the Teacher Education Program. (Offered fall semester.)

EDU 451 Methods and Materials for Special Education **Four Credits**

This course analyzes the differing approaches to learning and creates instructional opportunities that are adapted to diverse learners. Students will plan and design instruction, and Individual Education Plans based on knowledge of the discipline, student, community, and curriculum goals. Students will learn to identify central concepts and methods of inquiry; use a variety of instructional strategies to encourage students' development within the context of creating a positive learning environment. Twenty hours of field experience are required.

Prerequisite: EDU 280, 450, and admission to the Teacher Education Program. (Offered spring semester.)

EDU 472 Middle School Mathematics Methods **Three Credits**

This course examines effective strategies for teaching mathematics to middle school students. In addition, methods to be used to assess students' progress will be explored. Pre-service teachers will be provided instructional tools including questioning strategies, mini-lessons, investigations, format of lessons, formative and summative assessment strategies, meeting students' diverse needs, and methods of eliminating gender and ethnic/racial biases in mathematics instruction. Field experiences required.

Prerequisite: Admission to the Teacher Education Program. (Offered every semester and Interterm.)

EDU 491 Seminar in Special Education **One Credit**

An exploration of legal responsibilities of teachers, and contemporary problems associated with classroom instruction and management and the application of critical thinking and inquiry in an attempt to resolve them.

Prerequisite: Taken concurrently with student teaching. (Offered every semester.)

EDU 492 Special Education Practicum**Variable One to Four Credits**

This practicum offers students the opportunity to participate in an interactive assignment in an environment serving special needs individuals. A secondary focus for the course includes exposure to case study development including the aspects of characteristics, assessment, and methods. (Offered every semester.)

EDU 496 Readings in Special Education**Variable Credit**

A study of highly specific problem areas in the education of exceptional children.

Prerequisite: EDU 280 and admission to the Teacher Education Program. (Offered irregularly.)

EDU 389 Junior Departmental Honors Research**Variable Zero to Two Credits****EDU 489 Departmental Honors Research****Variable Zero to Two Credits****EDU 490 Departmental Honors Thesis****Variable Zero to Two Credits****EDU 199, 399 Open Titled Course****One to Four Credits****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 every semester as needed.)

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. Co-enrollment in ENG100L (zero credit) is required. (Offered fall semester.)

ENG 105 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 160 Introduction to Creative Writing**Three Credits**

An introductory course in the craft of writing poetry, fiction, and non-fiction with careful consideration of published works, writing exercises, and workshops in each genre. May be taken concurrently with ENG 105. (Offered fall semester of even calendar years.)

ENG 201 Introduction to Literary Study**Three Credits**

The course explores various aspects of literature including literary analysis, creative writing, and the role of literature in a liberal arts education. In studying three genres (poetry, fiction, and drama) students will learn to analyze literary texts within a cultural context, explore the role of literary theory in this process, try their hand at creative writing, and consider the ways an understanding of how literature plays a role in a well-rounded liberal arts education and preparation for a chosen career. The course meets the general education literature requirement.

Prerequisite: ENG 105. (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 105. (Offered spring semester of odd calendar years.) | |
| ENG 220 Basics of Literary Theory | Three Credits |
| Students will read and comprehend literature through various critical frameworks that theorize about literature including New Criticism, Deconstruction, Feminist and Gender Studies, Ethnic and Race Studies, Post colonialism, Marxism, Psychoanalytic Studies, and New Historicism. Students will apply these theories to short fiction, poetry, and drama in order to understand how such critical approaches enhance and challenge the reading of texts. | |
| Prerequisite: ENG 105 and ENG 201 or 243. (Offered fall semester of odd calendar years.) | |
| ENG 226 Fundamentals of Digital Journalism | Three Credits |
| This class is designed as an introduction to the history, principles, and practice of news writing. It will provide students with extensive experience in basics of newsgathering and reporting., while placing great emphasis on “hard” news and “beat” writing. Cross listed with COM 226. | |
| Prerequisite: ENG 105. (Offered fall semester.) | |
| ENG 227 Literary Journalism | 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 105. (Offered fall semester of even calendar years.) | |
| ENG 231/331 Newspaper 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 an online campus newspaper. May be repeated up to a total of six hours credit. Cross listed with COM 231/331. | |
| Prerequisite: ENG 226 or 227. (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 235/335 Magazine 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 magazine. May be repeated up to a total of six hours credit. Cross listed with COM 235/335. | |
| Prerequisite: ENG 226 or 227. (Offered every semester.) | |
| ENG 238/338 Literary Production | One to Two Credits |
| This course offers students the opportunity for practical publishing experience through the production the Greenville College Scribblerus. This laboratory experience will come in a variety of forms: | |
| <ul style="list-style-type: none"> * collecting literary and visual art for publication * serving as an editor or assistant editor through the selection and literary editing of submissions * copyediting * page-layout and document design * marketing a literary magazine | |
| Two credits will be given to the assigned editor-in-chief who will oversee the journal and submit it for publication. (Offered every semester.) | |

ENG 243 Global 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. Meets the general education literature requirement.

Prerequisite: ENG 105. (Offered spring semester.)

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 and literature requirements. Course may be repeated due to study of different topics.

Prerequisite: ENG 105. (Offered spring semester)

ENG 260 Intermediate Creative Writing**Three Credits**

This course builds on the skills acquired in Introduction to Creative Writing to help students hone their writing of fiction, poetry, and non-fiction by exploring the published writers in each field, composing and revising their own work, and critiquing the writing of their classmates.

Prerequisite: ENG160. (Offered fall semester of odd calendar years.)

ENG 309 Theatre History and Literature I**Three Credits (FA)**

This course is a survey of the history of theatre from the ancient Greeks to the 18th 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 (FA)**

This course is a survey of the history of theatre from the 18th 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 105. (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 spring semester.)

| | |
|--|---------------------------|
| ENG 317 Methods and Materials for TESOL | 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 even calendar years.) | |
| ENG 321 Oral Interpretation of Literature | Three Credits |
| The course centers on a study of personae (speakers) and their role in the oral performance and communication of literature. There is emphasis on point of view, mode, characterization and dialogue, vocal techniques, and the use of imagery and tone color in oral interpretation. Emphasis is placed on performance as a method for studying literature. 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 327 Methods for Teaching Writing and Literature | Three Credits |
| This course will help English education majors develop a pedagogical strategy for teaching writing and literature. Prerequisite: ENG 105. (Offered fall semester of even calendar years.) | |
| ENG 331 Newspaper Production (see ENG 231/331) | |
| ENG 335 Magazine Production (see ENG 235/335) | |
| ENG 340 Voices in American Literature | Three Credits |
| A study of the chief writers and types of American literature. | |
| Prerequisite: ENG201 or 243 (Offered fall semester of even calendar years.) | |
| ENG 344 Voices in British Literature | Three Credits |
| A survey of the major literary currents of Great Britain, England, Ireland, Scotland, Wales through the study of selected major works by representative major writers. | |
| Prerequisite: ENG201 or 243. (Offered spring semester of odd calendar years.) | |
| ENG 348 Contemporary Literary Visions | Three Credits |
| This course is a multi-genre exploration of contemporary literature that looks at trends and innovations in literature written in the last few decades. students will be encouraged to deepen their reading, writing, and analysis skills through an in-depth exploration of contemporary literature from multiple cultural traditions. | |
| Prerequisite: ENG201. (Offered fall 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. Meets the general education literature requirement for early childhood, elementary, and special education majors. | |
| Prerequisite: ENG 201 or 243 or consent of instructor. (Offered every semester.) | |
| ENG 351 Teaching and Reading 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. The course also examines the pedagogy behind teaching literature in middle school and high school. For students who intend to be teachers, this course will examine how to teaching reading, analysis, and writing in grades 7-12. For students who are taking the | |

course to study literature, they will be asked to apply literary theory to the young adult texts of their choice.

Prerequisite: ENG 201 or 243 or consent of instructor. (Offered spring semester of odd calendar years.)

ENG 358 Drama in 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 358.

Prerequisite: ENG 201 or 243 or consent of instructor. (Offered fall semester of odd calendar years.)

ENG 360 Topics in Creating Writing

Three Credits (WI)

This variable topics course will examine a specific area of creating writing each time it is taught. Students will study published examples of the genre under consideration, workshop their own writing, critique their peers, and revise their writing. This course may be repeated one time for a total of six credits. Meets the general education writing intensive requirement.

Prerequisite: ENG 160 or consent by instructor. (Offered fall semester of even calendar years.)

ENG 362 Lyrical Writing

Three Credits

This course explores lyrical writing in songs, poems, and fiction with the intent of training students to hone their skills in lyrical writing with an emphasis on the genre of their choice. Students will read, write, and critique lyrical writing by established writers and fellow classmates.

Prerequisite: ENG 105, 160, or consent by instructor. (Offered spring semester off odd calendar years.)

ENG 363 Literary Editing

Three Credits

Explores the techniques of editing for creative writers and editors of books, magazines, and journals. Students will learn to read, critique, pitch, and edit published and prospective manuscripts. This course will prepare students to revise their own work and edit the work of others in an editorial capacity.

Prerequisite: ENG160. (Offered spring semester of odd calendar years.)

ENG 395/405 Practicum

Variable Credit

Pre-professional work experience in areas such as journalism, publishing, librarianship, law, and TESL. Student enrolled in the course should report directly to a professional supervisor, and the majority of their work should place an emphasis on skills related to their vocational goals. Practicum students who are completing the "writing track" should seek experiences that will emphasize writing, editing, researching, or designing publications, and they should pay particular attention to developing their writing portfolio during this experience. The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum. (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 requirement.

Prerequisites: ENG 105, 214, 317, and 318. (Offered fall semester of even 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 even calendar years.)

| | |
|--|-------------------------------------|
| ENG 456 English Seminar | Two Credits (WI) |
| A professional development capstone course aimed to help English majors examine vocational and graduate school opportunities in each emphasis area (TESOL, Writing, or Language/Literature). Students will also complete departmental portfolio requirements and study the importance of faith in relation to vocation. Meets the general education writing intensive requirement. | |
| Prerequisite: Open to junior or senior majors who have completed at least 16 credits in English. (Offered every spring) | |
| ENG 460 Advanced Creative Writing | Three Credits |
| In this alternating genre course, students will study advanced elements of craft in lyrical, poetry and song lyrics, (spring of odd calendar years) narrative, fiction and non-fiction, (spring of even calendar years), and other genre (offered occasionally in Interterm) writing. This study will be conducted through reading established writers, writing, critiquing, and revising student work. Meets the general education writing intensive requirement. | |
| Prerequisite: ENG 160 or consent by instructor. (Offered spring semester.) | |
| 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 202. (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 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 **One to Twelve Credits**
 A co-op is designed as a non-classroom career exploratory experience. The student is expected to evaluate the experience in light of coursework, career plans, or personal growth. A co-op is a paid work experience involving two supervisors, a work supervisor, and academic supervisor. 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 final reports to the Office of Leadership & Life Calling, participate in a debriefing session conducted by the Associate Dean of Leadership & Life Calling and the academic supervisor, and submit a learning experience summary paper. The employer also submits an evaluation. Specifics are outlined in the Leadership & Life Calling'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 105 McAllaster Scholars Foundations Seminar **Six Credits**

This six-credit, team taught course provides an introduction to the McAllaster Scholars Program and is required of all incoming McAllaster Scholars. The course introduces McAllaster Scholars to the liberal arts tradition, focusing on the skills of interpretation, discussion, research and exposition. The student will be expected to complete a number of intensive writing projects. The course will include a film lab component and individual tutorials. This course waives the COR101 and ENG105 general education requirements.

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 PSYCHOLOGY**HP 301 Health Psychology I** **Three Credits**

In this course students will be introduced to the field of Health Psychology through an exploration of the physiological basis of energy regulation through diet, exercise, and lifestyle management. Contemporary research on self-regulation and motivated cognition, research from neuropsychology, positive psychology, and emerging trends in biophysical information processing are included in the projects students undertake to map their own self-regulatory health behaviors.

HP 302 Social Psychology of Health and Wellness **Three Credits**

This course presents an introduction to Social Psychology by exploring theories and research related to social perceptions, social influence, and social relations. Major topics to be covered in the course include, but are not limited to, social influence processes, interpersonal attraction, group behavior, aggression, conformity, and attitude formation and change. Students will further explore these topics by designing and conducting a social psychological research project.

HP 303 Professional Communication and Compliance **Three Credits**

This course introduces students to the dimensions and levels of professional communication that are typical in healthcare organizations and institutions. Understanding issues of compliance within federal law regarding the Health Information Act, the utilization of private information in electronic medical records, and the parameters for disclosing personal information in professional letters will be reviewed in the latter sessions of the course.

HP 304 Health Psychology II**Three Credits**

In this course students will explore ways in which theories and practices of Health Psychology are applied to organizational and community cultures. Communication patterns, dynamics of power and influence, the allocation of resources and equalization of resource acquisition will be analyzed. Students investigate research from health science fields related to their own career pathways. The projects they undertake evaluate and transform health resources in organizations and communities in which they serve.

HP 305 Psychopathology**Three Credits**

In this course students will explore ways in which theories and practices of Health Psychology are applied to organizational and community cultures. Communication patterns, dynamics of power and influence, the allocation of resources and equalization of resource acquisition will be analyzed. Students investigate research from health science fields related to their own career pathways. The projects they undertake evaluate and transform health resources in organizations and communities in which they serve.

HP 306 Clinical Methods and Management**Three Credits**

This course explores current “best practices” in clinical service within related fields of health science. Students explore quality management criteria, parameters of patient satisfaction, employee management, and community/agency communication patterns that support excellence in patient care. Familiarity with reporting structures for health service facilities within the student’s own state will be included in topics of discussion for this course.

HP 307 Physiological Psychology**Three Credits**

In this course students will be introduced to the field of Physiological Psychology through an exploration of the nervous system, somatosensory systems, sleep, thirst, ingestion, and the physiology of learning. Research from neuroscience, behavioral science, and biochemistry are included in research projects students undertake to demonstrate their mastery of course material through case-based investigations.

PHYSICAL EDUCATION AND SPORTS STUDIES (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 105 Health and Nutrition (3 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**

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. (Offered fall semester of even calendar years.)

HPR 108 Skill Lab: Basketball, Softball, Track**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. (Offered fall semester of odd 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. (Offered every semester and summer.)

HPR 207 Skill Lab: Golf, Badminton, Tumbling

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. (Offered fall semester of odd calendar years.)

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. (Offered spring semester of even calendar years.)

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 Coaching Football

One Credit

Skill analysis, strategy, and teaching progression. (Offered fall semester of odd calendar years.)

HPR 221 Coaching Soccer

One Credit

Skill analysis, strategy, and teaching progression. (Offered fall semester of odd calendar years.)

HPR 222 Coaching Volleyball

One Credit

Skill, analysis, strategy, and teaching progression. (Offered fall semester of even calendar years.)

HPR 223 Coaching Basketball

One Credit

Skill, analysis, strategy, and teaching progression. (Offered spring semester of even calendar years.)

HPR 224 Coaching Baseball/Softball

One Credit

Skill, analysis, strategy, and teaching progression. (Offered spring semester of even calendar years.)

HPR 226 Coaching Track and Field

One Credit

Skill, analysis, strategy, and teaching progression. (Offered fall 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 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 **Three 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 first aid and 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. (Offered every semester and summer.)

HPR 344 Advanced Driver Education **Three Credits**

Laboratory experience is given during which time the student enrolled in this course gives behind-the-wheel observations, instruction, and evaluation. (Offered every semester and summer.)

HPR 345 Teaching Driver Education **Three Credits**

This course is to use drivers education theories and methods to design, implement, and evaluate a driver's education program; create and evaluate educational materials; and answer questions on the development of the young driver with a focus on safety issues. (Offered every semester and summer.)

| | |
|--|-------------------------------------|
| HPR 346 Defensive Driving | Three Credits |
| This course is designed to help prospective driver education instructors to understand the importance of teaching defensive driving in their curriculum and to have a plan on how to incorporate defensive driving into a driver's education course. (Offered every semester and summer.) | |
| 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 395/405 Practicum | Variable Credit |
| This course will be taken for two to ten credits in recreation for a letter grade. | |
| 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 |
| HEALTH, PHYSICAL EDUCATION, RECREATION, AND ACTIVITY (HPRA) | |
| HPRA 210 Backpacking | One Credit |
| HPRA 214 Canoeing | Half Credit |
| HPRA 216 New Games | Half Credit |
| HPRA 218 Rock Climbing | Half Credit |
| HPRA 228 Self-Defense | Half Credit |
| HPRA 230 Strengths Training | Half Credit |
| HPRA 232 Swimming | Half Credit |

| | |
|---|---------------------------|
| HPRA 234 Walkabout | One Credit |
| HPRA 238 Walking/Running (Offered online every semester.) | Half or One Credit |
| HPRA 250 Badminton | Half Credit |
| HPRA 252 Bowling | Half Credit |
| HPRA 256 Fencing | Half Credit |
| HPRA 258 Golf | Half Credit |
| HPRA 260 Tennis | Half Credit |
| HPRA 262 Volleyball | Half Credit |

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. An honors section is available for McAllaster Scholars. | |
| (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.) | |

| | |
|--|----------------------|
| HST 215 History Teaching Methods | Three Credits |
| 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.) | |

| | |
|---|---------------------------|
| HST 225/325 African American History I (1492-1860) | Three Credits (CC) |
| African American History I (1492-1860) explores the history of American slavery from its beginnings in the West Indies through colonization and up to the Civil War. The course examines the Atlantic slave trade (until its abolition in 1808), domestic slavery in America, the political and ideological divide within America (during this time period) over the issue of slavery, and the efforts of American and British abolitionists to end slavery. Meets the general education cross cultural requirement. (Offered fall semester of odd calendar years.) | |

| | |
|---|---------------------------|
| HST 226/326 African American History II (1860-1970) | Three Credits (CC) |
| African American History II (1860-1970) examines the halting progress Americans made during the 100 years between the Emancipation Proclamation and the civil rights legislation of the 1960's. Students consider the perspective of significant American civil rights activists, including W. E. B. Du Bois, Booker T. Washington, Josephine St. Pierre Ruffin, Mary Church Terrell, Anna Julia Cooper, Marcus Garvey, A. Philip Randolph, Malcolm X, and Martin Luther King Jr. Meets the general education cross cultural requirement. (Offered fall semester of even calendar years.) | |

| | |
|---|---------------------------|
| HST 245 Jews, Christians, Muslims | Three Credits (CC) |
| 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. Meets the general education cross cultural requirement.

Prerequisite: COR 102 (may be taken concurrently) or Bible course or permission of instructor. (Offered spring semester of even calendar years.)

HST 248/348 History of Mexico

Three Credits (CC)

This course seeks to increase awareness of the uniqueness of Mexican culture, society, and politics, and to promote understanding of the forces driving changes in these areas. HST 348 is for students who have declared a major within the history department. Meets the general education cross cultural requirement.

Prerequisite: HST 101. (Offered spring semester of even calendar years.)

HST 250 Historical Method

Three Credits

A course in the techniques of historical research and writing.

Prerequisite: HST 101 or 201 or equivalent. (Offered spring semester of odd calendar years.)

HST 260 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. Cross Listed with PHL250. (Offered fall semester of odd calendar years.)

HST 261 History of Philosophy II

Three Credits

Major thinkers and themes of philosophical thought from Bacon through the twentieth century will be studied. Special attention will be given to epistemology and metaphysics. The perspectives of rationalism, empiricism, transcendental idealism, existentialism and twentieth century analytical thought will play a key role through this course. Cross listed with PHL251. (Offered spring semester of even calendar years.)

HST 304 19th Century American History

Three Credits

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.

Prerequisite: HST 201 and ENG 105. (Offered spring semester of even calendar years.)

HST 305 20th Century American History

Three Credits (WI)

This course examines the development of U.S. social, cultural, and political history from World War I to the present. Meets the general education writing intensive requirement.

Prerequisite: HST 201 and ENG 105. (Offered fall semester of even calendar years.)

HST 307 Early American History

Three Credits

This course examines the social, cultural, and political development of the United States from colonization to the early national period.

Prerequisite: HST 201. (Offered fall semester of odd calendar years.)

HST 310 Latin America

Three Credits (CC)

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.)

HST 325 African American History I (1492-1860) (see HST 225/325)

HST 326 African American History II (1860-1970) (see HST 226/326)

HST 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 REL 343. (Offered spring semester of odd calendar years.)

HST 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 REL 344. (Offered spring semester of even calendar years.)

HST 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 Talmud’s—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 348 History of Mexico (see HST 248/348)**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 (CC)**

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. Meets the general education cross cultural requirement.

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 395/405 Internship**Variable Credit**

The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum.

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 irregularly.)

| | |
|--|-------------------------------------|
| 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 (FA) |
| 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. Meets the general education fine arts requirement. | |
| Prerequisite: ENG 105. (Offered every semester.) | |

INTERNATIONAL AND CROSS CULTURAL STUDIES (ICC)

| | |
|---|-------------------------------------|
| ICC 395/405 Practicum | Variable Credit |
| The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum. | |
| ICC 389 Junior Departmental Honors Research | Variable Zero to Two Credits |
| ICC 489 Departmental Honors Research | Variable Zero to Two Credits |
| ICC 490 Departmental Honors Thesis | Variable Zero to Two Credits |
| ICC 199, 399 Open Titled Courses | One to Four Credits |

INTENSIVE ENGLISH LANGUAGE (IEL)

The IEL courses are designed for those who come to Greenville College to learn the English language. The courses appear on the Greenville College transcript, but are considered developmental and therefore are not counted towards credits required for graduation. Each level is completed in seven weeks.

| | |
|--|---------------------------------|
| IEL 010 English Writing and Reading I | One and One-Half Credits |
| IEL 012 Pronunciation and Speaking I | One and One-Half Credits |
| IEL 013 Language and Vocabulary Development | One and One-Half Credits |
| IEL 014 English Reading I | One and One-Half Credits |
| IEL 020 English Writing II | One and One-Half Credits |
| IEL 021 English Pronunciation II | One Credit |
| IEL 022 English Listening and Speaking II | One Credit |
| IEL 023 English Conversation II | One Credit |
| IEL 024 English Reading II | One and One-Half Credits |

| | |
|---|---------------------------------|
| IEL 030 English Writing III | One and One-Half Credits |
| IEL 031 English Pronunciation III | One Credit |
| IEL 032 English Listening and Speaking III | One Credit |
| IEL 033 Reader's Theatre | One Credit |
| IEL 034 English Reading III | One and One-Half Credits |
| IEL 040 Writing IV | One and One-Half Credits |
| IEL 041 Advanced Pronunciation | One Credits |
| IEL 042 Listening and Speaking IV | One Credit |
| IEL 043 Beginning Speech Communication | One Credit |
| IEL 044 Reading IV | One and One-Half Credits |
| IEL 045 Grammar | One Credit |
| IEL 050 Reading V | Two Credits |
| IEL 051 Research Writing V | One and One-Half Credits |
| IEL 052 English Listening V and Note Taking Skills | One and One-Half Credits |
| IEL 053 Advanced Conversation | One Credit |
| IEL 072 TOEFL Preparation | Quarter Credit |

This course is to be completed at every level except level one.

BUSINESS (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 207/307 Sports Management Simulation | Three Credits |
|---|----------------------|

This course is a computer simulation course designed for students studying Management, Sports Management, Marketing, and Media Promotions. By its very nature, it will also be of interest to students interested in professional sports in general and specifically professional football. Students will learn to run their own football franchise and will have to make decisions on franchise location, ticket pricing, special promotions, media planning, stadium staffing, parking policies, financial issues, and player management. The course presents a fun and challenging way to learn the complexities of management
Prerequisite MGT 101. (Offered every Interterm.)

| | |
|-----------------------------|----------------------|
| 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

Three Credits (WI)

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. Meets the general education writing intensive requirement.

Prerequisite: ENG 105 and COM 101 or their equivalents, plus junior or senior status. (Offered spring semester.)

MGT 307 Sports Management Simulation (see MGT207/307)

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 (WI)

This course is designed to reinforce essential skills needed for students preparing to directly enter the work force or advanced degree study. Through interactive examination and experimentation students will hone their individual entrepreneurial skills. Students will participate in an interactive classroom setting culminating in a final entrepreneurial project. Cross listed with MUSB 327. Meets the general education writing intensive requirement.

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 360 Professional Leadership, Ethics, and Career Development

Three Credits

This course examines how national and local managers explain the development of their careers with a particular emphasis on leadership development, ethics, and the integration of faith in their management practice. These, together with the course material and group projects, help students develop appropriate career skills. In addition to the weekly speaker summaries, students write a business case study, make microfinance loans to overseas entrepreneurs, and develop individual career plans, resumes, and job search skills.

Prerequisite: MGT 101. (Offered fall 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 395/405 Management Practicum **Four to Twelve Credits**
This course will be taken for pass/fail credit.

MGT 409 Business: Our Ethical 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 every 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 **Three 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 **Three 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: MKT 201. (Offered fall semester.)

MKT 395/405 Marketing Practicum **Four to Twelve Credits**
This course will be taken for pass/fail credit.

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 |

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 every semester as needed.)

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.)

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 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**

Applications of integration, techniques of integration, sequences and series, parametric equations, basic analytic geometry, polar coordinates, vector valued functions.

Prerequisite: MTH 115. (Offered spring semester.)

MTH 143 Mathematics for Elementary Teachers **Three Credits**

This is the first mathematics course where the content of grades K-5 is carefully studied. Fundamental properties underlying the structure of numeration systems and various algorithms for computation are stressed. Basic algebra and problem solving is also reviewed and examined. This course is required of early childhood, elementary, and special education majors. This course does not count towards the mathematics major, and both MTH 143 and 144 are required in order to fulfill the general education quantitative reasoning requirement. (Offered fall semester.)

MTH 144 Geometry for Teachers **Three Credits**

This is the second mathematics course where the content of grades K-5 is carefully studied. Topics including geometry, measurement, problem solving, probability, and statistics are stressed. This course is required of early childhood, elementary, and special education majors. This course does not count towards the mathematics major, and both MTH 143 and 144 are required in order to fulfill the general education quantitative reasoning requirement. (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 143 and 144 or consent of instructor. (Offered irregularly.)

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 312 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 319 Advanced Calculus | Four Credits |
| The language, fundamental concepts, and standard theorems of analysis are explored. The student learns to read the literature and investigates applications. Ideas from elementary calculus are revisited. | |
| Prerequisite: MTH 212, 217. (Offered fall semester of even calendar years.) | |
| MTH 395/405 Practicum | Variable Credit |
| This course will be taken for pass/fail credit. | |
| MTH 389 Junior Departmental Honors Research | Variable Zero to Two Credits |
| MTH 489 Departmental Honors Research | Variable Zero to Two Credits |
| MTH 490 Departmental Honors Thesis | Variable Zero to Two Credits |
| MTH 199, 399 Open Titled Course | One to Four Credits |

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.

MUAP 101 Class Piano I

One Credit

Music majors and minors (except for students whose primary instrument is piano) will complete this first level of group instruction. Class includes fundamentals of notation and basic musicianship skills which include: repertoire, sight reading, transposition, harmonization, improvisation, and technique. Class meets twice weekly, and has a fee of \$175. (Offered fall semester.)

MUAP 102 Class Piano II

One Credit

Elements of piano playing including touch, notation, rhythmic problems, major scales, and broken chords are covered. Instruction books, technical exercises, and studies of standard composers are given according to individual needs and the student's progress. Class meets twice weekly, and has a fee of \$175. (Offered spring semester.)

MUAP 103 Class Piano III

One Credit

Elements of piano playing, including touch, notation, and rhythmic problems, major scales,

and broken chords are addressed. Instruction books, technical exercises, and studies of standard composers are given according to individual needs and the student's progress. Class meets twice weekly, and has a fee of \$175. (Offered fall semester.)

MUAP 104 Class Piano IV **One Credit**

This final class piano focuses on the individual progress of each student. Class meets twice weekly, and has a fee of \$175. (Offered spring semester.)

MUAP 105 Beginning Voice Class - Traditional **One Credit**

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.)

MUAP 107 Applied Drum Class **One Credit**

This entry level drum class serves as an introduction to applied drum lessons. Students will learn necessary skills to understand, read, write, and perform the required work in private drum instruction. Class has a \$175 fee. (Offered fall semester.)

MUAP 108 Applied Guitar Class **One Credit**

This is an entry level guitar class. Students will learn, develop, and exhibit guitar technique that maximizes performance and musicality across a wide variety of genres. Through lecture, demonstration, practice, written assignment, and individual and group performances, students will know and perform the required criteria. Class has a \$175 fee. (Offered fall 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. Students are limited to two upper division audition juries. (Offered every semester.)

MUAP130/131 Applied Lessons **No Credit**

These numbers are designated as temporary holding lessons for new students. Student will drop this course after auditions during new student orientation (NSO).

MUAP 111 Applied Music **One or Two Credits**

MUAP 112 Applied Music **One or Two Credits**

MUAP 211 Applied Music **One or Two Credits**

MUAP 212 Applied Music **One or Two Credits**

MUAP 311 Applied Music **One or Two Credits**

MUAP 312 Applied Music **One or Two Credits**

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. There is no fee for this course. (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.)

MUAP 316 Vocal Pedagogy and Literature **Two Credits**

A study of current voice teaching methods and of standard art song literature. There is no fee for this course. (Offered spring of odd calendar years.)

| | |
|-------------------------------|---------------------------|
| MUAP 411 Applied Music | One or Two Credits |
| MUAP 412 Applied Music | One or Two Credits |

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 - CM/BME - first year principal applied
- Z. Voice - Private Jazz

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 fall 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 spring 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 spring of even calendar years.)

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 140/340 Pep Band** **Variable Half Credit to One**

This group performs at various athletic events. All members of the College community (not just music majors) are invited to participate. (Offered spring semester.)

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 yearlong 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 143/343 Fusion Ensemble **One Credit**

(Offered every semester.)

MUEN 144/344 Worship Arts Ensemble **Half 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 145/ 345 Concert Band **One Credit**

A traditional collegiate band ensemble performs various types of wind ensemble literature from all stylistic periods. Open to all students and community. (Offered every semester.)

| | |
|--|------------------------|
| MUEN 146/346 Marching Band | One Credit |
| This group, open to all students regardless of major, performs in parades and field shows as well as various area events. Students who participate a whole semester with the marching band may waive a half credit of the general education activity requirement. A maximum of one HPRA credit may be waived. (Offered every semester.) | |
| MUEN 147/347 Keyboard Ensemble | One Credit |
| This ensemble is a 21 st 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.) | |
| SMALL ENSEMBLES | |
| MUEN 161/361 Jazz Ensemble | One Credit |
| MUEN 162/362 Jazz Band | One Credit |
| MUEN 163/363 Chamber Singers | Half Credit |
| Chamber Singers is a select vocal ensemble which performs sacred and secular literature from the 16 th 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 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 | Half 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 Survey of Music in the Media Industry | Three Credits |
| This course allows students an opportunity to build a foundational working knowledge of basic music industry areas, environments and history. Students will learn and demonstrate industry standard skills and etiquette, report and discuss current environments and issues, classify varying fields and structure within the industry and identify focus areas for further academic study. Students will identify, discuss and explain the necessity of innovation, critical creative thinking and initiative for vocational work in this field and others. (Offered every semester.) | |

MUSB 200 Principles and Practices in Music Business**Three Credits**

This course allows students the opportunity to investigate and study the foundational functions of the current music industry. Throughout the semester, students will study how music companies are affected by current structure, cultural and environmental issues affecting the industry. Through interactive examination, experimentation and real time assessment, students will be able to test various specializations of his/her choosing and participate in mastering industry standard skills and knowledge. (Offered fall semester.)

MUSB 235 Music and Entertainment Lab I**Variable One to Three Credits**

This course will introduce students to the music business through observation of on & off-campus music business related events and projects. Students enrolled in this course will also participate in at least one on-campus event. This could include activities sponsored by GCMUSB, AgapeFest, concert promotion, Lab Band A&R, etc. Each student will also be assigned an upper classman mentor enrolled in M&E Lab II or III. Students may earn up to a total of nine Music & Entertainment Lab credits. This is a pass/fail course.

Prerequisite: MUSB125 (Offered every semester.)

MUSB 300 Marketing and Promotion for the Music Business**Three Credits**

This course allows students the opportunity to reimagine the classroom by operating as a fully functional music-marketing company. Students will learn through interactive examination, experimentation and will test the foundational knowledge acquired from previous MUSB courses. Students in this class will formulate, design and facilitate marketing plans while demonstrating skills sets specific to marketing and promoting recorded music and related products. (Offered fall semester.)

MUSB 310 Music Business Law**Three Credits**

This course allows students an opportunity to build a foundational working knowledge of music publishing and music related copyright law. Students will engage in an intensive overview study of existing business environments, standard revenue streams, licensing & contracts, intellectual property rights and laws/restrictions. Students will demonstrate their knowledge and understanding by presenting completed research and analysis on current legislation. (Offered spring semester.)

MUSB 327 Entrepreneurship**Three Credits (WI)**

This course is designed to reinforce essential skills needed for students preparing to directly enter the work force or advanced degree study. Through interactive examination and experimentation students will hone their individual entrepreneurial skills. Students will participate in an interactive classroom setting culminating in a final entrepreneurial project. Cross listed with MGT 327. Meets the general education writing intensive requirement.

Prerequisite: MGT 101, 222, and MKT 201. (Offered spring semester.)

MUSB 335 Music and Entertainment Lab II**Variable One to Three Credits**

This course will give students hands on music business experience as they work alongside M&E Lab III in creating, developing, and facilitating related projects and events. Students in this course will also participate in resume writing workshops, networking experiences, and may submit a proposal for further research in an area of choice. Each student will be assigned as a mentor to a student enrolled in M&E Lab I. Students may earn up to a total of nine Music & Entertainment Lab credits. This is a pass/fail course.

Prerequisite: MUSB235. (Offered every semester.)

MUSB 400 Artist and Tour Management**Three Credits**

Students in this course will study the interpersonal, business and contractual relationships between a manager and an artist, and their impact on the performing artist's career. Students will evaluate and discuss current business models, technologies, efficient techniques and strategies related to artist & tour management. By integrating AgapeFest as experiential learning, students have the opportunity to demonstrate and apply their knowledge of the music industry in the areas of artist & tour management. (Offered Interterm.)

| | |
|---|--------------------------------------|
| MUSB 395/405 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. This course will be taken for pass/fail credit. | |
| MUSB 435 Music and Entertainment Lab III | Variable One to Three Credits |
| Students in this course will play a major role in developing, planning, and facilitating music business related projects, both on and off campus. Students will have a wide array of options to gain critical experience while building resume credentials. These may include involvement working with live festivals, concert promotion, booking, record production, marketing, artist management, etc. Each student will be assigned as a mentor to a student enrolled in M&E Lab I. Students may earn up to a total of nine Music & Entertainment Lab credits. This is a pass/fail course. Prerequisite: MUSB335 (Offered every semester.) | |
| 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 | Quarter Credit |
| 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 fall semester.) | |
| MUSG 164 Foundations of Leading Worship | One Credit |
| This course is designed to provide a strong foundation and explores the various understandings and concepts of worship leading. The course will cover the importance of having a firm biblical foundation and a solid theology of worship and how to present that within a worship set. Students will gain an understanding of the potential problems and pitfalls of worship leadership and how to deal with those challenges. (Offered fall 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 Survey of Audio Engineering and Production **Two or Three Credits**
This course provides a thorough understanding of the theory and practice of studio recording and sound reinforcement. Cross listed with COM 126/DM 226.
Prerequisite: Sophomore standing. (Offered every semester.)

MUSG 227 Studio Production **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 every semester.)

MUSG 235 Critical Listening **One Credit**
This course will provide the students a foundational basis in how they listen to music in a more critical manner. The student will learn to create more professional sounding mixes and train their ear to identify stereo breathe, depth, balancing, and artful mixing techniques. (Offered spring semester.)

MUSG 260 Introduction to Music Technology **Two Credits**
This course is designed to give students a broad base of background and introduction to the various areas of music technology. The student will be introduced to and will have the ability to explore and practice specific techniques required in creating computer-aided scores of their original compositions. Students will create multiple recordings of their own original scores as well as directed assignments in the areas of locking sound to video and scoring for a short film.
Prerequisite: MUAP102 and MUTH 103. (Offered fall semester.)

MUSG 301 Worship Arts in the 21st 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 21st 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 (FA)**
This course is a survey of the development of musical styles and their creators from antiquity to 1750. Meets the general education fine arts requirement.
Prerequisite: MUSG 209 and MUTH 104, 104E or permission of the instructor. (Offered fall semester.)

MUSG 310 Music History II **Three Credits (FA/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 fine arts and writing intensive requirement.
Prerequisite: MUSG 209. (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 irregularly.) b. For Voice—a study of current voice teaching methods and of standard art song literature. (Offered irregularly.) | |

| | |
|---|-------------------------------------|
| MUSG 326 Audio Editing Techniques | 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 spring semester.) | |
| MUSG 327 Mixing Techniques | 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 fall semester.) | |
| MUSG 329 Sound Reinforcement | One Credit |
| (Offered every semester.) | |
| MUSG 350 Faith, Music, Culture Senior Seminar | Two Credits (WI) |
| 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. Meets the general education writing intensive requirement. (Offered spring semester.) | |
| MUSG 360 Audio Post Production | Two Credits |
| This course will acquaint the student with the techniques and procedures for creating audio for film, video, radio and for the web. There will be specific projects in spotting effects, creating voice-overs, Foley effects, and music leads. This class will have many hands-on projects to implement new techniques. | |
| Prerequisite: MUSG 227 (Offered spring semester.) | |
| MUSG 376 Rock Music History | Two Credits |
| Students are exposed to various contemporary popular styles of music through extensive listening and analysis. Important musical characteristics are identified to help the student define the exact nature of each style. (Offered spring semester.) | |
| MUSG 395/405 Practicum | Variable Credit |
| This course will be taken for pass/fail 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. This course will be taken for pass/fail. | |
| Prerequisite: A minimum of three credits (two credits for music education majors) of upper division applied music credit, including concurrent enrollment on the student's primary instrument and the successful completion of MUAP 104. (Offered every semester.) | |
| MUSG 419 Senior Project | One Credit |
| Students complete a large recording project and research paper. This course is available only to Audio Engineering majors. | |
| Prerequisite: Students must pass the upper division jury at least one semester prior to the semester in which they enroll in MUSG 419 (see <i>Music Department Policies and Procedures Handbook</i> for jury requirements). (Offered every semester.) | |
| MUSG 426 Mastering | 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 every semester.) | |
| 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 fall 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 Written Theory III | Three Credits |
|------------------------------------|----------------------|

A continuation of Written 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 Written Theory IV | Three Credits |
|-----------------------------------|----------------------|

A continuation of Written 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 230 Introduction to Composition | Two Credits |
| This course is designed to introduce students to the basic principles of various aspects of music composition. Time will be spent on traditional music forms as well as the creation of chord progressions and melodies of various styles. | |
| Prerequisite: MUTH203. (Offered spring semester.) | |
| MUTH 240/340 Singer Songwriter Lab | One Credit |
| This purpose of this class is to provide the student with working experience in songwriting and performance. Students will be given the opportunity to compose and perform their original compositions each week. There will be one collaboration week where two or more students will compose a song together. | |
| Prerequisite; MUSG 260 and MUTH104. (Offered every semester.) | |
| MUTH 305 Pop Theory I | Two Credits |
| Students will establish a thorough understanding of the theory and structures of popular contemporary music. | |
| Prerequisite: MUTH 104 and 104E. (Offered fall semester.) | |
| MUTH 306 Pop Theory II | Two Credits |
| A continuation in study of MUTH 305. | |
| Prerequisite: MUTH 305. (Offered spring semester.) | |
| MUTH 312 Commercial Arranging and Producing | Two Credits |
| This course provides a Foundation and awareness of the processes of commercial arranging for live performances and producing music in a recording studio setting. Many of the popular styles will be explored. | |
| Prerequisite: MUSG 227, 260, and MUTH 306. (Offered fall semester.) | |
| MUTH 320 Orchestration and Arranging | Two Credits |
| This course focuses on instruments of the orchestra and their usages in various types of instrumental ensembles. The primary emphasis of this course is upon the development of practical orchestration skills, such as scoring, transcribing, and arranging. Some original compositional activities will be included, as well as score and part preparation and reading. | |
| Prerequisite: MUTH 204. (Offered irregularly.) | |
| MUTH 330 Form and Analysis | Two Credits |
| This course applies the previous four semesters of music theory to works of major composers from the Common Practice era to the present. Listening and writing skills are developed through assignments designed for micro and macro analysis. | |
| Prerequisite: MUTH 204. (Offered irregularly.) | |
| MUTH 340 Singer Songwriter Lab (see MUTH 240/340) | |

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 303 Introduction to Research Methodology | Three Credits |
| This course covers the basic scientific methods used in empirical research and the various approaches to this type of research. Topics addressed in this course include research hypotheses, defining | |

variables, survey construction, sampling, data collection, and statistical techniques. Students will write a research proposal that will lay the foundation 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**

In this course students explore how data analysis is applied to the research of behavior. Basic methods of summarizing, analyzing, and presenting research data are explained. Statistical concepts such as probability, correlation, analysis of variance, distribution, and hypothesis testing are explored. Students will gain experience with using the Statistical Package for the Social Sciences (SPSS).

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 contemporary life. Principles of ethical decision-making from an orthodox Christian perspective will also be addressed.

OL 313 Organizational Behavior **Three Credits**

Students learn how individuals and organizations function as complex systems and gain the fundamental skills and knowledge needed to understand and diagnose the various factors affecting organizational performance.

OL 314 Industrial and Organizational Psychology **Three Credits**

Students will discover the influence of psychology in the theories and practices related to human behavior in the workplace. Topics include job analysis, employee selection, design and evaluation of training, employee motivation and satisfaction, and evaluation of performance.

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)

OL 402 Applied Research Project: Part II **Two Credits**

Students write a review of the literature using primary sources of information in the social sciences. (Independent Study)

OL 403 Applied Research Project: Part III **Two Credits**

Students discuss ethical theory and social and personal values as they relate to contemporary life. Principles of ethical decision-making from an orthodox Christian perspective will also be addressed.

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. Meets the general education philosophy requirement. (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. An honors section is available for McAllaster Scholars. Cross listed with HST 260. (Offered fall semester of odd calendar years.)

PHL 251 History of Philosophy II **Three Credits**

Major thinkers and themes of philosophical thought from Bacon through the twentieth century will be studied. Special attention will be given to epistemology and metaphysics. The perspectives of rationalism, empiricism, transcendental idealism, existentialism, and twentieth century continental thought will play a key role through this course. An honors section is available for McAllaster Scholars. Cross listed with HST 261. (Offered spring semester of even calendar years.)

PHL 280 Introduction to Logic **Three Credits**

Designed to enable one to think critically. Focused primarily on formal and informal logic, including formal syllogisms, Venn diagrams, truth-function tables, informal fallacies, and predicate logic.

Prerequisite: PHL 201, 250 or 251. (Offered fall semester of even calendar years.)

PHL 310 Philosophy of Religion **Three Credits (WI)**

A philosophical approach to and analysis of the basic concepts of religion, together with its implications for theism and Christianity. Meets the general education writing intensive requirement.

Prerequisite: PHL 201, 250, or 251. (Offered fall semester.)

PHL 311 History of Political Philosophy **Three Credits**

Concerns political ideas from Plato to the present, analyzed from the perspective of the Judeo-Christian-Classical tradition. Cross listed with POL 311.

Prerequisite: PHL 201, 250 or 251. (Offered fall semester of odd calendar years.)

PHL 330 Ethics **Three Credits (WI)**

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.

Prerequisite: PHL 201, 250 or 251. (Offered spring semester.)

PHL 335 Philosophy of Science **Three Credits**

An examination of the role and limits of science with special attention to the necessary role of philosophy in any scientific enterprise. Topics discussed include Kuhnian, Popperian, and verificationist approaches to science. Particular attention will be paid to the role of explanatory theories, causal laws, epistemology, and the questions that science raises for Christian belief.

Prerequisite: PHL 201, 250, or 251. (Offered spring semester of odd calendar years.)

PHL 354 World Religions **Three Credits (CC)**

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.

Prerequisite: COR 102 or 301. (Offered fall semester.)

PHL 470 Metaphysics Seminar**Three Credits (WI)**

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. Meets the general education writing intensive requirement.

Prerequisite: Any PHL course. (Offered irregularly.)

PHL 395/405 Internship**Variable Credit**

This course will be completed for a letter grade.

PHL 389 Junior Departmental Honors Research**Variable Zero to Two Credits****PHL 489 Departmental Honors Research****Variable Zero to Two Credits****PHL 490 Departmental Honors Thesis****Variable Zero to Two Credits****PHL 199, 399 Open Titled Course****One to Four Credits****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. Meets the general education laboratory or non-laboratory science requirement. (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 about 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 the Sun and the planets of our solar system will begin with investigations of Earth - our home planet. Exploration of our Sun, Earth and Solar System involves a variety of tools that scientists use to gain information, generate hypotheses, and draw conclusions about the characteristics and processes in our system and extending into the rest of the Universe. In the process of investigations and discussions in this course, students will gain an awareness of both the power and limitations of scientific inquiry. In the laboratory investigations, students will be introduced to Earth processes and materials, extension of Earth processes/materials to the rest of the Solar System, nighttime live-sky observing, use of star maps, identification of constellations/stars, basic telescope operations, and basic astrophotography. Two hours of lecture and two hours of evening lab each week - However, because of the limited availability of clear skies due to unpredictable weather conditions, the student will need to be somewhat flexible about accomplishing the lab activities, with occasional adjustments necessary to do observations that will extend beyond the scheduled days and hours listed. (Offered fall 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.) | |
| Prerequisite: High school physics or PHY 102, and high school mathematics through calculus or currently enrolled in MTH 115. (Offered fall semester.) | |
| PHY 210 University Physics II | Four Credits |
| 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.) | |
| Prerequisite: PHY 120 or equivalent, MTH 115 or equivalent. (Offered spring semester.) | |
| PHY 220 University Physics III | Four Credits |
| 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.) | |
| Prerequisite: PHY 210 or equivalent, MTH 115. (Offered fall semester.) | |
| PHY 311 Electricity and Magnetism | Four Credits |
| An intermediate course that is basic for graduate work in physics. Topics covered include direct and alternating current circuits, static electric and magnetic fields, and Maxwell's equations. (Three hours lecture and three hours lab per week.) | |
| Prerequisite: PHY 220, MTH 217, 218. (Offered fall semester of even calendar years.) | |
| PHY 318 Theoretical Mechanics | Four Credits |
| The motion of a particle and a system of particles as described by Newtonian mechanics are studied. Vector algebra and vector calculus are used. Velocity dependent forces, central forces, oscillatory motion, rigid body motion, and moving coordinate frames are typical topics. | |
| Prerequisite: PHY 220, MTH 217, 218. (Offered spring semester.) | |
| PHY 321 Thermodynamics | Four Credits |
| Equilibrium thermodynamics, the first law, equations of state, changes of state, the second law, criteria for spontaneity, electrochemistry, and applications to chemical and physical systems. (Three hours lecture and three hours lab per week.) Cross listed with CHM 321 Physical Chemistry. | |
| Prerequisite: CHM 112, MTH 217. (Offered fall semester of even calendar years.) | |
| PHY 322 Modern Physics | Four Credits |
| In this course a quantitative understanding of atomic, molecular, and nuclear physics is presented through the applications of introductory quantum mechanics. The course is valuable to both physics majors and chemistry students who need a background in quantum mechanics. (Three hours lecture and three hours lab per week.) Cross listed with CHM 322 Physical Chemistry. | |
| Prerequisite: PHY 220, MTH 217, 218. (Offered fall semester of odd calendar years.) | |
| PHY 342 Instrumental Analysis | Four Credits |
| This course covers the major types of instrumentation utilized in chemistry, biology, and physics by providing "hands-on" experience as well as emphasizing the underlying principles. (Three hours lecture and three hours lab per week.) Cross listed with BIO 341/CHM 342. | |
| Prerequisite: CHM 112 and PHY 120. CHM 201 recommended. (Offered spring semester of odd calendar years.) | |
| PHY 350 Science Curriculum Projects | Two Credits |
| This course will explore current trends and issues in science curriculum, development, and evaluation of science curriculum, and construction and use of science equipment. Students will | |

consider the “big ideas” of science that should constitute a core curriculum. Cross listed with BIO 350/CHM 350.

Prerequisite: Admission to Teacher Education Program 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 395/405 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. The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum.

PHY 409 Seminar in Physics

Two 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. Cross listed with BIO 410/CHM 409. Meets the general education writing intensive requirement.

Prerequisite: Attainment of junior standing. (Offered every spring.)

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.)

POL 210 American Government

Three Credits

Examines structures, functions, and policies of the national government. (Offered spring semester.)

| | |
|--|-----------------------------|
| POL 310 The U.S. Constitution | Three Credits |
| 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. | |
| Prerequisite: POL 210, should be taken concurrently with HST 201. (Offered fall semester of even calendar years.) | |
| POL 311 History of Political Thought | Three Credits |
| Concerns political ideas from Plato to the present, analyzed from the perspective of the Judeo-Christian-Classical tradition. Cross listed with PHL 311. | |
| Prerequisite: PHL 201, 250 or 251. (Offered fall semester of odd calendar years.) | |
| POL 313 International Relations | Three Credits |
| A study of the foreign policy of the United States from Teddy Roosevelt to George W. Bush. | |
| Prerequisite: HST 201. (Offered fall semester of even calendar years.) | |
| POL 320 Current Events (see POL 120/320) | |
| POL 340 Civil Rights and Liberties | Three Credits |
| 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 difficultly 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.) | |
| POL 350 Readings in Government | One to Two Credits |
| Selected readings chosen by student and instructor. | |
| Prerequisite: Permission of instructor. (Offered every semester.) | |
| POL 390 Readings in Political Science | One to Three Credits |
| Selected readings chosen by student and instructor. | |
| Prerequisite: Permission of instructor. (Offered every semester.) | |
| POL 199, 399 Open Titled Course | One to Four Credits |

PSYCHOLOGY (PSY)

| | |
|---|----------------------|
| PSY 101 General Psychology | Three Credits |
| 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 (PSY101L) 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.) An honors section is available for McAllaster Scholars fall semester in odd calendar years. | |
| Meets the general education psychology requirement. (Offered every semester in conjunction with PSY101L) | |
| PSY 101L Psychology Service Learning Lab | Zero Credits |
| Students spend 24 total hours over the course of the semester at a local organization (school, nursing home, developmental center, etc.) that works daily with issues germane to psychology. The course reinforces concepts taught in General Psychology, and helps students empathize with the needs of their community. Although the lab is a non-credit lab it is linked with General Psychology. Students who fail this lab will automatically fail General Psychology. Students will not be granted chapel exemption to complete their lab hours. (Offered every semester in conjunction with PSY101.) | |

PSY 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 and non-parametric statistics. Cross listed with SOC 202. Meets Quantitative Reasoning requirement. (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. Meets the general education psychology requirement for education majors.

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. Meets the general education psychology requirement for education majors.

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. Meets the general education psychology requirement. (Offered fall semester.)

PSY 230 Writing for the Social Sciences**One Credit**

This course studies the basic principles of scientific writing in the social sciences with particular emphasis on the application of APA style in research reports and term papers. Students will apply these writing skills to projects in concurrent classes.

Prerequisite: PSY101 or 220. (Offered spring 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 presents an introduction to Social Psychology by exploring theories and research related to social perceptions, social influence, and social relations. Major topics to be covered in the course include, but are not limited to, social influence processes, interpersonal attraction, group behavior, aggression, conformity, and attitude formation and change. Students will further explore these topics by designing and conducting a social psychological research project. Cross listed with SOC304. | |
| Prerequisites: PSY 101, SOC 101, PSY or SOC 202, and PSY 210 or SOC 210. (Offered fall semester.) | |
| 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 365 Psychology Research Lab

One Credit

This course is designed to give advanced students formal research and professional development experience. In this course students revise or augment research projects begun in other courses, formalize their projects into either poster or paper symposium format, and present their finished projects at scholarly conferences. This course may be repeated one time for a total of two credits.

Prerequisite: PSY 101 or 220. (Offered fall 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 395/405 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. This course will be completed for a letter grade.

Prerequisite: Completed 20 hours of psychology, and approval of department chair.

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.

Prerequisites: PSY 202, 210, BIO 245 or equivalent Math/Science courses, or permission of the instructor. (Offered spring semester.)

PSY 412 Psychological Assessment

Three Credits

This course provides an introduction to psychological test construction, standardization, and the ethical uses of testing in the process of psychological evaluation and clinical treatment.

Students explore recently published professional journal articles regarding the uses of misuses of psychological assessment data in clinical practice. Students gain an understanding of the process of administration, scoring, and an introduction to interpretation of psychological assessment tools. Assessment instruments examined in this course include personality inventories, temperament inventories, intelligence tests, psychomotor assessments, projective tests, career and vocational assessments, the process of neuropsychological assessment, and the assessment of attention disorders.

Prerequisites: PSY 202 and 210. (Offered fall semester of odd calendar years.)

| | |
|--|-------------------------------------|
| 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 | Half Credit |
| (Offered every semester.) | |

| | |
|---|-------------------|
| 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 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 fall semester.) | |

| | |
|--|----------------------|
| REL 220 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. Prerequisite: Sophomore standing. (Offered spring semester of odd calendar years.) | |

| | |
|--|----------------------|
| 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 spring semester.) | |

| | |
|--|---------------------------|
| REL 245 Jews, Christians, Muslims | Three Credits (CC) |
| 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. Meets the general education cross cultural requirement. Prerequisite: COR 102 or 301 or Bible course or permission of instructor. (Offered spring semester of even 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 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 320 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.

Prerequisite: REL 220. (Offered spring semester of even calendar years.)

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 spring semester of odd calendars years.)

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 of even calendar years.)

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 354 World Religions **Three Credits (CC)**

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.

Prerequisite: COR 102 or 301. (Offered fall semester.)

REL 361 The Church in the City **Three Credits (CC)**

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. Meets the general education cross cultural requirement. (Offered Interterm.)

REL 365 Homiletics **Three Credits**

Analysis of the construction and delivery of sermons. For student and lay ministers.

Prerequisite: BIB 205 or 215. (Offered fall semester.)

| | |
|---|-------------------------------------|
| REL 366 Introduction to Worship | Three Credits |
| This course introduces students to the language and various elements of Christian worship and provides instruction in the theology and leadership of central liturgical events within the Christian community, including weddings, funerals, and the sacraments of baptism and the eucharist. | |
| Prerequisite: BIB 205 or 215. (Offered spring semester.) | |
| REL 395/405 Internship | Variable Credit |
| Taken for two to nine credits, the internship provides on the job supervised ministry experience in a contest 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. This course will be completed for a letter grade. | |
| REL 451 Foundations of Christian Doctrine | Three Credits |
| An historical and philosophical study of the development of Christian theology over the centuries. | |
| Prerequisite: Junior Standing, and COR 102, or COR 301. (Offered fall semester.) | |
| REL 452 Methods in Wesleyan Theology | Three Credits |
| Analysis of methodology in the development of certain historically important systems of Christian theology with a focus upon doing theology in the 21 st century. A consideration of how the student may do theology today. | |
| Prerequisite: Senior status. (Offered spring semester.) | |
| REL 389 Junior Departmental Honors Research | Variable Zero to Two Credits |
| REL 390 Readings in Religion | One or Two Credits |
| REL 489 Departmental Honors Research | Variable Zero to Two Credits |
| REL 490 Departmental Honors Thesis | Variable Zero to Two Credits |
| REL 199, 399 Open Titled Course | One to Four Credits |

SPORTS MANAGEMENT (SMG)

| | |
|--|-------------------------------------|
| SMG 101 Introduction to Sports Management | Three Credits |
| Students will be introduced to a broad range of priority issues and/or topics in sport management. Issues such as: career opportunities and myths, finance, communication, facility management, event coordination, marketing, governance etc. This course provides an overview of all the major components in the sport industry. This course is not designed to provide significant depth on issues but rather deliver breath of study on key elements in the sport management field. (Offered fall semester.) | |
| Prerequisite: SMG101. | |
| SMG 389 Junior Departmental Honors Research | Variable Zero to Two Credits |
| SMG 489 Departmental Honors Research | Variable Zero to Two Credits |
| SMG 490 Departmental Honors Thesis | Variable Zero to Two Credits |
| SMG 199, 399 Open Titled Course | One to Four Credits |

SOCIOLOGY (SOC)**SOC 101 Principles of Sociology** **Three Credits**

A basic course introducing the student to the concepts, theories, and methods employed in an objective scientific analysis of society, culture, social institutions and organizations, social control, deviancy, and social factors involved in personality development. An honors section is available for McAllaster Scholars. Meets the general education sociology requirement. (Offered every semester.)

SOC 103 Social Problems **Three Credits**

Expansion of awareness and knowledge of perceived social problems in American society. Problems studied include current social concerns such as alcoholism, drug addiction, mental illness, crime, violence, war, poverty, sexual deviancy, and population. Meets the general education sociology requirement. (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 and sociology 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 and non-parametric statistics. 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 |
| This course presents an introduction to Social Psychology by exploring theories and research related to social perceptions, social influence, and social relations. Major topics to be covered in the course include, but are not limited to, social influence processes, interpersonal attraction, group behavior, aggression, conformity, and attitude formation and change. Students will further explore these topics by designing and conducting a social psychological research project. Cross listed with SOC304. | |
| Prerequisites: PSY 101, SOC 101, PSY or SOC 202, and PSY 210 or SOC 210. (Offered fall semester.) | |
| 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 spring semester of even calendar years.) | |
| SOC 351 Juvenile Delinquency | Three Credits |
| A course designed to investigate delinquency, including juvenile deviancy and juvenile crime. Applicable theories and models of delinquency will be investigated, as will social construction of delinquency. The course is appropriate for students focusing on criminal justice generally, as well as social work. Professional implications will also be examined. Cross listed with CRJ 351, 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 395/405 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. This course requires students to have personal liability insurance coverage, and will be completed for a letter grade.

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 202, 210, 371. (Offered spring semester.)

SOC 389 Junior Departmental Honors Research

Variable Zero to Two Credits

SOC 489 Departmental Honors Research

Variable Zero to Two Credits

SOC 490 Departmental Honors Thesis

Variable Zero to Two Credits

SOC 199, 399 Open Titled Course

One to Four Credits

SPANISH (SPN)

SPN 101, 102 Elementary Spanish I and II

Three Credits Each

Essentials of Spanish, oral and written: grammar, composition, conversation, and reading.

Prerequisite: SPN 101 must be taken before SPN 102. (Offered fall and spring semesters, respectively.)

SPN 201 Intermediate Spanish

Three Credits

Conversation, readings, grammar review.

Prerequisite: SPN 102 or equivalent. (Offered fall semester.)

SPN 202 Selected Topics

Three Credits

This course will examine a wide range of themes including, but not limited to, topics such as comparative Hispanic cultural studies, the Spanish American short story, Spanish theatre studies, issues of immigration, and the Latino threat narrative. These will be taught through intermediate level reading texts, written assignments, aural activities, film studies, articles, news reports, and other current media sources.

Prerequisite: SPN102. (Offered every semester.)

SPN 220 Spoken Spanish

Three Credits

Practice in listening to spoken Spanish. Oral reports and informal conversation. Phonetics.

Prerequisite: SPN 201 or equivalent. (Offered spring semester.)

SPN 281/381 La Casa de Español

One or Two Credits

Spanish House provides an immersion in a controlled academic on-campus context. Selected students sign a pledge to use only the Spanish language and must be currently enrolled in a Spanish class. The chief goals are to improve the speaking, writing, and verbal comprehension of students. Additionally students will increase their appreciation for the culture by participating in the cooking and eating of meals and other planned activities. Students enrolling at the 381 level must have successfully completed SPN 281. 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.)

| | |
|---|-------------------------------------|
| SPN 310 Latinoamérica y Su Civilización | Three Credits (CC) |
| 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 fall semester.) | |
| SPN 320 España y Su Civilización | Three Credits (CC) |
| 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.) | |
| SPN 340 La Literatura Peninsular | Three Credits |
| 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.) | |
| SPN 355 Gramatica Avanzada y Composicion | Three Credits |
| This course is a high level course in which writing skills and correct grammar usage in Spanish are emphasized. Through a variety of written documents, students will focus on critical reading and the interpretation of texts, skills which will further help develop their ability to write correctly in Spanish. Students will acquire a better understanding of finer points of Spanish Grammar. | |
| Prerequisite: SPN 201 or equivalent. (Offered in a three year rotation.) | |
| SPN 365 Espanol Hablado Avanzado | Three Credits |
| 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.) | |
| SPN 370 Literatura Latinoamericana | Three Credits |
| Study of the Hispanic novel through reading of selected novels. | |
| Prerequisite: 201 or equivalent. (Offered in a three year rotation.) | |
| SPN 381 La Casa de Español (see SPN 281/381) | |
| SPN 395/405 Practicum | Variable Credit |
| The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum. | |
| SPN 389 Junior Departmental Honors Research | Variable Zero to Two Credits |
| SPN 489 Departmental Honors Research | Variable Zero to Two Credits |
| SPN 490 Departmental Honors Thesis | Variable Zero to Two Credits |
| SPN 199, 399 Open Titled Course | One to Four Credits |

SOCIAL WORK (SWK)

| SWK 205 Introduction to Social Work | Three Credits |
|--|----------------------|
| The nature, functions, and values of social work are explored. Social work is presented as a problem solving process with wide applicability in the arena of human services; thus, social work is studied within a wide spectrum of situations and institutions. | |

| | |
|---|-------------------------------------|
| SWK 305 Fields of Social Work | Three Credits |
| A course designed to develop the student's awareness of alternative methods of treatment available and to help the student develop the skills and techniques that are essential to professional competency in the "helping" processes. | |
| Prerequisite: SWK 205. (Offered spring semester every third year.) | |
| SWK 310 Social Work Practice | Three Credits |
| 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.). | |
| Prerequisites: SWK 205 and PSY 212. (Offered spring semester every third year.) | |
| SWK 351 Juvenile Delinquency | Three Credits |
| A course designed to investigate delinquency, including juvenile deviancy and juvenile crime. Applicable theories and models of delinquency will be investigated, as will social construction of delinquency. The course is appropriate for students focusing on criminal justice generally, as well as social work. Professional implications will also be examined. Cross listed with CRJ 351, SOC 351. | |
| Prerequisite: SOC 101 or consent of instructor. (Offered spring semester of even 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 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 SOC 390. | |
| Prerequisite: Completion of or concurrent enrollment in SWK 471. | |
| SWK 395/405 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. This course requires students to have personal liability insurance coverage, and will be completed for a letter grade. | |
| Prerequisites: SOC 101, 202, 210, SWK 205, and upper division status. | |
| 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 |

COLLEGE PERSONNEL

BOARD OF TRUSTEES

Officers

| | |
|---------------------|------------|
| Jerry A. Hood | Chair |
| Rebecca E. Smith | Past Chair |
| Howard Costley, Jr. | Vice Chair |
| Melissa A. Westover | Secretary |
| David G. Colgan | Treasurer |

Members Emeriti

| | |
|---------------------|--------------------------------|
| Sandra M. Boileau | Champaign, Illinois |
| Patricia A. Burd | Gainesville, Georgia |
| Jay G. Burgess | Wadsworth, Illinois |
| James W. Claussen | Lakeland, Florida |
| Herbert H. Coates | Greenville, Illinois |
| Michael L. Coling | Greenville, Illinois |
| Robert E. Cranston | Champaign, Illinois |
| Lloyd G. Ganton | Spring Arbor, Michigan |
| Donald B. Goldsmith | Naples, Florida |
| Yoshio D. Gotoh | Lake Barrington, Illinois |
| Duane E. Hood | Black Mountain, North Carolina |
| Donald M. Joy | Wilmore, Kentucky |
| M. Kenneth Kaufmann | Clearwater, Florida |
| Paul R. Killinger | Dunlap, Illinois |
| 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 |
| Marjorie R. Smith | St. Louis, Missouri |
| Kendell G. Stephens | Nappanee, Indiana |
| Robert E. Stroud | Prairie Village, Kansas |
| Barry J. Swanson | Denver, Colorado |
| R. Ian VanNorman | Calgary, Alberta, Canada |

Accession

| | | |
|------|---|-------------------------|
| 2013 | Ivan Filby, President Honorary Member of the Board | |
| 1988 | David S. Fisher | Brookfield, Wisconsin |
| 1993 | Craig W. Tidball | Warsaw, Indiana |
| 1994 | David G. Colgan | Bedford, Indiana |
| 2002 | J. Richard Schien | Carlinville, Illinois |
| 2002 | Rebecca E. Smith | Marietta, Georgia |
| 2002 | Mark D. Whitlock | Springfield, Illinois |
| 2003 | Jerry A. Hood | Great Falls, Montana |
| 2004 | Douglas M. Newton | Greenville, Illinois |
| 2005 | Robert W. Bastian, M.D. | Downers Grove, Illinois |
| 2005 | Dan R. Denbo | Indianapolis, Indiana |
| 2006 | Dennis L. Fenton | Hillsboro, Illinois |
| 2006 | Melissa A. Westover | Estes Park, Colorado |
| 2010 | Howard Costley, Jr. | Winfield, Illinois |
| 2010 | Donald D. Wolf | Morrison, Colorado |
| 2011 | Jeffrey P. Johnson | Midwest City, Oklahoma |

| | | |
|------|--------------------|-------------------------|
| 2012 | Rex E. Bennett | Greenwood, Indiana |
| 2013 | Paul Donnell | Washington, D.C. |
| 2013 | Brian Johnson | Clarksville, Tennessee |
| 2013 | Edward L. McMillan | Greenville, IL |
| 2014 | Valarie J. Gin | Magnolia, Massachusetts |

PRESIDENT'S CABINET

Ivan L. Filby (2005-2012, 2013)

President; B.S., Aston University, United Kingdom; M.A., University of Dublin, Ireland; M.A., University of Sheffield (Cliff College), United Kingdom; Ph.D., Aston University, United Kingdom

Suzanne Allison-Davis (2012)

President's Chief of Staff and College In-House Legal Counsel; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign; J.D., University of Illinois at Urbana-Champaign

Edwin F. Estevez (2000-2005; 2014)

Vice President for Academic Affairs; B.A., Greenville College; M.S.W., Washington University; Ph.D., Saint Louis University

Kathie S. Filby (2006)

First Lady; B.A., Trinity College, Dublin; M.A. Trinity College, Dublin

Dana Funderburk (2000)

Vice President of Finance; B.S., Southern Illinois University, Edwardsville

Scott D. Giffen (2014)

Vice President for College Advancement; B.A., Greenville College

Norman D. Hall (1998)

Vice President for Student Development; B.A., Greenville College; M.S., Southern Illinois University, Carbondale; Ed.D., Pepperdine University

Michael J. Ritter (1999-2001, 2003)

Vice President for Enrollment; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign; ABD, Anderson University

ADMINISTRATIVE STAFF

President's Office

Christy Dashiell (2011)

Assistant to the President and Director of World Outreach and Missions; B.A., Greenville College; M.S., Greenville College

Andrew Rode (2010)

Assistant Coach for Football, Offensive Coordinator; B.A., Wabash College; M.A., Greenville College

William J. Schneck III (2001)

Director of Athletic Events Management and Sports Information; B.A. Greenville College; M.S.Ed., Southern Illinois University, Edwardsville.

William R. Schomaker (2010)

Head Coach for Football; B.A., Trinity International University; M.A., Trinity International University

Michelle Sussenbach (2001)

Registrar; B.S., Greenville College

Christopher R. Swift (2012)

Head Coach for Men's Soccer; B.A., Vanguard University

Jeff Wardlaw (2010)

Director of Soccer Operations; B.A., Mid America Nazarene College; M.A., Greenville College

Amanda Worker (2008)

Director of Teacher Education Field Experience; B.S. Greenville College

Business Affairs

Melissa Cantrill (1995)

Director of Student Account Services; B.S., Greenville College

Kelly Richardson (2008)

Controller; B.S., Southern Illinois University, Edwardsville

Natali Rinderer (2000)

Director of Human Resources; B.B.A., Baker College

Barbara Sands (2004)

Director of Payroll; B.S., Baker College

Andrea Thies (2003)

Director of Donor Restricted Accounting; B.S., Southern Illinois University, Carbondale.

Enrollment Management

Mark Anderson (2013)

Admissions Counselor; B.A., Spring Arbor University

Alyssa Arcaya (2011)

Admissions Counselor; B.A., Greenville College

Emily Brooks (2011)

Senior Transfer Admissions Counselor; B.A., Southwest Baptist University

Janice Chapman (2007)

Senior Admissions Coordinator; B.S.E., Missouri Baptist University

Richard Cleare (2014)

Admissions Counselor; B.S., Lynn University

Philip A. Eppard (2000)

Graphic Design Specialist; B.A., Greenville College

Laura K. Hinrichsen (2013)

Marketing Content Developer; B.A., Greenville College; M.A., Saint Louis University

David Kessinger (1994-2002, 2007)

Associate Director of Financial Aid; B.A., Greenville College; M.B.A., Lindenwood University.

Marilae Latham (2008)

Director of Financial Aid; B.S., John Brown University

John R. Massena (2005)

Director of Undergraduate Admissions; B.A., Greenville College; M.A., Aquinas Institute of Theology

Emily Miller (2014)

Admissions Counselor; B.A., Greenville College

Pamela Miller (2007)

Assistant Director of Financial Aid

Marci Nauman (2011)

Marketing Communication Specialist; B.S., Maryville University

Jacob Schlempner (2013)

Admissions Counselor; B.A., Southern Illinois University, Edwardsville

Tammy Shryock (2012)

Admissions Coordinator for Adult Degree; B.S., Greenville College; M.A., Greenville College

Sarah Viatrov (2012)

Admissions Counselor; B.S., John Brown University

Student Development**Emily Bishop** (2008)

Assistant Dean for Residence Life; B.A., Greenville College

Timothy Caldwell (2011)

Associate Dean for Residence Life; B.S., Huntington College; M.A., Ball State University

Dustin Fenton (2007)

Associate Dean for Campus Activities and Leadership Development; B. S., Greenville College; M.A., Azusa Pacific University

J. Marcos Gilmore (2006)

Dean of Student Success and First Year Experience; B.A., Greenville College; M.A., University of Iowa; M.A., Greenville College

Michael Lennix (2012)

Director of Campus Safety and Security; B.A., Greenville College; M.S., Chicago State University

Rain Liang (2013)

Director of the Intensive English Student Services; B.S., Nankai University; M.S., University of Illinois

Patrick Miller (1999-2003, 2010)

Associate Dean of Leadership and Life Calling; B.A., Greenville College; M.A., Geneva College

Mallory C. Sample (2012)

Associate Dean for Counseling Services; B.A., Greenville College; M.A., Southern Illinois University, Edwardsville

George Smith (1999)

Campus Counselor; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville

Fallon Sparks (2010)

Director for Academic Support; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville

Pedro Valentin (2001)

Dean of Multicultural Affairs; B.A., Greenville College; M.A., University of Illinois at Chicago

Support Services**Matthew Bernico** (2011)

HelpDesk Support Technician; B.A., Greenville College

Cory Braden (2013)

Web Applications Developer; B.S., Greenville College

Kenny Hampton (1998)

Director of Media Resource Center; B.S., Greenville College

Patrick Holler (2012)

HelpDesk Support Technician; B.A., Greenville College

Johnny Matthews (1998-2005, 2008)

Assistant Director of Information Technology and Software Development; B.A., Greenville College

Rick Murphy (1999)

Assistant Director of Information Technology; B.S., Greenville College

Jared Stuckemeyer (2012)

Network Administrator

Kris Truitt (2007)

Lead Web Application Developer; B.S., Greenville College

Scott Wight (1997)

Voice and Data Network Engineer; B.S., Greenville College

Paul Younker (1985)

Director of Information Technology; B.S., Greenville College

College Advancement**Brianne Hair** (2006)

Coordinator of Research and Processing; B.A., Greenville College

Heather Fairbanks (2012)

Coordinator of Advancement Communications and Events; B.A., Randolph-Macon Women's College; M.P.S.A., Texas A&M University

Carla Morris (2011)

Managing Editor of Advancement Publications; B.A., Greenville College; Ed.M., Oregon State University

Pam Taylor (1972)

Director of Alumni Relations; B.A., Greenville College

DIRECTORS OF SUPPLEMENTARY SERVICES**Kevin Davis** (2003)

Supervisor for Custodial Services

Mark Owens (2011)

Director of Facilities; B.S., Illinois State University

Jason Schmitz (2011)

Supervisor for Grounds Maintenance; B.S., University of Illinois, Urbana-Champaign

Todd Siebert (1988)

Associate Director of Facilities

THE FACULTY**Elizabeth de la Garza-Ahern** (2008)

Director of Cross-Cultural and International Academic Programs and Instructor in Business Management; B.A., Greenville College; M.B.A., Saint Louis University

Jacob Amundson (2007)

Associate Professor Art and Digital Media and Director of Campus Film Series; B.A., Greenville College; M.A., Webster University; M.F.A., Azusa Pacific University

Lisa Amundson (2010)

Assistant Professor in Education; B.S., Greenville College; M.A.E., University of Missouri, Saint Louis; Ph.D., University of Missouri, Saint Louis

George D. Barber (1999)

Professor of Health, Physical Education, and Recreation and Head Men's Basketball Coach; B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Kentucky

Richard O. Beans (1987)

Associate Professor of Psychology; B.A., Greenville College; M.A., Eastern Illinois University, Ph.D., Kansas State University

Jane Bell (2014)

Visiting Professor of Business Management; B.S., University of North Carolina-Chapel Hill; M.S., Ohio University

Lynn A. Carlson (1997)

Instructor in Health, 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 Assistant Professor of Music; B.M., University of Miami

John R. Chism (1983)

Professor of Business Management; B.A., Greenville College; M.B.A., University of Illinois, Urbana-Champaign; M.A., Southern Illinois University, Edwardsville

Hyung Choi (2013)

Department Chair and Associate Professor in Physics; B.S., Kyung Hee University; M.A., Seoul National University; M.A., Graduate Center of CUNY; M.Div., Princeton Theological Seminary; Ph.D., Graduate Center of CUNY

K. Deloy Cole (1999)

Assistant Professor in the Department of Digital Media and Chair of the Digital Media Department; B.S., Greenville College; M.S.CMIS, Southern Illinois University, Edwardsville

Ronald G. Cook (2010)

Director of Graduate Programs in Management and Assistant Professor in Business Management; B.S., Greenville College; M.S. Capella University; Ph.D., Capella University

Daryl Cox (1981-1998, 2013)

Department Chair and Professor of Biology and Chemistry; B.A., Greenville College; Ph.D., University of Iowa

Tracy Cromer (2014)

Head Coach for Softball and Senior Women's Administrator and Instructor; B.A., Bethel University; M.S., Texas Women's University

Eugene A. Dunkley Jr. (2001)

Associate Professor of Biology and Dean of Diversity; 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)

Associate 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)

Associate Professor of Music; B.S., Mankato State University, M.M., Mankato State University; M.F.A., Minnesota State University Mankato.

William Z. Fairbanks III (2010)*

Director of the Bands; B.M.Ed., West Texas State University; M.Div., Boston University; M.M., Stephen F Austin State University; D.M.A., Boston University.

Douglas C. Faulkner (1990)

Dean of the School of Professional Studies, Department Chair and Associate Professor of Health, Physical Education, and Recreation; B.A., Greenville College; M.Div., Bethel College; M.S.Ed., Southern Illinois University, Edwardsville; Ph.D., Saint Louis University

Lori A. Gaffner (1993)

Dean of Chapel and Director of Spiritual Formation and Assistant Professor of Religion; B.A., Greenville College; B.S., Southern Illinois University, Edwardsville; M.S., Eastern Illinois University; M.A., Northwest Nazarene University

Karen Gallacci (2012)

Assistant Librarian in the Ruby E. Dare Library; B.Lib.St., Southern Illinois University, Edwardsville; M.L.I.S., University of Wisconsin, Milwaukee

Sharon E. Grimes (2001)

Assistant Professor of Art and Curator of the Bock Museum; B.A., Greenville College; M.A., Webster University; Ph.D., Saint Louis University

Brian T. Hartley (1993)

Dean of the School of Arts and Sciences, and Professor of Philosophy and Religion; B.A., Greenville College; M. Div., Princeton Theological Seminary; Ph.D., Saint Louis University

Gail Heideman (2011)

Assistant Librarian in Public Services for the Ruby E. Dare Library; B.A., Trinity International University; M.A., Trinity International University; M.L.I.S., University of Illinois

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

Dave Holden (1995)^{23*}

Associate Vice President for Strategic Planning, Innovation, and Compliance and Assistant Professor in Education; B.S., University of Southern California; M.A., University of Southern California; Ed.D., Nova Southeastern University

Teresa B. Holden (2004)

Assistant Professor of History and Political Science and Director of COR 101; B.A., Asbury College; M.A., University of Notre Dame; Ph.D., Saint 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 and Librarian; B.A., Greenville College; M.S.L.S., University of Illinois, Urbana-Champaign

Susan E. Hughey-Rasler (1987)

Department Chair and Professor of Psychology; B.A., Greenville College; M.Ed., University of Washington, Seattle; Ph.D., University of Washington, Seattle

Richard P. Huston (1994)

Department Chair and Professor of History and Political Science; B.A., Greenville College; M.Div., Asbury Theological Seminary; Ph.D., University of California, Los Angeles

H. Darrell Iler (2003)

Professor of Chemistry and Director of STEM Programs; B.A., Greenville College; M.S., Illinois Institute of Technology; Ph.D., Virginia Tech

Karlene E. Johnson (2001)

Associate Professor of Math/Science Education; B.A., Greenville College; M.S., Curtin University of Technology; Ph.D., Curtin University of Technology.

Nancy Johnson (2007)

Associate Professor of Education and Director of MAE-Reading Program; B.A., Luther College; M.S., University of Iowa; Ph.D., University of Iowa.

Bwarenaba Kautu (2013)

Assistant Professor in Biology; B.S., University of Wisconsin; M.S., University of Alabama; Ph.D., University of Alabama

Koby Kizzire (2013)

Assistant Professor in Chemistry; B.A., Southern Illinois University, Edwardsville; Ph.D., University of Iowa

Georgann Kurtz-Shaw (1991)

Head of Public Services for the Ruby E. Dare Library and Librarian; B.A., Greenville College; M.S., University of Illinois, Urbana-Champaign; M.A., Southern Illinois University, Edwardsville

Alexandria LaFaye (2011)

Associate Professor of Language Literature and Culture; B.A., University of Minnesota; MA., Minnesota State University at Mankato; M.A., Hollins University; M.F.A., University of Memphis

Mark Lamb (2011)

Dean of the School of Education and Associate Professor of Education; B.S., Northeast Missouri State University; M.S., Southern Illinois University, Edwardsville; Ed.D., Maryville University

Debra L. Marsch (1996)

Associate Professor of Music; B.M.E., Evangel College, MO; M.M., Temple University, Esther Boyer College of Music, PA.

Rick H. McPeak (1994)

Associate Professor of Religion and Director of COR 102; B.Th., Aldersgate Bible College; M.A., Saint Louis University; Ph.D., Saint Louis University

Danara Moore (2011)

Assistant Professor of Music Business; B.A., Taylor University; M.A., New York University

Roy S. Mulholland (1999)

Assistant Professor of Health, Physical Education, and Recreation, Coordinator of Physical Education Program, and Head Women's Basketball Coach; B.S., Greenville College; M.A., United States Sports Academy, Alabama

Mauricio Nava (2014)

Assistant Professor of Spanish; B.A., Concordia College, M.A., Minnesota State University, Ed.D., Bethel University

Scott C. Neumann (2000)

Associate Professor of History and Political Science; B.A., Greenville College; M.A., Southern Illinois University, Carbondale; Ph.D., University of Illinois, Urbana-Champaign

Andrea Nord (2014)

Assistant Professor in Biology; B.A., Goshen College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

Eric Nord (2014)

Assistant Professor in Biology; B.A., Goshen College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

R. Brian Patton (1998)

Head Track and Cross Country Coach and Instructor; B.A., Greenville College

Gregory E. Pennington (2005)

Associate 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; Ph.D., Regent University

George R. Peters (2003)

Department Chair and Associate Professor of Mathematics; B.A., Greenville College, M.S., Iowa State University; Ph.D., Iowa State University

Brian K. Reinhard (2000)

Associate Dean of the School of Education and Associate Professor of Education and Spanish; B.S., Greenville College; M.A., Saint Louis University; Ph.D., Saint Louis University

Veronica R. Ross (1990)

Department Chair and Associate Professor of Communications; 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 Professor of Sociology; B.A., Greenville College; M.A., Western Michigan University; Ph.D., Western Michigan University

Larry W. Sayler (1995)

Department Chair of Business Management Department and Professor of Business 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 and Professor of Language, Literature, and Culture, and Academic Director of the Intensive Learning Program; B.A., University of Puerto Rico; M.A., Central Michigan University; Ph.D., University of Illinois, Urbana-Champaign

Melanie Schaafsmma (2014)

Assistant Professor Sociology, Social Work, and Criminal Justice; B.A., Southern Illinois University – Edwardsville, M.S.W., Southern Illinois University, Edwardsville; Ph.D., Saint Louis University

Kenneth P. Schmidt (1987)

Professor of Education; B.A., Central Michigan University; M.A., Central Michigan University; Ed.D., University of Illinois, Urbana-Champaign

S. Bradley Shaw (1991)

Professor of Language, Literature, and Culture and Coordinator of Scholarship and Faculty Development; B.A., Greenville College; M.A., University of Illinois, Urbana-Champaign; Ph.D., University of Illinois, Urbana-Champaign

Lesley Sieger -Walls (2008)

Associate Professor of Language, Literature and Culture, Undergraduate Advising Coordinator, and Acting Director of the McAllaster Scholars honors program; BSE., Emporia State; M.A., Emporia State University; Ph.D., University of Illinois, Urbana-Champaign

Christina M. Smerick (2005)

Department Chair of the Philosophy and Religion Department, and Associate Professor and Chair of Jewish-Christian Studies; B.A., Trevecca Nazarene University; M.A., DePaul University; Ph.D., DePaul University

Marilyn Starr (1962-1968; 1969-1971; 1997)

Archives Curator; B.S., Olivet Nazarene College; M.A., Michigan State University; M.L.S., Western Michigan University

Paul Sunderland (2012)

Instructor of Music: B.A., University of Akron; M.A., University of Akron

Kathryn R. Taylor (1998)

Associate Professor of Education and Certification Officer; B.S., Greenville College; M.S., Southern Illinois University, Edwardsville; Ph.D., Southern Illinois University, Carbondale

Mark Thomas (2011)

Assistant Professor in Organizational Leadership; B.A., Davidson College; ; M.S. Capella University; M.Div., Union Theological Seminary; D.Min., McCormick Theological Seminary

Sarah E. Todd (2014)

Visiting Instructor of Music; B.M., Taylor University; M.A., Eastern Illinois University; M.M., University of Oklahoma

Megan Tyler (2012)

Instructor of Education; B.S., Greenville College; M.A., Greenville College, ABD, Capella University

Vanda Underwood (2006)

Assistant Professor of Education; B.A., Greenville College; B.S., Greenville College; M.S., Southern Illinois University, Edwardsville, M.A., Greenville College; Ed.D., Lindenwood University

Eric Watterson (2010)

Assistant Professor of Psychology, and Coordinator of Assessment and Institutional Research; B.A., Greenville College; M.Div., Asbury Theological Seminary; M.S., University of Kentucky, Lexington; M.S., Saint Louis University; Ph.D., Saint Louis University

Benjamin Wayman (2013)

Assistant Professor in Philosophy and Religion; B.A., Greenville College; M.Div., Duke University; Ph.D., Saint Louis University

Louise A. Weiss (1995)

Associate Professor of Music; B.M.E., Southern Illinois University, Edwardsville; M.M.E., Southern Illinois University, Edwardsville

Jessa Wilcoxen (2010)

Assistant Professor of Digital Media; B.A., Bradley University; M.F.A., University of Memphis

Jeffrey S. Wilson (1996)

Departmental Chair and Professor of Music; B.Mu., Augustana College at Rock Island, IL; M.M., University of Illinois, Urbana-Champaign; D.M.A., University of Illinois, Urbana-Champaign

Christopher P. Woods (1994)

Associate Professor of Music; B.Mus., San Diego State University; M.C.M., Western Conservative Baptist Seminary; M.M., California State University, Fullerton, CA; D.M.A., University of North Texas, Denton

EMERITI**William B. Ahern**

Professor Emeritus of Biology (1966-2008). B.S.Ed., Kansas State Teachers College; M.S., Kansas University; D.A., University of Northern Colorado

Sharon Alger

Dean Emerita for College Planning and Assessment (1966-72; 78-80; 1989-2001). B.A., Greenville College; M.A., California State College; Ph.D., Indiana State University

Edwin G. Blue (2008)

Faculty Emeritus; Professor Emeritus of Education (1994-2009); B.A., Grace College; M.S., Indiana University; Ed.D., Indiana University

Delbert Catron

Professor Emeritus of Education (1963-1994). B.A., McPherson College; M.S., Kansas State Teachers College

Richard L. Holemon

Vice President Emeritus for Academic Affairs and Dean of Faculty (1978-1994). B.S., Missouri Baptist College; M.A., Washington University; Ed.D., Washington University

Daniel D. Jensen

Professor Emeritus of History and Political Science (1960-1996). B.A., San Diego State College; M.A., San Diego State College; D.A., Illinois State University

Robert W. Johnson

Professor Emeritus of Health, Physical Education, and Recreation (1987-2012); B.A., Greenville College; M.Ed., Texas Tech University; Ph.D., University of Iowa

Donald C. Jordahl

Professor Emeritus of History (1962-1994). B.A., Greenville College; Th.B., Greenville College; B.D., Nazarene Theological Seminary; M.S., Kansas State Teachers College; Ph.D., Southern Illinois University

Joyce Keillor

Faculty Emerita of Education (1977-1998). B.A., Greenville College; M.S.Ed., Southern Illinois University, Edwardsville

James M. Lang

Professor Emeritus of Biology (1980-2007); B.A., Arkansas College; M.S., University of Arkansas; Ph.D., Iowa State University

V. James Mannoia, Jr.

President Emeritus (1999-2008); B.S., Massachusetts Institute of Technology; M.A., Washington University; Ph.D., Washington University

Dale F. Martin

Professor Emeritus of English (1967-2011). B.A., Greenville College; M.A., University of Wisconsin; Ph.D., Southern Illinois University, Carbondale

Ralph Montgomery

Professor Emeritus of Music (1982-2000). B.M., Eastman School of Music; M.M., North Texas State University

Thomas D. Morgan

Vice President Emeritus for Student Development and Enrollment Management (1967-2003). B.S., Greenville College; M.S.Ed., Eastern Illinois University; Ph.D., University of Illinois, Urbana-Champaign

Royal W. Mulholland (1964)

Professor Emeritus of Education (1964-2006); B.S., Greenville College; M.Ed., University of Illinois, Urbana-Champaign; Ed.D., University of Illinois, Urbana-Champaign

JoAnn Noble

Professor Emerita of Music (1965-1996). B.S. Greenville College; M.M., University of Michigan; M.S.Ed., University of Illinois

Galen Peters

Professor Emeritus of Math (1971-2001). A.B., Bethel College; Ph.D., Iowa State University

James Plett

Professor Emeritus of English (1974-2000). B.A., Seattle Pacific College; M.A., University of Washington; Ph.D., University of California, Riverside

James A. Reinhard

Professor Emeritus of Religion (1957-1994). B.A., Greenville College; B.D., Asbury Theological Seminary; Ph.D., University of Iowa

Marilyn M. Reinhard

Director Emerita of Admissions (1982-1995). B.A., Greenville College; M.S., Ed., Southern Illinois University, Edwardsville

Marilyn J. Richards

Assistant Professor Emerita of Education (1987-2010). B.S., Seattle Pacific College; M.S., Southern Illinois University, Edwardsville

Jane M. Sanders

Professor Emerita of Modern Languages (1960-1995). B.A., Greenville College; M.S.Ed., Indiana University; M.A., University of Illinois

L. Everett Sanders

Professor Emeritus of Music (1954-1995). B.A., Greenville College; M.M.Ed., Indiana University; D.M.E., Indiana University

Donald L. Sheriff

Professor Emeritus of Management and French (1967-1976; 1978-2004). B.A., Greenville College; M.S., Kansas State Teachers College; M.I.M., American Graduate School of International Management

Hugh E. Siefken

Professor Emeritus of Physics (1969-2004). B.A., Greenville College; M.S., University of Kansas; Ph.D., University of Kansas

Marie Siefken

Professor Emerita of Biology (1969-2001). A.B., Greenville College; M.A., University of Kansas

Robert E. Smith

Retired President (1993-1998); Professor Emeritus of Health, Physical Education, and Recreation (1961-1998). B.S., Greenville College; M.A., Southern Illinois University; Ph.D., Florida State University

Larry Starr

Professor Emeritus of Mathematics (1981-1998). B.S., Western Michigan University; M.A., University of Michigan

W. Richard Stephens, Sr.

President Emeritus (1971-1993). Distinguished Professor of History, Retired; Senior Consultant for Constituent Development; B.A., Greenville College; M.Ed., University of Missouri; Ed.D., Washington University

Norman D. Swanson

Associate Professor Emeritus of Management (1991-2004).
B.A., Greenville College; M.B.A., Southern Illinois University,
Edwardsville

Frank H. Thompson

Professor Emeritus of Philosophy and Religion (1967-1995). B.A.,
Seattle Pacific University; M.Div., Asbury Theological Seminary;
Th.M., Princeton Theological Seminary

Harry E. Tomaschke

Professor Emeritus of Physics (1964-1995); B.S., Michigan State
University; M.S., University of Illinois; Ph.D., University of Illinois

Jack D. Trager

Associate Professor Emeritus of Health, Physical Education, and
Recreation (1976-1998). B.S., Greenville College; M.S.Ed.,
Wichita State University

Cecelia Duncan Ulmer

Professor Emerita of Communication (1970-73; 1975-2012); B.S.,
Murray State University; M.S., Murray State University; Ph.D.,
Southern Illinois University, Carbondale

James E. Wilson

Professor Emeritus of Music (1957-1996). B.A., Marion College;
M.M.Ed., Indiana University; D.Mus., Indiana University

John L. Wright

Professor Emeritus of English (1972-2005); B.S., Indiana State
University; M.S., Indiana State University; Ph.D., Indiana State
University

Correspondence Directory

For information write to:

Admissions

Michael R. Ritter
Vice President for Enrollment

Financial Aid

Marilae Latham
Director of Financial Aid

General School Policy and Operation

Ivan Filby
President

Academic Programs

Edwin Estevez
Vice President of Academic Affairs

Information Technology

Paul Younker
Director of Information Technology

Gifts or Bequests

Scott Giffen
Vice President for College Advancement

Business Matters

Dana Funderburk
Vice President of Finance

Academic Requirements

Evaluation of Transcripts
Request for Transcripts
Michelle Sussenbach
Registrar

Student Housing

Student Development
New Student Orientation
Norm Hall
Vice President for Student Development

Alumni Information/Addresses

Pam Taylor
Director of Alumni

All may be addressed
c/o Greenville College
315 East College
Greenville, IL 62246
Telephone: (618) 664-1840

For additional information, please visit our website: <http://www.greenville.edu>. We invite all parents, students, donors, and others interested in learning more about Greenville College to visit the campus. The general offices of the College are open Monday through Friday, with the exception of holidays, from 8:00 a.m. to 4:30 p.m. The offices are closed on Saturdays.

Index

A

Academic Advising 46
Academic Affairs 220
Academic Enrichment Center 17, 71
Academic Honesty Statement 78
academic honors 66
Academic Honors 67, 68, 69, 70
Academic Information 17, 28
Academic Policies 78
Academic Probation 16, 17
Academic Review Policy 42
Academic Standards 61
Academic Terms 45
Accounting 139
Accounting Major 85
Accounting Minor 86
Accreditation 3
ACT 15, 16, 32, 36, 169
ACT or SAT scores 15
Add, Drop, and Withdraw Dates 47
Adding 47
Address 228
Administrative Drops and Withdrawals 50
Administrative Staff 221
Admission, Conditional 16
Admission Requirements (GOAL) 42
Admission Requirements (Traditional) 15
Admission Requirements (UTEP) 103
Admissions 15, 40, 228
Advanced Placement 56
Advancement Office 222
Affiliations 3
Agape Music Festival 14
Almira College 3, 8, 9
Alpha Kappa Sigma 68
Alternative Grades 51
Alternative Means of Earning Credit 55
American Studies Program 74
Apostles' Creed 5
Application Fee 15
Applied Music 190
Applied Music Fee 20
Archives 8
Armington Center 10
Art 81, 141
Art Center 9, 81
Art Gallery 9
Articulation Agreements 18
Art Major 81
Art Minor 81
Assessment 80
Athletic Department 13
Athletic Insurance 20, 22
Athletics 13
A.T. Still University 41
audio engineering major 118
Auditing 22, 60
Audits 51
AuSable Institute 76, 82, 149
Australian Studies Center 74
Ayers Science Field Station 9

B

Bachelor of Arts 28, 81, 82, 92, 107, 110, 115, 124, 125, 126, 131, 132, 134, 137, 138
Bachelor of Music Education 28, 121
Bachelor of Science 28, 82, 83, 85, 86, 87, 90, 94, 99, 100, 101, 107, 115, 118, 127, 128, 131, 132
Bachelor of Science in Nursing 41
Band 14
Behavioral Standards 11
Beta Beta Beta 68
Biblical Studies 32, 33, 35, 144
Biology 82, 145
Biology Education Major 82
Biology Major 82
Blankenship Apartments 10
Board Charges 19
Board Fees 22
Board of Trustees 219
Bock Museum 9
Books 21
Broadcasting 14
Burritt Annex 10
Business Administration (as a second major only) 89
Business Affairs 221
Business Management Major 86
Business Minor 87

C

Campus 8
Campus Safety 11
Career Services Center 26
Carrie T. Burritt Hall 10
Catalog 2, 28, 30, 31, 47
Certificate 30
Certificate in Teaching English to Speakers of Other Languages 113
Chamber Orchestra 14
Chamber Singers 14, 194
Changing a Schedule 47
Chapel 12
Chemistry 90, 149
Chemistry Education Major 90
Chemistry Major 90
China Studies Program 74
Chorale 14, 122, 193
Churches 12
Class Attendance Policy 79
Classification of Students 46
CLEP 22, 58
CLEP Testing Fees 20
Coaching Minor 129
College Avenue Apartments 10
College Level Examination Program 58
College Personnel 219
College Scholars 60, 67
Commencement Ceremonies 65
Communication 92, 153
Community College Partnerships 18

Community Service Organization 11
Computer and Information Systems 151
Computer and Information Systems Major 94
Computer and Information Systems Minor 95
Conditional Admission 16
Contemporary Christian Music Major 118
Contemporary Music Program 74
Co-op 175
Cooperative Education 60, 175
Core 157
Core Requirements 31, 32
Correspondence Directory 228
Cost 22
Council for Christian Colleges & Universities' Programs 74
Counseling 11, 71
Course Audit 20
Credit by Proficiency 59
Credit for Life Experience 42
Credit Posting Fee 21
Criminal Justice 136, 158
criminal justice major 138
Cross Cultural Course or Experience 33
Cross Cultural Ministry Major 126
Cum laude 69

D

Dallas Annex 10
Daystar University 77
Dean's List 67
Dean's List 51
Degree Requirements 28, 44, 103
Degrees and Majors Offered 29
Departmental Honors 67, 136, 137, 138
Developmental English 32
Developmental Mathematics 36
Dietzman Center 9
Digital Media 159
digital media major 95
Digital Media Major 94
Digital Media Minor 97
Dining Commons 10, 26
Directors of Supplementary Services 222
Disciplinary Action 12, 78
Distributed Requirements 31, 32
Diversity 13
Drama 14
Driver Ed Program 22
Dropping 48
Dual Enrollment 17

E

Early Childhood Education Major 99
Earning a Second Bachelors Degree 29
Earning Two Degrees 28
Economics 162
Education 98, 162
Educational Foundations 3
Educational Records 51
Elementary Education Major 100
Eligibility for Intercollegiate Athletics 63

Elva E. Kinney Hall 10
Emeriti 225
Employer Reimbursement 21
Engineering 3/2 39
English 169
English Language Arts Education Major 112
English Language Requirement 17
English major 110
English Minor 112
English Proficiency and Developmental English 32
Enoch A. Holtwick Hall 10
Enrollment Management 221
Environmental Biology Major 83
Environmental Education Center 9
Excused Absence Policy 79
Exit Interview 49

F

Factory Theatre 14
Faculty 223
Fall Semester 45
Federal Financial Aid 24
Fees and Miscellaneous Costs 20
Field Station 9
Finance 174
Financial Aid 10, 21, 24, 45, 48, 49, 50, 228
Fine Arts 34
Fitness Center 9
Focus on the Family 77
Food for the Hungry 77
Foreign Language 34, 191
Founders Bookstore 9
Free Application for Federal Student Aid 24
French 174

G

General Education 31
General Education Requirements 31
General Music 196
General Studies 175
Geography 175
Glen and Maxine Crum Recreation Center 9
Go-ED 77
Governance and Control 3
Grade Point Average 17, 52, 68, 98, 188
Grade Reports 52
Grades 51
Grading 175
Graduation Application Procedures 66
Graduation Fee 20, 22
Graduation Policies 65
Graduation Requirements 28, 44, 103
Grant 24, 60
Grant or Scholarship 25
Greek 175
Guest Admission 17
Gymnasium 9

H

Healthcare 12
Health, Physical Education, and Recreation 128, 177

Health, Physical Education, and Recreation Activity 35
Health, Physical Education, Recreation, and Activity 180
Historical Roots 3
History 181
History and Political Science 107
History and Political Science Major 107
History and Political Science Minor 107
History Education Major 107
H. J. Long Gymnasium 9
Hogue Hall 8
Holtwick Hall 10
Honorable Mention 69
Honors 67, 68, 69, 70
Honors Classes 176
Honors Program 68, 153, 171
Honors Societies 68
Hospital 12
Housing 11
Humanities Division Courses 184
Human Resource Management Minor 87

I

Incompletes 51
Independent Study 60, 139
Individually Tailored Education Plan 109
Information Technology 10, 222
Institute for Family Studies 77
Institute of Environmental Studies 76
Instructor-Initiated Drops or Withdrawals 49
International and Cross Cultural Studies Major 112
International Students 17
Internship 60, 98, 139, 166
Interterm 15, 45, 46, 48, 49, 82, 175
Intramural Sports 9
ITEP 109

J

James E Wilson Recital Hall 10
Janssen Hall 10
John M. Strahl Complex 9
Jo's Java 9
Joy Hall 10
Joy House 10
Judicial Process 11, 78

K

Kappa Delta Pi 68
Kaskaskia College 104
Kelsey Building 9
Key Charge 21
Kinney Hall 10
Kirksville College of Osteopathic Medicine 41

L

Lab Band 194
Laboratory Science 36
LaDue Auditorium 8
Lambda Pi Eta 68
Language, Literature, and Culture 110
Latin American Studies Program 75

Leadership & Life Calling 71
Lewis & Clark College 104
Liberal Arts Focus 31
Library 8, 11, 67, 110, 113, 151
Life experience, Credit for 42
Lincoln Land Community College 18
Literature 35, 197
Los Angeles Film Studies Center 75
Lost Key Charge 21

M

Magna cum laude 69
Majors & Minors 81
Management 85, 185
Management Emphasis, Computer and Information Science 94
Management Major 86
Marketing 187
Marketing Major 87
Marketing Minor 87
Mary A. Tenney Hall 10
Mathematics 115, 188
Mathematics Education Major 115
Mathematics Emphasis, Computer and Information Science 95
Mathematics Major 115
Mathematics or Quantitative Reasoning 36
Mathematics Proficiency and Developmental Mathematics 36
Maves Art Center 9, 81
Middle East Studies Program 75
Ministry Major 126
Ministry Minor 126
Minor 30
Mission 3
Music 13, 117, 190
Music Business 194
Music Business Major 88
Music Business Minor Requirements 88
Music Center 10
Music Classes 190
Music Education 192
Music Education Major 121
Music Ensembles 193
Music Major 120
Music Minor 121
Music Theory 199

N

Nancy Blankenship Apartments 10
National Christian College Athletic Association (NCCAA) 13
National Collegiate Athletics Association (NCAA) 13
Natural Science 36
Non-Discrimination Policy 2

O

Observatory 9
Off-Campus Semester Programs 73
Off-Campus Study Programs 27
Office of Academic Affairs 67, 78, 109
Office of College Advancement 222

Office of World Outreach & Missions 72
Official Transcript 52
Official Transcripts 17
Open Titled Courses 139
Organizational Leadership 200
Organizational Leadership Program Costs 43
Out-of-Class Tests 80

P

Papyrus 14, 110
Parking Permit 20, 22
Participating in Commencement Ceremonies 65
Pass/Fail Courses 51
PASS Program 17
Pastoral Ministry Emphasis, Ministry 126
Personal Liability (PL) Insurance 20
Phi Alpha Theta 68
Philosophy 5, 36, 124, 202
Philosophy and Religion 124
Philosophy Major 124
Philosophy Minor 125
Philosophy of Education 5
Physical Education
Coaching Minor 129
Physical Education Major 128
Physics 131, 203
Physics Education Major 132
Physics Major 132
Physics Minor 132
Placement Examinations 59
Policy for Double Majoring 30
Political Science 205
Practica 51, 60
Practicum 60, 139, 205
Practicum/Internship 139
Pre-Chiropractic Curriculum 40
Pre-Law 40
Pre-Law Curriculum 40
Pre-Medical Curriculum 40
Pre-Nursing Curriculum 41
Pre-Osteopathic Early Acceptance Program 41
Prerequisites 139
President's Cabinet 220
President's Citation 70
Professional and Pre-Professional Curricula 39
Proficiency 59
Provisional Admission 42
Psi Chi 68
Psychology 36, 134, 206
Psychology Major 134
Psychology Minor 134
Psychology/Religion Major 134
Publications 14
Purpose 3

Q

Quality Points 52
Quantitative Reasoning 6, 36, 188, 207, 213

R

Radio Station 92, 153
Recital Hall 10
Recreation Center 9

Recreation Major 129
Reimbursement, Tuition 21
Religion 124, 210
Religion Major 125
Religion Minor 126
Remedial Courses 17
Required Areas of Study 32
Required Courses 32, 38
Requirements for Financial Aid 26
Residence Halls 10, 12, 13
Residence Life 10
Richard W. Bock 9
Room Charges 19
Room Fees 22
Rowland Art Gallery 9
Ruby E. Dare Library 8, 224

S

Saint Louis Christian College 18
SAT 15, 16, 32, 36, 169
Satisfactory Progress to Graduation 63
Scholarship 24
Scott Field 8
Secondary Education Major 101
Services for Students with Disabilities 71
Snyder Hall 9
Social Work 136, 217
social work major 137
Sociology 36, 136, 213
sociology major 136
Sociology Minor 136
Sociology, Social Work, and Criminal Justice 136
Spanish 216
Spanish Education Major 114
Spanish Major 113
Spanish Minor 113
Special Education Major 101
Spring Semester 45
Standards 11
State Financial Aid 24
St. John's College of Nursing 41
St. Louis Christian College (SLCC) 18
St. Louis Intercollegiate Athletic Conference (SLIAC) 13
Student Activities 11
Student Association 9, 13, 22
Student Association Fee 20
Student Charges and Payment Information 19, 20, 21
Student Development 11, 12, 49, 220, 222, 228
Student Financial Services 10, 24, 228
Student Life 11
Student Load 45
Student Ministries 12
Student Schedules 45
Student Senate 13
Student Success Center 71
Student Support Services 71, 72
Student Surveys 80
Summa cum laude 69
Summary of Costs 22
Summer Term 22, 45, 48, 49, 50
Summer Term Tuition & Fees 22

Supplementary Services 222
Support Services 221, 222

T

Teaching English as a Second Language certificate 111
Teaching English to Speakers of Other Languages Minor 113
Technological Resources 10
Tenney Hall 10
the bachelor of arts 136
Tokyo Metropolitan Chihaya High School 18
Transcript Evaluation 42
Transcripts 10, 15, 23, 42, 52, 73, 228
Transfer Credit 55
Transfer Students 17
Tuition 15, 22, 27
Tuition Charges 19
Tuition Management Systems 21
Tuition Reimbursement 21

U

Uganda Studies Program 76
Undergraduate 2, 31
Undergraduate Course Listings 139
Undergraduate Degrees 28
Undergraduate Teacher Education Program (UTEP) 103
Union 9, 10, 193
Upper Division Writing Intensive Course 37
Urban/Cross Cultural Emphasis, Ministry 126
UTEP 2
UTEP-Elementary Education Major Requirements 103

V

Vespers 12
Vista 14, 110

W

Waitlist Policy 46
Walter A. Joy Hall 10
Washington Journalism Center 76
Website 228
WGRN 9, 14, 92, 153, 154
White Environmental Education Center 9
Whitlock Music Center 10
Winslow Observatory 9
Wireless Network 10
Withdraw 46, 48, 49
Withdrawal and Refund 23
Withdrawals 23, 48, 50, 51
Withdrawing 48
Work Study 26
Worship Opportunities 12
Writing Intensive Course 37

Y

Youth ministry major 127

GREENVILLE

COLLEGE

315 East College Avenue, Greenville, IL 62246
800-345-4440
admissions@greenville.edu
www.greenville.edu