



GREENVILLE COLLEGE

S I N C E 1 8 9 2

2002-2003 ACADEMIC CATALOG



GREENVILLE
COLLEGE

...transforms students for lives of character and service.



Greenville College

mission, goals, and objectives
www.greenville.edu/campus/mission.shtml

A Christian College of the Liberal Arts and Sciences



“Christian Liberal Arts: An Education that goes Beyond”

~ Dr. V. James Mannoia, Jr.
www.greenville.edu/christianliberalarts

Our Mission

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

The provisions and requirements stated in the Greenville College Catalog are not to be considered as an irrevocable contract between the student and Greenville College. The College reserves the right to change any of the provisions or requirements 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. The College reserves the right to cancel any announced course, change the instructor, or change the time it will be offered.

. . . In Purpose

With teaching excellence and academic innovation, Greenville seeks to be a vital place where students learn and grow. Students, faculty, and staff come together for one



reason, to participate in education—education accented by quality, commitment, and spiritual depth—and to relate that education to the needs of contemporary society.

In the pages that follow we invite you to examine the rich legacy and contemporary relevance of Greenville. It is a fully accredited co-educational college which holds to a unique conception of liberal arts education, one that combines a philosophy rooted in the Christian faith with a rigorous but balanced academic program designed to prepare all students who come for a life of intelligent service. The College offers a unique setting where students may openly search for moral and intellectual strength within the context of freedom and responsibility.

The College adheres to and is motivated by a Christian worldview as its faculty and students study the issues and ideas of the present and the past, seeking to promote a more humane and just future for all people.

Greenville College is a Christian community committed to challenging and nurturing students. It is dedicated to excellence in higher education grounded in both the liberal arts tradition and a rich Wesleyan heritage. The College provides an education characterized by open inquiry into all creation and guided by the authority of Scripture, tradition, reason, and experience.

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

. . . In Governance and Control

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

. . . In Time and Place

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

In 1892, ministerial and lay leaders of the Central Illinois Conference of the Free Methodist Church purchased the property of Almira College, consisting of “Old Main” and several acres of land, to provide higher education for both men and women under distinctive Christian influences. The institution was reincorporated as an independent institution under the name of Greenville College Corporation and was authorized to confer the usual degrees. The College and the Free Methodist Church share a commitment to a Wesleyan theological tradition and have maintained the rich legacy of mutual support in a voluntary relationship since reincorporating in 1893. Wilson T. Hogue, a New York pastor and scholar, was called to be the College’s first president. During his administration, he not only taught and directed the College, but also earned his Ph.D. degree. Only ten individuals have served the College as president during its more than 100-year history.

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 approxi-



Greenville College

Lifestyle Statement

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

mately 7,500 people. Though rural and delightfully quiet, the town enjoys the urban advantages of metropolitan St. Louis with its concerts, sports events, cultural attractions, and large international airport.

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

. . . In Accreditation

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

The College excels in the number of graduates who have earned research doctoral degrees. Greenville graduates serve on the faculties of major universities and colleges. Since the first graduate in 1898, Greenville College has granted degrees to more than 7,500 students. Alumni also serve with distinction in the major professions, in government, business, the church, and Christian missions.

. . . In Belief and Action

Beliefs and action are inseparable. For this reason, Greenville College has always sought to maintain reasonable standards of life and action among its faculty and students, which implement and reflect its view of basic Christian values. Freedom of inquiry, social responsibility, and accountability to God grow out of the Christian tradition in the Western world and characterize the environment sought by the College. The precise methods of attaining this ideal are always subject to review and change as the College seeks to focus attention on the personal richness and social relevance of the Christian life. "To serve the present age, our calling to fulfill" well summarizes the position and the purpose of Greenville College.

While it is probably not possible for social norms to be established which are completely acceptable to all members of a community, certain patterns of living are thought to be essential to the achievements of the objectives of the College.

Greenville students are expected to be individuals who will profit from an educational environment which intends to present them with knowledge relative to their own spiritual, mental, physical, and social needs, as well as those of society. It is assumed that Greenville students come to college eager to enter a life of learning. Both students and faculty join together to arrive at significant understandings which may be revealed in an informed and critical view of history, in an acquaintance with the arts and humanities, and through knowledge of the sciences.

The college experience is intended to educate students to an acceptance of such values and an awareness of world needs so that they can make a wise choice in vocation, assume their responsibilities as citizens in a world community, and build a successful home and family life.

The College's expectations, guidelines, and regulations are based upon Biblical principles, the laws of the land, and the philosophy of the College. A complete statement of standards for members of the Greenville College Community, and a rationale for them, is published in the Student Handbook and is available from the Student Development Office upon request.



For clarification, some of the standards are listed here. It is expected that the Greenville student will observe social norms, which exclude the use of alcoholic beverages, tobacco, and drugs. Students are requested to refrain from forms of amusement not productive of human and Christian values. Students are urged to be discerning in their selection of commercial entertainment. Students allowed to live off-campus are expected to observe essentially the same regulations as those in effect for the residence hall students. All regularly enrolled students are required to attend the College chapel programs.

In the case of a student who is unable to abide by the values, standards, and regulations of Greenville College, who is persistently uncooperative, or who violates the public laws, the College reserves the right to take appropriate disciplinary action, including discontinuing the student from the College at any time, or denying him or her the privilege of registering for the following semester. In all disciplinary cases students are provided with due process, which includes the right to have a hearing and to appeal judgments to higher levels of authority.

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

. . . The Campus

Most of the 15 college buildings are conveniently grouped around Scott Field. Once an orchard, this plat of land became an athletic field and now forms a “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 oldest building on campus, **Wilson T. Hogue Hall**, originally housed Almira College. Bricks for the building were made on the front campus in 1855. Hogue Hall contains the computer service department and administrative offices on the lower two floors. The upper two floors, originally dormitory rooms, now provide offices for the faculty and several classrooms. Informal conversation between faculty and students frequently take place in these offices. An open “bridge” at the third floor level leads to Marston Hall, one of the main classroom buildings.

A large building located adjacent to Hogue Hall brings together the historic **LaDue Music Center** (formerly LaDue Auditorium built in 1906) and **Marston Hall**, a classroom building added in 1961. **LaDue Music Center** houses the Department of Music, including practice rooms, music faculty offices, music classrooms, and the band practice room, as well as an auditorium which is used for recitals, vespers, Guest Artist Series, and other smaller assembly programs. Several of **Marston Hall's** classrooms are fully equipped for computer usage which enhances the enjoyment of lectures and class discussions.

The **Ruby E. Dare Library** was constructed in 1950, enlarged in 1970, and more than doubled in size in 1991 with the addition of the Irvin L. Young Library Tower. More than 128,000 books, 500 periodicals, and five daily newspapers are held, in addition to more than 5,000 audiovisual items, including videocassettes, compact disks, and other formats. The Library belongs to the Illinois Library Computer Systems Organization. This group maintains ILLINET Online, an online library catalog that allows patrons to search the Ruby E. Dare Library collection and the collections of the 44 other academic libraries in the organization. The Library provides online access to many databases including indexes to periodicals, full-text articles and reference works. The Library has a

computer classroom and computer lab with approximately 45 workstations. In addition, the Media Resource Center, the Educational Resource Center, and the Teacher Education Project Room provide students and faculty with audiovisual equipment and teacher education materials. A staff of professional librarians, a paraprofessional and student assistants is 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 **Sports Training Annex** which is a full service health club. Tennis courts are located adjacent to the gymnasium and are lighted for evening play. Separate intercollegiate playing fields for soccer, softball, track, football and baseball are located on Francis Field, a 14-acre area just one mile south of the main campus. In addition to varsity and intramural programs, informal use of the recreational facilities is encouraged.

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

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

Following the Civil War, **Archer Hall** served as the gracious home of one of Greenville's leading citizens. In recent years it has provided three spacious floors as the "home" of the Department of Art, with the Alumni Office located in the lower level of the Hall. In 2002, the College refurbished the new **Art Center** located on Beaumont Avenue. This facility contains the art gallery where student shows and professional arts' exhibitions occur throughout the year. Classrooms and studio space are also now located in the Art Center.

The **Kelsey Building**, located eight blocks south of the main campus, is the working area for three departments. The College maintenance crew headquarters and workshops are located on the ground floor. The work area for ceramics and sculpture programs, containing equipment for welding, casting, and shaping has been located in the Kelsey building for many years but will be moving to newly acquired facilities. The third floor contains the facilities for aspiring drama students which includes the Factory Theatre.

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

Seven residence halls on the Greenville College campus become "home" for approximately 700 resident students. Approximately 180 students live in **Carrie T. Burritt Hall**, the site of the first residence hall for women built in 1922, and two additions, **Dallas Annex**, 1946, and **Burritt Annex**, 1958. Adjacent to this complex is **Armington Center**. Completed in 1982, this modern facility is where the dining commons is located. The lower level of this building contains the offices of Admissions, Student Development, and Student Financial Services. Additional living space is provided in **Enoch A. Holtwick Hall**, 1968. Holtwick Hall is a two-story structure that houses 25 residents on each floor. **Walter A. Joy Hall**, 1963, is a four-floor building which offers a traditional residence hall living environment. **Janssen Hall** offers a similar living environment but

on a smaller scale. Two other residence halls include **Elva E. Kinney Hall** built in 1966 and **Mary A. Tenney Hall**, 1967. The **Tower** Apartments, 2000, offer 60 students apartment style living complete with full kitchens, while the **College Avenue Apartments**, 2001, offer 78 students apartment style living as well. One of the unique aspects of the Residence Life program is the opportunity for upperclass 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. It is here that students make lasting friendships and learn personal responsibility. It is a place that will challenge students to grow spiritually, emotionally, and intellectually.



Student Life

www.greenville.edu/studentlife



Student Association

www.greenville.edu/studentlife/gcsa

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

. . . In Student Life

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

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

The Residence Life team organizes and maintains a program on campus that is fully coordinated with the academic, religious, and social expectations of the College. Professional Coordinators of Men's and Women's Residence Education, Head Residents and student Resident Chaplains assist the Director. The Residence life staff is concerned with providing a living environment that is conducive to social, academic, and spiritual growth. Local physicians and the local hospital provide excellent health care. Group accident and health insurance is available to all students. Information about the cost and coverage is available at the Student Development Office. The counseling service, an important subset of Student Development, is designed to help students manage the often-difficult life transitions experienced throughout their collegiate journey.

. . . In Student Government

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

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



Athletics

www.greenville.edu/athletics



Department of Music

www.greenville.edu/academics/departments/music



Vista Online

wgn.greenville.edu/publications/vista



WGRN Radio

wgn.greenville.edu

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

A full program of intramural sports provides athletic involvement for a large number of students. Among the activities are basketball, flag football, indoor soccer, softball and volleyball. A fitness center is also available, including a lap pool.

. . . In Music

Music is a tradition at Greenville not limited to music majors. For 75 years the Greenville College Choir has taken an annual spring tour in addition to weekend trips. Membership is by audition, and voice lessons are encouraged. This elite vocal group has a reputation for fine choral performances in music ranging from Bach to contemporary composers.

The College Band has established its place as a performing and touring group. Within the concert band are several ensembles and a “pep band” known for its game time appearances. Other opportunities for musical involvement are available with Chamber Singers, Chorale, String Ensemble, and Stage Band. The College also sponsors contemporary Christian musical groups. Other ensembles can be formed by interested students and, if approved by the music department, may represent the College in churches, youth groups, and other public performances.

. . . In Publications

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

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

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

. . . In Broadcasting

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

... In Drama

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

... In Christian Service and Worship

Greenville College is a community of Christian scholarship that seeks to help students develop both intellectually and spiritually. The planned activities which occur in that environment are designed to educate all members of the College community to reach for wholeness, for truth, and for service to God and humanity.

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

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

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

Student Ministries of Greenville College is the cooperative sharing of 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.



Factory Theatre

www.greenville.edu/academics/departments/com/theatre



Chapel Schedule

www.greenville.edu/campus/calendar



Greenville Free Methodist Church

www.greenvillefmc.org



H...
GYM...
EN & MAXINE CROWN
RECREATION CENTER

A D M I S S I O N S

Admission Policy and Requirements



Admissions

www.greenville.edu/admissions

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

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



Application Online

www.greenville.edu/admissions/application

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



General Admissions Information

www.greenville.edu/admissions/general_information

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

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

In addition to the \$25 application fee, applicants will be expected to pay a \$200 Tuition Deposit after notification of acceptance. The deposit is fully refundable until May 1 for students applying for Fall semester, and December 1 for students applying for Interterm or Spring semester. The deposit confirms the student's intention to enroll in the College, reserves a place for him/her in the student body, provides opportunity to register for classes, and may remain as a security deposit on the student's campus housing until graduation. For students who do not live on campus, the tuition deposit is applied to his/her first semester tuition.

ACT or SAT Test Scores

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

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

Or,

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

Mathematics Proficiency and Developmental Mathematics

To graduate from Greenville College students must demonstrate a mathematics proficiency in one of the following ways:

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

International Students

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

Transfer Students

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

Conditional Admission

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

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

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



Transcript Request Form

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

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.

Transfer Credit

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

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

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

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

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

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

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

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

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

The Registrar must approve all requests for permission to count a correspondence course for credit from another institution. Correspondence work designed to meet graduation requirements must be completed by May 1 of the year of graduation.

Special Admission

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

Guest Admission

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

Credit-In-Escrow Program

Greenville College offers a special program that will permit superior high school students who have completed the junior year to qualify for college credit before graduation from high school. The program provides an opportunity for these students to enroll in Summer School for regular academic study and to receive advanced placement credit. Full college credit will be granted when the student graduates from high school and is matriculated at the College.

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.

Classification of Students

Students who have earned:

FRESHMAN:	0-29 credits
SOPHOMORE:	30-59 credits
JUNIOR:	60-92 credits
SENIOR:	93 or more credits
SPECIAL:	Any student not on a regular course of study leading to a degree
FULL-TIME:	Any student taking at least 12 credits
PART-TIME:	Any student carrying less than 12 credits

Academic Testing

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

Advanced Placement

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

ADMISSIONS

<u>AP Test</u>	<u>Passing Score</u>	<u>Credits</u>	<u>Course Equivalency</u>
Art: History	3,4,5	3	ART 251
Biology	3,4,5	8	BIO 110, 212
Chemistry	3,4,5	8	CHM 111,112
Computer Science A	3,4,5	3	CIS 105
Computer Science AB	3,4,5	4	CIS 210
Economics: Micro	3,4,5	3	MGT 203
Economics: Macro	3,4,5	3	MGT 204
English Language & Composition	3,4,5	3	ENG 101
English Literature & Composition	3	3	ENG 101
	4,5	6	ENG 101, 201
European History	3,4,5	3	HST 101
French Language	3,4,5	3	FRN 202
French Literature	3,4,5	3	FRN 330
German Language	3,4,5	3	GER 201
Government & Politics United States	3,4,5	3	POL 210
Mathematics:			
Calculus AB	3,4,5	4	MTH 115
Calculus BC	3	4	MTH 115
	4,5	8	MTH 115,116
Music Theory	3,4,5	4	MUS 103
(If music placement exam waives additional levels, credit will be given.)			
Physics B	3,4,5	4	PHY 120
Physics C: Mechanics	3,4,5	4	PHY 120
Physics C: Electricity & Magnetism	3,4,5	4	PHY 210
Psychology	3,4,5	3	PSY 101
Spanish Language	3,4,5	4	SPN 220
Spanish Literature	3,4,5	4	SPN 150
U.S. History	3,4,5	3	HST 210

Three academic departments give placement examinations at the beginning of the school year and waive course requirements for acceptable scores. The departments are music (music theory), mathematics, and biology.

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

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

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

*Credit will be awarded for HUM 211 and SCI 102 on the basis of a score of 80th percentile or higher.

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

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

*A score at the 80th percentile or above qualifies for six to eight hours of credit.

**A score at the 65th percentile or above is required for four hours of credit and 85th percentile or above for 8 hours of credit.

Credit based on work or other voluntary experience may be considered on the basis of a request by a student and submitted to the Registrar. 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.

Summary of Costs 2002-03

Tuition (12-17 hours)	\$14,350
Music Fees	
Applied Group	\$175
Group	\$275
Private	\$375
Mandatory Fees	
Library	\$10
Technology	\$400
Student Association	\$100
Room	
Traditional	\$2,540
College Avenue Dormitory	\$2,646
Tower Apt.	\$3,290
Board	\$2,830
Interterm Board	\$250
Other Fees	
Parking Permit	\$25
Health Insurance	\$254
Athletic Insurance	\$200
Key Deposit	\$10

Student Charges and Payment Information

These costs do not include courses taken in excess of 17 credits per semester. During the year, an additional \$600 is estimated for books which can be purchased on campus at the Family Christian Bookstore.

Tuition is priced as follows: 2002-03

Credit Hours	Costs
1 – 6	\$300/credit hour
6.5 – 11.5	\$600/credit hour
12 – 17 Band Rate	\$7,175/semester
Above 17	\$400/credit

Other fees:

Application Fee	\$25
Full-time Audit	\$20
Part-time Audit	\$30
CLEP – per test	\$54
CLEP – per credit posting	\$20

Interterm Tuition & Fees:

Tuition and room costs for Interterm (three-week January session) are included in the cost for the Fall and Spring semesters. Any student who attends Greenville College, full-time, for Fall and/or Spring semesters will pay for books, travel, class fees and meals if living in College housing during Interterm. Supplemental course fees for Interterm cannot be refunded after the start of Interterm.

Summer School Tuition & Fees: 2002

Tuition	\$200/credit hour
Room (<i>if taking course</i>)	\$200 – 3 week session \$400 – 6 week session
Room (<i>if working only</i>)	\$ 50 – May \$200 – June \$200 – July \$200 – August
Driver Ed Program	\$400/credit hour

GOAL Tuition: 2002-03

Tuition (full-time)	(through G47-57) – Plus \$75 Fee \$3,876/term
Tuition (part-time)	(through 58-69) – No Fee \$4,104/term



Financial Aid
www.greenville.edu/
financialaid



**A guide to
Financial Aid**
www.greenville.edu/
financialaid/guide

LAMP Tuition: 2002-03

Tuition \$ 293/credit hour

Enrollment Deposit

(Effective for new students enrolling beginning Interterm 2003)

The Enrollment Deposit is paid by new students prior to enrolling at Greenville College and serves as a confirmation of the students' intent to enroll and as a damage deposit to cover any damages or outstanding charges at the time of graduation or withdrawal from the College. For new students who have not yet enrolled in the College, the deposit is refundable until May 1 for Fall semester and December 1 for Interterm or Spring semester.

After a student enrolls in the College, in addition to being a damage deposit, it serves as a confirmation deposit which will be forfeited if a student has registered for classes or confirmed residency in College housing for the upcoming semester and withdraws from the college after their last day of class attendance. For graduating seniors and students completing the withdrawal and exit interview process on or prior to their last day of class attendance, the \$200 deposit will be credited to the student account and refunded if there is a credit balance on the account after all bills have been paid. If the exit interview process is not completed by students withdrawing from the College, on or prior to their last day of class attendance, the \$200 deposit will be forfeited.

Zero Balance Policy: 2002-2003

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

Off-Campus Study Programs: 2002-2003

Greenville College has allocated \$90,000 for students to be involved in off-campus programs for the 2002-03 school year. Depending upon the combination of costs for off-campus program participants, it is estimated that up to twelve (12) students may study off-campus and be supported by institutional financial aid.

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

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

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

Payment of Semester Charges

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

Charges for tuition, fees, and living costs are payable according to one of two methods of payment – cash payment or the Tuition Management Systems monthly payment plan.

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

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

The Interest-Free Monthly Payment Option

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

Problem Accounts

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

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

Withdrawal and Refund

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

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

Financial Aid

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



Payment Options

www.greenville.edu/financialaid/finance7.shtml

ADMISSIONS



Scholarship Competitions

www.greenville.edu/financialaid/scholarships



Church Partnership Program

www.greenville.edu/financialaid/finance2.shtml

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

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

Federal Financial Aid Programs

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

Federal PELL Grant

Federal SEOG Grant

Federal Perkins Loan

Federal Direct Parent Loan

Federal Direct Subsidized Student Loan

Federal Direct Unsubsidized Student Loan

Federal College Work Study

Illinois State Financial Aid Programs

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

ISAC MAP Grant

QUERN Information Technology Grant

Illinois Incentive for Access (IIA) Program Grant

Merit Recognition Scholarship

David Debolt Teacher Shortage Scholarship

Minority Teacher Scholarship

Robert Byrd Honors Scholarship

Greenville College Scholarship Programs

Alumni Dependent Grant

Children of Greenville College alumni.

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

Art Scholarship

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

Boyer Christian Leadership Scholarship

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

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

Christian Service Dependent Scholarship

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

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

Church Partnership Scholarship

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

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

Dean's Scholarship

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

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

Dollars for Scholars Matching Scholarship

Recipients of scholarship assistance through the Dollars for Scholars organization.

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

Free Methodist Youth Scholarship

Members or active participants in Free Methodist church programs.

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

Gateway Area Scholarship

Residents or students attending high school in Franklin, Jefferson, St. Charles or St. Louis counties in Missouri.

Award amount: Up to \$4,000 per year (see terms of Greenville Area Scholarship)

Greenville Area Scholarship

Students from Illinois living within 50 miles of Greenville College.

Award amount: Up to \$4,000 for Freshman and Sophomore levels; \$3,000 for Juniors and Seniors. Renewed up to three years. Must remain in good standing with the College.

Greenville College Endowed Scholarships

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

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

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

Honors Scholarship

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

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

International Student Scholarship

International students who show financial need.

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

Leadership Scholarship

Awarded to full-time students who have a cumulative GPA of at least 2.5 on a 4.0 scale and a minimum of 20 on the ACT and 950 on the SAT. Cannot be combined with academic scholarships listed above.

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

Minority Education Scholarship

Minority students who declare an education major and have a 2.5 GPA on a 4.0 scale and a minimum of 20 on the ACT and 950 on the SAT.

Award amount: Up to \$2,500 per year, renewed annually by maintaining a 2.5 GPA.

Music Participation Scholarship

Non-majors who participate in the concert band.

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



**Greenville
Area Scholarship**
www.greenville.edu/
financialaid/finance3.shtml



Student Employment

www.greenville.edu/financialaid/finance5.shtml

Music Scholarship

Awarded to students who major in music. Audition required.
Award amount: Up to \$2,500 per year.

Out-of-State Tuition Grant

Full-time students with financial need - legal residence outside of Illinois.
Award amount: Up to \$4,000 per year.

Phi Theta Kappa Scholarship

Community College transfer students with membership in the Phi Theta Kappa Honor Society.
Award amount: Up to \$4,000 per year, renewed annually if the student maintains a 3.25 GPA and stays in good standing with Greenville College.

President's Scholarship

A competitive award for students with a cumulative Grade Point Average (GPA) of 3.3 on a 4.0 scale and a minimum score of 27 on the ACT or 1220 on the SAT.
Award amount: \$7,000, renewed annually by staying in good standing with Greenville College and maintaining a 3.3 GPA. Each participant who is invited to compete for this scholarship receives a \$4,000 President's Scholarship.

Sibling Scholarship

Awarded to each additional sibling attending Greenville College.
Award amount: \$500 per year, renewed annually by maintaining a 2.0 GPA.

Transfer Achievement Scholarship

Transfer students who have a 3.2 GPA on a 4.0 scale (not to be used in conjunction with Phi Theta Kappa Scholarship).
Award amount: Up to \$3,000 per year, renewed annually if the student maintains a 3.25 GPA and stays in good standing with Greenville College.

Student Employment

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

The type of jobs usually available are custodial, maintenance, dining commons assistance, laboratory assistants, and secretarial positions. Campus employment application materials are available upon request from the Student Financial Services Office. Students are responsible for securing employment through direct contact with departments on campus.

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

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

Satisfactory Academic Progress

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

Satisfactory Academic Progress evaluation is made for all students at the end of each

academic year. Students may receive financial aid for no more than two consecutive semesters while on Academic Probation. A student facing a third semester of Academic Probation will not be eligible for financial aid until minimum requirements of the Probation policy are met.

Appeal

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



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

Academic Information



Academics

www.greenville.edu/academics

As a Christian college, our faith commitments and our understanding about the nature of God and creation profoundly shape Greenville's academic program. The following statements of our theological assumptions and our educational philosophy were crafted by the faculty in 1995. These ideas are foundational for understanding our institutional objectives and program of general education.

Theological Assumptions

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

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

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

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

We believe in Jesus Christ, His only Son, our Lord; who was conceived by the power of the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead. 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 the willing, and sometimes unwilling, inheritors of a

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

Philosophy of Education

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

Reality:

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

Knowledge:

We learn about reality through observation, thought, and a scholarly and disciplined search for truth. We then perceive reality's ultimate meaning in and through God and through His creation. The fullest information about God's person and purposes appears in God's self-revelation in redemptive acts—in Hebrew history and in the incarnation, death, and resurrection of Jesus Christ—as recorded and interpreted in the Bible. God's dealings are always primarily relational, first through God's choosing of a people and later through the establishment of the church. God continues to be at work in the world through His creation and through the instrument of the church in the power of the Holy Spirit, calling people individually and collectively into a saving experience.

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

Humanness:

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

As bearers of God's image, humans retain certain qualities and responsibilities. These qualities include complex rational capabilities, systematic and powerful skills of investigation, and the capacity for compelling ethical and aesthetic insights. And

because we are social in both our nature and our circumstance, we bear a responsibility to live as a functional part of society in its diverse manifestations. This requires sensitivity to culture, ethnicity, race, gender, religious tradition and practice, and social class. In addition we should live redemptively, pointing others to Christ, to the church, and to the Christian worldview.

Value:

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

Regarding *character*, we prize:

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

With respect to *calling*, we embrace:

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

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

Institutional Goals and Objectives

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

- **Seek truth.** Seek it dynamically, integratively, comprehensively, biblically, and historically, with discipline and scholarship; and seek meaning in truth through recognition that it proceeds from God.
- **Learn to think critically and creatively.** Develop such thinking processes as induction; deduction; problem solving; quantitative reasoning; intuition; communication; interpretation; aesthetic discernment; creative expression; and perceptive reading, viewing, and listening.
- **Understand and value the wholeness of creation.** Integrate knowledge from many areas of study into a comprehensive point of view. Learn to discern truth, goodness, and beauty; take interest in ideas regardless of their immediate utility; and exercise stewardship over one's physical and biological environment.
- **Understand our world.** Know the basic content and processes of the physical and biological world, the human race, our civilization, our society, our technological environment, and other cultures.
- **Respect human life and understand the human condition.** Recognize humankind's best and worst capacities; affirm persons of all ethnic and racial backgrounds as creative bearers of God's image; respond to and love others, and work for reconciliation.
- **Understand and apply basic social structures and processes.** Recognize society's diverse manifestations, develop cultural sensitivity, and communicate effectively and responsibly.

- **Develop self-understanding.** Exercise integrity of character, personal expression, and stewardship of self; appreciate the value of one's own physical and psychological well-being; and recognize learning as a life-long process.
- **Value personal accomplishment.** Recognize talent as from God and accept responsibility for developing creative skills, demonstrate competence in at least one area of study, learn to make sound judgments, and develop a sense of vocation, which gives meaningful direction to one's life.
- **Respond to God's expression.** Understand the Judeo-Christian worldview as made manifest through Scripture, Tradition, 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.

General Education Requirements

In order to accomplish its mission the College has established requirements for graduation that have been shaped by our theological assumptions and our philosophy of education. These requirements are the primary formal means for fulfilling our nine institutional goals and objectives.

Along with developing competence in at least one area of study through the completion of an academic major, the College requires each student to complete a general education curriculum in the liberal arts and sciences. This program attempts to shape and frame a student's four years of education at the College by:

- including introductory and capstone seminars that emphasize the integrative and holistic nature of Greenville College's Christian liberal arts tradition.
- offering "core" courses for all students that reflect the College's commitment to educate graduates who can think wisely about their faith and their lives in a culturally and scientifically complex world.
- reflecting the College's firm commitment that we should teach students to think critically and creatively, and that students should be able to communicate this thinking by writing well and speaking powerfully.
- giving students a sense of the adventure of learning and broadening their intellectual horizons through an encounter with a wide variety of the liberal arts and sciences.
- reaffirming the College's commitment to a liberal education that includes significant attention to the aesthetic, ethical, physical, and social lives of students because it is impossible to separate these from cultivating the life of the mind and effective career preparation. The faculty believes that all our required general education courses should be "integrative" in their orientation. They should model and practice:
 - faith and learning integration
 - interdisciplinary integration
 - theory and practice integration.

Our required courses should emphasize education as a process. Liberal learning is not limited to "content," but must also introduce students to transformative ideas, skills, and values that they will embrace for life-long learning. Required courses should 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.

Core Courses

COR 101 Cornerstone Seminar—Foundations in the Liberal Arts Tradition Three Credits

Cornerstone Seminars introduce students to the rigors and rewards of the col-



lege experience. Faculty from all academic departments design these seminars, and they develop topics that will lead first-year students into college-level study and reflection. As students explore the seminar's topic, they develop and refine critical academic skills and the habits of mind necessary for success in college. While students choose from course topics that vary with each professor, all Cornerstone Seminars are unified through their pursuit of common educational goals. The primary goal of COR 101 is to help students begin a pilgrimage of curiosity-driven, transformational learning in a Christian liberal arts community. (Fall semester first-year.)

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. Visits to a variety of worship communities in Chicago is included as a requirement of the course. (Spring semester first-year or Fall semester sophomore year)

Prerequisite: COR 101

COR 201 Foundations of Science Three Credits

This interdisciplinary course introduces students to the scientific enterprise from historical, philosophical, cultural and theological perspectives. The overall sequence of the course will be historical with a focus upon major scientific paradigms. Key persons, events, physical concepts, models of knowledge and philosophical and theological issues will be considered in the context of discussion of each paradigm and "integrative issues" which connect the course with the other courses offered by the division will be introduced. (Sophomore or junior year)

Prerequisites: COR 101 and 102

COR 401 Capstone Seminar—Advanced Integrative Studies

Two Credits

This course is a senior capstone for a Greenville College liberal arts education. The course is designed to help students understand the integrative nature of that education. It brings together students and faculty in a collaborative experience that integrates multiple disciplines, values with learning, and theory with practice. This is accomplished by focusing on a real world issue within the framework of a biblical worldview. COR 401 builds on students' exposure to both introductory general education courses distributed across the disciplines and on their advanced courses within their specific disciplines. But it goes beyond both to lead students into advanced integrative studies. The course therefore attempts to help students understand how both breadth and depth of education are means to real integration and wholistic truth. Students work in small groups to produce a collaborative studies thesis/project, in order to accomplish the course objectives. (Senior year)

Prerequisites: COR 101, 102, and 201

Core Requirements Met in Conjunction with Other General Education and Major Courses

An Upper-Division Writing Intensive Course

Each Greenville College student will complete an upper-division "Writing Intensive" (WI) course within his or her major field of study.

A Cross-Cultural Course/Experience

Students will be required to take one three-credit course that engages them in extensive cross-cultural (CC) learning. A course might be defined as meeting

the cross-cultural learning requirement either because of its content or because of the experiential context in which the course was taken. Meeting this requirement does not necessarily mean taking an extra course. These CC courses may be either within or outside the major or may meet another general education requirement. They may be courses that are regularly a part of our curriculum. CC courses may also be specially designed Interterm courses. A student may also fulfill the CC requirement by participating in one of the international programs of the Council for Christian Colleges & Universities (CCCU) or similar study abroad experience.

An Upper-Division Writing Intensive Course

Each Greenville College student will complete an upper-division "Writing Intensive" (WI) course within his or her major field of study. Departments have identified these WI courses:

Writing Intensive Courses

ART 353: Art History: The Twentieth Century

BIO 410: Seminar in Biology

CHM409: Seminar in Chemistry

COM304: Communication Theory

ENG 456: English Seminar

MGT 409: Business/Economics Seminar

MTH 212: Linear Algebra

MUS 310: Music History II

PHY 409: Seminar in Physics

PSY 350: Psychological Systems

SOC 380: Sociological Theory

Cross-Cultural Courses

ART 355: Art History: Non-Western

FRN 320: French Civilization

FRN 323: Le Monde Francophone

HST 310: History of Latin America

HST 202: Eastern Civilization

POL 170: Current Events in West Africa

SOC 302: Minority Relations

SOC 360: Sociology of Cities

SPN 320: Espana & Civilization

SPN 380: El Drama Hispanico

Specific General Education Courses

COM 101: Speech Communication (typically completed first-year).

ENG 101: Research & Writing (typically completed first-year).

HPR 101: Wellness: Basic Concepts (typically completed sophomore through junior year).

HPR 102: Wellness: Physical Fitness (typically completed sophomore through junior year).

Distributed General Education Requirements

Health, Physical Education, and Recreation

HPR Activity Courses totaling two credits (typically completed first through senior year) including HPR 200 Leisure Sports and HPR 202-205, 212, 213 Individual or Team Sports. Students may waive part of the activity requirement by participating in approved athletic activities or cheerleading. *Participation in a Greenville College varsity sport for a complete season enables a student to*

waive one credit of the general education requirement. A maximum of two credits may be waived in this manner, if a student participates in two different sports. The waiver applies to activity credit. The graduation requirement of 126 credits still applies. Only four credits of physical education fitness and activity courses may be applied to the graduation requirement of 126 credits.

History

HST 101 Western Civilizations (typically completed first or sophomore year).

Humanities

Fine Arts: HUM 211 or an equivalent combination of Art History and Music Listening courses (typically completed sophomore or junior year).

Literature: ENG 201 or ENG 243 or another approved multi-genre literature course (typically completed sophomore or junior year).

Mathematics and Natural Science

Two Laboratory Science courses from different departments (typically completed first to senior year).

A Mathematics course or other Quantitative Reasoning course (typically completed first to senior year).

Philosophy and Religion

A Philosophy course (typically completed sophomore to junior year).

A Biblical Studies course (typically completed sophomore to junior year).

Social Science

A Psychology course—except PSY/SOC 202 (typically completed first or sophomore year).

A Sociology course—except PSY/SOC 202 (typically completed first or sophomore year).

Transfer Students and General Education

Transfer students bring great strengths to Greenville College. They often bring with them some complicated questions about how their previous college work relates to Greenville's requirements. In order to answer many of these questions, the College has established several transfer policies to determine how transfer students will fulfill the College's general education requirements. The following checklists should answer many questions. Please note that the College's Registrar ultimately determines the transferability of particular courses.

General Education Requirements for Transfers with Less Than 60 Credits

Core: 11 Credits

- COR 101 Cornerstone Seminar—Foundations in the Liberal Arts Tradition (3 cr). May waive with two sequential writing courses. The first course will meet the ENG 101 requirement of required courses.
- COR 102 Introduction to Christian Thought and Life (3 cr). May be met with an approved introductory Christian Theology course.
- COR 201 Foundations of Science (3 cr). May be met with an interdisciplinary history and philosophy of science course.
- COR 401 Capstone Seminar—Advanced Integrative Studies (2 cr)

Lower Division General Education Requirements: 40-53 Credits

- COM 101 Speech Communication (3 cr)
- ENG 101 Research and Writing (3 cr)
- HPR 101 Wellness: Basic Concepts (1 cr)
- HPR 102 Wellness: Physical Fitness (1 cr)
- Physical Education Activity (2 cr)
- HST 101 Western Civilizations (3 cr)

- Fine Arts: Either HUM 211 Intro to Fine Arts (3 cr) or combination of Art & Music History and Appreciation (2 cr each)
- Literature: ENG 201 or 243 or other Multi-genre Literature Course (3 cr)
- Two Laboratory Science courses from different departments (6 cr)
- Mathematics or Quantitative Reasoning (3 cr)
- Philosophy (3 cr)
- Biblical Studies (3 cr)
- Psychology (3 cr) (PSY/SOC 202 Statistics not acceptable)
- Sociology (3 cr) (PSY/SOC 202 Statistics not acceptable)

Core Requirements Met in Conjunction with Other Courses

- An Upper Division Writing Intensive Course
- A Cross-Cultural Course/Experience

General Education Requirements for Transfers with 60 or More Credits But No AA Degree

Core: 8 Credits

- COR 101 and 102 waived
- COR 201 Foundations of Science (3 cr). May be met with an interdisciplinary history and philosophy of science course.
- COR 301 Liberal Arts and Christian Thought (3 cr)
- COR 401 Capstone Seminar—Advanced Integrative Studies (2 cr)

Lower Division General Education Requirements: 40-53 Credits

- COM 101 Speech Communication (3 cr)
- ENG 101 Research and Writing (3 cr)
- HPR 101 Wellness: Basic Concepts (1 cr)
- HPR 102 Wellness: Physical Fitness (1 cr)
- Physical Education Activity (2 cr)
- HST 101 Western Civilizations (3 cr)
- Fine Arts: Either HUM 211 Intro to Fine Arts (3 cr) or combination of Art & Music History and Appreciation (2 cr each)
- Literature: ENG 201 or 243 or other Multi-genre Literature Course (3 cr)
- Two Laboratory Science courses from different departments (6 cr)
- Mathematics or Quantitative Reasoning (3 cr)
- Philosophy (3 cr)
- Biblical Studies (3 cr)
- Psychology (3 cr) (PSY/SOC 202 Statistics not acceptable)
- Sociology (3 cr) (PSY/SOC 202 Statistics not acceptable)

Core Requirements Met in Conjunction with Other Courses

- An Upper Division Writing Intensive Course
- A Cross-Cultural Course/Experience

General Education Requirements for Transfers with an Associate of Arts/Science degree

CORE: 8 CREDITS

- COR 201 Foundations of Science (3 cr). May be met with an interdisciplinary history and philosophy of science course.
- COR 301 Liberal Arts and Christian Thought (3 cr)
- COR 401 Capstone Seminar—Advanced Integrative Studies (2 cr)

Core Requirements Met in Conjunction with Other Courses

- An Upper Division Writing Intensive Course
- A Cross-Cultural Course/Experience

Degree Requirements

The College offers three undergraduate degrees:

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

The essential differences among the course requirements for these degrees related to language emphases and professional internship experiences. All three degrees require:

- a student to earn a minimum of **126 credits**, and that at least 32 credits must be earned in courses numbered 300 and above.
- a minimum **Grade Point Average of 2.00** on all work taken in residency at Greenville College must be achieved.
- successful completion of an academic major, with at least 8 upper division credits taken within the major discipline.
- completion of the residency requirement, i.e. either three-fourths of the credits normally required for graduation or 40 of the last 60 credits must be taken at Greenville College.

A Bachelor of Arts (B.A.) degree requires proficiency in a foreign language.

A candidate for this degree shall have competency in French, German, Spanish, Greek, Latin or other approved foreign language equivalent to college study through the intermediate level (three semesters). Successful completion of three years of study of any one foreign language in high school is considered as fulfillment of the foreign language requirement. (A year of a foreign language in high school is considered equivalent to one semester in college.) The foreign language requirement may also be met by passing a proficiency examination given by the foreign language department.

Bachelor of Science (B.S.) degree programs (such as Teacher Education) may have specific degree requirements that involve a professional internship or practicum. Consult individual programs for these details. **Bachelors of Music Education (B.M.E.) degree** requirements are listed *on page 97*.

To earn any degree, a student must complete the requirements of a major. For specific courses required for a major, refer to the appropriate departmental listing. In all cases at least eight credits taken in the major must be upper division. A 2.00 quality point average is required in a student's major field for graduation. Each departmental major program generally consists of 24 to 32 credits. A minor is not required for graduation, but students may elect one or more minors. Students may also complete the requirements for more than one major.

Areas in which majors may be secured are:

- Accounting
- Art
- Biology
- Biology Education
- Business Administration as a second major
- Chemistry
- Chemistry Education
- Communication
- Computer Science
- Contemporary Christian Music
- Cross Cultural/Urban Ministries
- Digital Media
- Early Childhood Education
- Elementary Education
- English

- English Education
- Environmental Biology
- French
- History and Political Science
- Individually Tailored Education Plan
- Management
- Management Information Systems
- Marketing
- Mathematics
- Mathematics Education
- Media Promotions
- Modern Languages
- Music
- Music Education
- Organizational Leadership
- Pastoral Ministries
- Philosophy
- Physical Education
- Physics
- Physics Education
- Psychology
- Psychology/Religion
- Recreation
- Religion
- Religion/Philosophy
- Social Studies Education
- Social Work
- Sociology
- Spanish
- Spanish Education
- Special Education
- Youth Ministries

**Majors**

www.greenville.edu/academics/programs.shtml

The **Teacher Education Guide** should be consulted for details about teaching majors and minors.

The selection of a major should be made not later than the end of the sophomore year. After a major field is selected, a faculty member of this department becomes the academic advisor to the student. The advisor should be consulted before each registration in matters pertaining to course selections.

Professional and graduate school requirements may have an effect upon the selection of courses by students opting for careers requiring graduate study. Accrediting agencies and state requirements may also have an effect upon the selection of courses by students opting for careers where such approval is necessary.

The Individually Tailored Education Plan

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

1. 126 credits. At least 48 credits must be at the upper division level.
2. A concentrated major (32 credits of which must be in one department) of 48 credits, allocated among two or more departments.
3. All course selections must be made with the consultation and approval of the faculty advisor, and be approved by the Office of Academic Affairs. The plan must be completed and approved no later than the beginning of the first semester of the senior year.

4. The program of courses is expected to reflect emphases of breadth and depth of study, and is to be developed in relation to the student's needs and interests as measured against the goals of the College.

Minors: Academic minors are available in Art, Business, Communication, Computer Science, Digital Media, Education, English, French, History and Political Science, Management Information Systems, Music, Physical Education: Coaching, Psychology, Religion/Philosophy, Sociology, Spanish and Theatre. A minor usually consists of 18-21 credits, including 8 hours of upper division credits. To earn a minor, a student must achieve a GPA of at least 2.0 in the field.

Graduation Application Procedures

Students who have been linked socially to the graduating class but who have not met all requirements may participate ("walk") in the commencement program if the following conditions are met:

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

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

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

Earning a Second Degree

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

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

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

Some examples:

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

Grading System

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

A—Superior scholarship

B—Scholarship distinctly above the average

C—Satisfactory achievement

D—Passing quality

F—Failure

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

W—Students withdrawing from a course after the first two weeks but during the first ten weeks are given a “W” grade regardless of the quality of their work. No grade is given for withdrawing during the first two weeks. A student may not withdraw after the tenth week of courses.

Courses dropped without permission of the Registrar at any time are recorded as failures, except in the case of illness.

Ungraded Courses

Some courses such as student teaching and some practica are available to students on a satisfactory/unsatisfactory basis of evaluation. Credits earned with an evaluation of

satisfactory contribute toward graduation and are recorded as “S” on the transcript. A grade of unsatisfactory is recorded as “U”, but does not contribute toward graduation. In neither case are the credits included in the GPA. Satisfactory means the equivalent of “C-” academic performance or better. 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. The course may not be a general education requirement or part of the student’s major. This option may be used in only one course per year.

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

Quality Points

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

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

Grade Point Average

Grade point average (GPA) is a measure of academic achievement and is the quotient of quality points divided by “GPA credit.” “GPA credit” is all credit attempted at Greenville including courses marked “F” but excluding pass/fail courses, courses marked “W”, and repeated courses. “Degree credit” includes credit accepted in transfer as well as earned at Greenville with a passing grade.

The College GPA is computed only on courses taken in residence at Greenville or in Greenville’s off-campus semester program(s). For a few special purposes, such as admission to the teacher education program, transferred credit is also used. When a course is repeated, the highest grade is used in determining grade point average. GPA is affected only when both the original and the repeated course are taken at Greenville.

Transcripts

Upon the written request of a student, the Registrar will issue an official transcript of credits if the student has made satisfactory arrangements with the Business Office for payment of fees and tuition. The first transcript is issued without cost while a fee of \$1.00 must accompany each succeeding request for currently enrolled students or \$5.00 for former students. Students with an unpaid account or note with the College, or any other college authorized agency including local banks, will not be furnished a transcript of credit or receive a diploma until the account or note has been paid in full.

Transcript requests along with appropriate payment may be sent to:

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

Or, a faxed request will be accepted with adequate credit card information for charges.
Fax to 618-664-9775

Family Educational Rights and Privacy Act

Greenville College accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the Greenville College community, only those members, individually or collectively, acting in the students' direct educational interest are allowed access to student educational records. These members include personnel in the Office of Student Development and academic personnel within the limitation of their "need to know" as determined by the Registrar.

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

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

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

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

(Adapted from: "A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974," American Association of Collegiate Registrars and Admissions Officers, 1990.)

Services for Students with Disabilities

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

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

- Extended time for tests
- Readers for tests
- Notetakers
- Advocacy
- Assist the student in obtaining books on tape
- Tutoring
- Some assisted technology devices for the visually impaired

A student who requires these accommodations needs to have official documentation on file with the Academic Enrichment Center. This documentation may be a letter from a physician or professional on letterhead, a report from the student's last psychological evaluation from high school, a high school IEP, or other sources. A list of accommodations that the student has used in the past would be helpful in planning for the student's educational needs. By working together, college can be a time of learning and growing in God's grace.

Academic Terms

The College has four academic terms each year: Fall semester, Interterm, Spring semester, and Summer Session. Under this calendar of study, students normally take 15 credits each semester. The Fall semester typically begins the first week of September and ends immediately before the Christmas vacation. Spring semester typically begins the first week of February and ends the third week of May.

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

Summer Session typically begins the last week in May and lasts for three weeks. A Summer Session course listing is published each year identifying the course work to be offered during this abbreviated term.

Registration

Registration days are held in the spring for the following academic year, including Interterm. New students have opportunity during the summer to register for their fall courses, and advisors are available to assist them during special drive-in days. The student's choice of courses, once made and filed, is expected to be permanent for the semester. Course changes must be recorded on a Change of Registration Form provided by the Records Office. (Courses may not be added for credit after the first five days following beginning of the semester without the permission of the instructor and the Dean of Instruction).

Student Load

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

Twelve credits are considered a full load. Students wishing to enroll for more than 17 credits must have a 3.00 GPA and special permission of the Dean of Instruction. For purposes of financial aid, a student taking 12 credits is considered full-time. Faculty advisors consult every student at least once each semester to ensure that they are making satisfactory academic progress and to help plan their course of study.

Independent Study

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

Academic Honesty Statement

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

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

- Give or receive aid from another student or other 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 don't want students to do is let another person take over and complete an academic task that is their own responsibility.)

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

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

At GC academic dishonesty has severe consequences. If instructors discover any instance of cheating or plagiarism, they are well within their rights to assign a failing grade for that assignment or for the course. Furthermore, they must report the student to the department head and the Office of Academic Affairs. This office will forward the information to the appropriate deans. If a second instance of academic dishonesty occurs, the student will receive a failing grade for the course, and the case will be forwarded to the Vice President of Academic Affairs for review and possible further disciplinary action. A student may be expelled from the institution for repeated or extreme violations of academic integrity. Appeals can be handled through the normal judicial process.

Class Absences

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

Withdrawal Procedures

Student Initiated Withdrawal: A student dropping a course during the first ten days of the semester will have no grade recorded. From the eleventh day through the tenth week of the semester, a withdrawal will result in a grade of "W" appearing on the student's transcript. Withdrawal from a course after the tenth week will result in a grade of "F" being recorded. Before withdrawing from a course, the student will consult with the instructor and academic advisor. *It is the student's responsibility to submit the withdrawal form to the Records Office.* A student who fails to properly withdraw from a course may receive a failing grade in that course. N.B.: Courses from which a student withdraws, i.e. after the tenth day of the semester, **will** count in band tuition hours. For example, a student is registered for 15 hours. The student then withdraws from one 3 hour class and adds another three hour class. Because the withdrawal counts in band tuition, the student is now registered and billed for 18 hours of credit. Students registered for more than 17 hours are charged at a per hour rate for every hour over 17.

Administrative Withdrawal: Students who have never attended, or who cease to attend, or who do not submit required work in an enrolled course may be administratively withdrawn upon recommendation of the instructor. The recommendation is made in writing to the Registrar when the instructor seriously questions the student's intent to pursue the course. If the Registrar acts to dismiss the student from the class, the student will be notified of such action. Appeals for reinstatement must be submitted to the Registrar. If the administrative action occurs during the first ten days, the student will receive no grade. From the eleventh day through the tenth week, a grade of "W" will be recorded. After the tenth week a grade of "F" will be recorded.

Academic Probation

Satisfactory academic progress is critical to the college experience. Therefore an academic probation system exists to inform students when they are at academic risk. Students receive this message several ways. The first is printing of the probation policy in the student handbook. "Low grade" reports are sent to students six weeks into each semester. This letter informs students that continuation of present academic behavior could result in placement on academic probation at the end of the semester.

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

Exceptions to the 2.00 standard:

1. Because students may need time to get accustomed to college-level work, individuals completing their first semester of full-time enrollment (as measured during the third week of the semester, after the add-drop deadline) remain off probation if

- their cumulative GPA is 1.5 or higher.
2. Students completing their second semester of full-time enrollment remain off probation if their cumulative GPA is 1.75 or higher.
 3. Part-time students who have never had a semester of full-time enrollment, and who further have not yet attempted their 13th credit of work, remain off probation with a cumulative GPA of 1.5 or higher. Any part-time students who have attempted 13, but have not yet attempted a 25th credit, remain off probation with a cumulative GPA of 1.75 or higher. (“Attempt” means to be on the class roll after the add-drop deadline.)
 4. In order to remain off academic probation, freshman transfer students must have a 1.75 GPA at the end of their first semester at Greenville College. All other transfer students must have a 2.00 GPA at the end of their first semester at Greenville College.



Departmental Honors

www.greenville.edu/academics/depthonors

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

Any student on academic probation or eligible for academic probation will be reviewed and is subject to academic dismissal. Students on probation must develop a “Learning Contract” detailing their responsibilities and restrictions. The contract could include but would not be limited to: restricting academic and non-academic activities, required attendance at study sessions, meeting with a faculty advisor, regular sessions with an upper division student, retaking certain classes, and academic performance during the upcoming semester at an established level.

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

Academic Honors Awards

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

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

The Office of Academic Affairs designates **College Scholars** each semester from those students whose names appear on the honor roll. In order to qualify for the distinction of College Scholar, the student must have been on the honor roll at least three consecutive semesters. Transfer students may qualify after two consecutive semesters on the honor roll 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 two- or three-hour course without charge each semester as long as they continue their academic achievement at the honor level.

Departmental Honors, announced at commencement, are awarded seniors who have satisfactorily met the following requirements:

- a. Candidates must have maintained a “quality index” of 3.00 for the four years of college work and must not have fallen below an average of 3.00 in the department in which honors are being sought. Upon recommendation of a department head, seniors who do not meet this requirement may be permitted to engage in a study with the understanding that honors will not be recorded unless their cumulative quality point average is 3.00 by the time they graduate, or unless they achieve a 3.35 quality point average in their senior year.
- b. Candidates must secure the approval of the head of the department chosen for honor work and must notify the Office of Academic Affairs of the intention to enroll



in departmental honors prior to October 1 of the senior year. This program may be initiated only within the candidate's major field of study.

- c. Students may begin honors research in the second semester of the junior year by taking **HON 389 Junior Departmental Honors Research** for one or two credits. Seniors take **HON 489 Senior Honors Research** and **HON 490 Departmental Honors Thesis**. Expectations of these courses are described in the "Instructions for Preparation of Departmental Honors Theses" available from the Departmental Honors Coordinator or the Greenville College website.
- d. Senior candidates must submit, by April 1, a computer-printed thesis on the topic assigned for study and investigation and, before May 1, must appear before the committee in charge for an oral examination on the thesis and over the work of the department in general. Final binding copies are due by May 1 for Thesis Projects to be included in the Commencement program and for consideration for Special Honors (later submissions will be listed on the transcript only).

Membership in **Alpha Kappa Sigma**, honor society of the Association of Colleges and Secondary Schools of the Free Methodist Church, is granted by vote of the faculty, to those students completing the senior year who excel in scholarship, character traits, and extracurricular activities. The purpose of the organization is to promote the development of character and leadership, to stimulate a spirit of service, and to create an enthusiasm for excellence in scholarship. Election to membership represents one of the highest honor awards given by any Free Methodist college or secondary school.

Final Honors

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

Honors Program

In addition to qualifying for academic honors described in this section, qualified students may apply for admission to the Greenville College Honors Program. The Honors Program, often referred to as a "value added" enrichment of the College's already strong curriculum, encourages learning, character development and service in an environment which is academically invigorating and supportive. The Program components include enrollment in "honors" sections of several general education courses, special honors seminars and courses, writing a senior Department Honors Thesis, and participation in a variety of cultural, social and service experiences available only to members.

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

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

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



AEC

www.greenville.edu/learningresources/aec

Honors Courses:

HON 101 Honors Seminar One Credit

Open to freshmen and sophomores in the Honors Program. A semester-long study of selected topics or problems with the exact content and instructional methodology varying each semester depending on the topic. Repeatable three times for a total of four credits.

HON 110 Selected Topics One Credit

Open to freshmen and sophomores in the Honors Program, this is a study of selected topics or problems approved by the Honor Council. The exact content and instructional methodology may vary each semester depending on the topic presented. A course syllabus will be available from the Honors Office at the time of registration. This course may be repeated three times for a total of four credits.

HON 301 Selected Topics One Credit

Open to juniors and seniors in the Honors Program. A semester-long study of selected topics or problems with the exact content and instructional methodology varying each semester depending on the topic. Repeatable three times for a total of four credits.

HON 310 Selected Topics One Credit

Open to juniors and seniors in the Honors Program, this is a study of selected topics or problems approved by the Honors Council. The exact content and instructional methodology may vary each semester depending on the topic presented. A course syllabus will be available from the Honors Office at the time of registration. This course may be repeated three times for a total of four credits.

(See, also, ENG 101H, Honors Research and Writing and COM 101H, Honors Speech Communication. Honors sections are also offered regularly for COR 101, Foundations in the Liberal Arts Tradition, and COR 102, Christian Thought and Life. Honors sections of other general education courses are offered periodically by arrangement with academic departments. Recent and projected offerings include: ENG 243H, Honors Masterpieces of World Literature; PSY 101H, Honors General Psychology; SOC 101H, Honors Principles of Sociology. Plans are in process to expand the number of Honors sections.)

Academic Enrichment Center

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

ACADEMIC INFORMATION



Pass

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



Career Services

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



Off Campus

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

Peer Tutoring for General Education Courses
Writing Lab Tutors
Academic Counseling
Study Skills
Reading Assessment
Accountability
Limited Services for Students with Disabilities
Off-Campus Study Opportunities

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 and academic support to promote student success. For more information contact the Academic Enrichment Center.

Career Services Center

Career Services offers information and guidance in areas of career development, career exploration, and the job search to all students of Greenville College, as well as members of the Greenville community.

Whether seeking advice in choosing a major, securing an internship/cooperative education experience, or considering graduate school, Career Services offers guidance which can begin the process. The professional staff of this department seeks to provide the guidance, tools, resources and support needed for each individual to make informed decisions related to his or her unique career paths. Listed below are selected services and resources offered through Career Services:

Individual career counseling
SIGI PLUS (computer assisted guidance); data base of career information
Career assessment and Personality type inventories
Resume and cover letter assistance
Interview preparation assistance
Comprehensive career library
Graduate school information
Job vacancy postings and newsletters
Internship, Cooperative Education, and Job Fair information

Off-Campus Semester Programs

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

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

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

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



CCCU
Off-Campus Studies
www.bestsemester.com

Daystar University - Kenya

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

American Studies Program (ASP)

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

AuSable Institute of Environmental Studies

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

China Studies Program (CSP)

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

Christian Center for Urban Studies (CUS)

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

Contemporary Music Program (CMP)

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

Honours Programme – CMRS, Oxford (HP-O)

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

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

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

Latin American Studies Program (LASP)

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

Los Angeles Film Studies Center (LAFSC)

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

Middle East Studies Program (MESP)

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

Russian Studies Program (RSP)

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

Summer Programme – Centre for Medieval and Renaissance Studies (CMRS), Oxford

This program allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) in Oxford, England. This program is sponsored by the Council for Christian Colleges & Universities. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe in a choice of lectures, seminars and field trips. Students earn six to nine semester credits, which are recommended to member institutions by CMRS.

Other Programs:**Summer School**

The Summer School functions as an integral part of the academic program of Greenville College. In general, the courses offered correspond closely with those given during the regular session. 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.

College credit earned in Summer School is equivalent in value to credit earned in the regular semesters and applies in full toward graduation. Admission requirements ap-

ACADEMIC INFORMATION



GOAL
www.greenville.edu/goal



**The Zahniser
Institute for
Environmental Studies**
www.greenville.edu/zies

plying to regular sessions students apply to students in the summer session desiring college credit.

Adult Education Program—GOAL

The GOAL Program (Greenville College Opportunities in Adult Learning) offers working adults an opportunity to complete their undergraduate education. Adults who are 25 years or older, have three to five years of work experience, and have 60 semester credit hours, are eligible to apply for admission to the program. Courses are offered at 10 classroom sites throughout central and southern Illinois.

A Bachelor of Science degree is earned with a major in Organizational Leadership following the successful completion of the program components that include regular attendance at all scheduled courses, participation in the course work, and completion of the portfolio and research projects. Student's work and life experiences are related to modern management and leadership theory to produce a productive and useful learning environment. Once a week evening classes are conducted for 18 months. For more information, go online to www.greenville.edu/goal, or contact the GOAL office toll free at 888-818-4625.

Application: Application materials are available online at www.greenville.edu/goal, or call toll-free 888-818-4625 for further information.

Cooperative Education

Any full-time student with 28 hours of credit, who is in good standing, may apply for admission to the cooperative education program. Two modes of cooperative education are available: 1) **alternating**, a full-time work experience for which from two to four hours of credit may be earned depending on the length of the work period; 2) **parallel**, which combines half-time work with an average academic load for a semester and earns two hours credit. Up to 12 cooperative education credits may be counted toward graduation. Normally, students are paid by the employing agency while they experience the liberal education benefits that guided work produces. In addition, cooperative education offers opportunities for career exploration, a work experience valuable to employers following graduation, income for financing the remaining expenses of the bachelor's degree, and a practical testing of classroom theory in the real world of work. This alternating work-study program can be supplemented by an additional four-hour course per semester.

Zahniser Institute for Environmental Studies

The Zahniser Institute for Environmental Studies (ZIES) is a co-curricular program at Greenville College which provides undergraduate students an opportunity to gain extensive hands-on experience in the environmental field while pursuing a Bachelor of Science degree in Environmental Biology (B.S.E.B.).

The ZIES and its student assistants have participated in a variety of habitat restoration projects across the country, including planting hundreds of thousands of trees, restoring thousands of acres of wetlands, and studying the quality of water in lakes and streams. The ZIES also sponsors conferences and symposia, conducts environmental research and offers a variety of environmental education opportunities for public school children, Greenville College undergraduates and the general public.

Undergraduates in the B.S.E.B. curriculum often participate in ZIES endeavors as research assistants, environmental technicians and field biologists. In most cases these positions provide a stipend and/or academic credit.

Professional and Pre-Professional Curricula

Although the curriculum of Greenville is not organized for specialized technical or professional training and maintains the liberal ideal throughout, provision is made for pre-professional study and limited professional specialization in numerous fields. Information concerning professional and pre-professional work in Engineering, Journalism, Law,

Religious Education, Social Service, and Teaching may be obtained from the appropriate academic departments.

Engineering 3/2

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



Engineering

www.greenville.edu/academics/departments/physics/physicsengineer.shtml

The Engineering 3/2 curriculum at Greenville College provides a three-year planned sequence of courses which permit 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 course work at the engineering school.

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

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

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

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

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

ACADEMIC INFORMATION



Pre-Medicine

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



Pre-Medical Technology

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

Pre-Legal

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

The preparation for the study of law should be individual in character. Ordinarily, a student's program should emphasize English, history, economics, sociology, and political science. In addition, courses should be included in speech, accounting, and statistical methods. These suggestions are in line with the recommendations of the Association of American Law Schools.

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 one plans to apply. High school preparation should include a strong background in science and math.

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

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

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

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

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

Pre-Medical Technology

To qualify for entering specialized training in medical technology, at least three years of properly selected college work must be taken. Some schools require four years of college work for admission. Satisfactory completion of 12 months of specialized train-

ing in an approved school of medical technology after earning credits in the following prescribed courses at Greenville College qualifies the student to receive a B.A. degree.

ACADEMIC INFORMATION

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

Pre-Nursing Curriculum

Greenville College prepares students for entrance into the clinical years of a nursing program. The College has curriculum agreements with St. John's College of Nursing in Springfield and Mennonite College of Nursing, Illinois State University, Bloomington, Illinois. For transfer to the latter school, ISU general education requirements must be met as well as the pre-nursing curriculum.



Pre-Nursing

www.greenville.edu/academics/departments/biology/nursing.shtml



LAMP

www.greenville.edu/lamp

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

Leadership and Ministry Master's Program (LAMP)

The Master of Arts in Leadership and Ministry (LAMP) seeks to prepare persons for effective service in the Body of Christ by offering graduate education that is theologically sound, practically oriented, and spiritually centered.

LAMP students earn the Master of Arts degree by progressing through the program at a pace which best fits their needs. Two courses are taught in the summer (August) and two in the winter (January). Each course requires an average of 40-45 hours of study and preparation prior to on-campus instruction, and additional study and writing following the conclusion of classroom work. Students who take both courses in August and January can complete LAMP in three years.

Courses are designed to "stand alone" allowing students to enter the program at any point in the instruction cycle. The only exception is the practicum. LAMP students must have completed a minimum of six courses to begin the practicum.

Graduation Requirements: LAMP students must complete 39 hours of course work including six credit hours of research/practicum in applied ministry, and must maintain a minimum cumulative GPA of 3.0.

Admission Requirements: Applicants must have completed a minimum of one year in Christian ministry or comparable work as a volunteer in a local church or Christian organization, and possess a bachelor's degree from an accredited undergraduate institution. Official transcripts from all colleges/universities attended, two letters of reference, and a completed LAMP application are required. An interview with the LAMP Director (either in person or by phone) is also required. Up to six (6) hours of graduate credit from other institutions may be transferred into LAMP upon approval by the Lamp Director. All transfer courses must directly correspond to the specific course objectives and criteria for the LAMP course they are to replace.

Application: Apply online at www.greenville.edu/lamp, or call toll free 888-818-4625 for further information.

CALENDAR OF EVENTS: 2002-2003

FIRST SEMESTER

Faculty Fall Fellowship—Friday - Sunday	August 23-25
Faculty and Staff Planning—Monday - Thursday	August 26-29
New Student Orientation—Friday - Tuesday	August 30- September 3
Enrollment—Monday - Tuesday (\$50 late fee charged after September 3)	September 2-3
Instruction Begins—Wednesday	September 4
All College Hike —Tuesday (Evening classes meet)	September 17
Class Retreats	September 20-22
Fall Break (no classes)	October 14
Homecoming Week	October 21-27
Homecoming/Parent's Weekend	October 25-27
Thanksgiving recess begins—Tuesday 10:30 p.m.	November 26
Thanksgiving recess ends—Monday 7:30 a.m.	December 2
Finals—Wednesday-Friday	December 18-20
Semester ends—Wednesday	December 20

INTERTERM

Instruction begins—Thursday	January 2
Enrollment for Spring semester (Continuing students \$50 late fee charged after January 21)	January 20-21
Instruction ends—Wednesday	January 22

SECOND SEMESTER

Enrollment for new students and students not on campus during Interterm (\$50 late fee charged after January 27)	January 27
Instruction begins—Monday	January 27
Spring vacation begins—Friday 5:30 p.m.	March 21
Spring vacation ends—Monday 7:30 a.m.	March 31
Good Friday (no classes, offices closed)	April 18
Travel Day (no classes, evening classes meet)	April 21
Finals – Tuesday-Thursday	May 13-15
Senior Grades Due Noon on Tuesday	May 13
Semester ends—Friday 5:30 p.m.	May 15
Baccalaureate/Commencement—Saturday and Sunday	May 17-18

SUMMER SCHOOL

Instruction begins (Three-week begins) — Thursday	May 22
Memorial Day — No Classes	May 26
Three-week session ends—Thursday	June 12



Calendar of Events

www.greenville.edu/
campus/calendar

CALENDAR OF EVENTS: 2003-2004

ACADEMIC INFORMATION

FIRST SEMESTER

Faculty Fall Fellowship—Friday - Sunday	August 22-24
Faculty and Staff Planning—Monday - Thursday	August 25-28
New Student Orientation—Friday - Tuesday	August 29- September 2
Enrollment—Monday - Tuesday (\$50 late fee charged after September 2)	September 1-2
Instruction Begins—Wednesday	September 3
All College Hike—Wednesday (Evening classes meet)	September 17
Class Retreats	September 19-21
Fall Break (night classes meet)	October 13
Homecoming Week	October 13-19
Homecoming/Parent's Weekend	October 17-19
Thanksgiving recess begins—Tuesday 10:30 p.m.	November 25
Thanksgiving recess ends—Monday 7:30 a.m.	December 1
Finals—Monday 6:30 p.m.-Friday 12:00	December 15-19
Semester ends—Friday	December 19

INTERTERM

Instruction begins—Monday	January 5
Martin Luther King Day-College Celebration	January 19
Enrollment for Spring semester (Continuing students \$50 late fee charged after January 22)	January 21-22
Instruction ends—Friday	January 23

SECOND SEMESTER

Enrollment for new students and students not on campus during Interterm (\$50 late fee charged after January 28)	January 28
Instruction begins—Wednesday	January 28
Spring vacation begins—Friday 5:30 p.m. (approx 7 th week)	March 12
Spring vacation ends—Monday 7:30 a.m.	March 22
Good Friday (no classes, offices closed)	April 9
Travel Day (no classes, evening classes meet)	April 12
Finals – Thursday-Wednesday	May 13-19
Senior Grades Due Noon on Wednesday	May 19
Semester ends—Friday 5:30 p.m.	May 21
Baccalaureate/Commencement—Saturday and Sunday	May 22-23

SUMMER SCHOOL

Instruction begins (Three-week begins) — Thursday	May 24
Memorial Day — No Classes	May 31
Three-week session ends—Friday	June 11



C U R R I C U L U M

Majors

The majors are typically described within the Departments that offer them. Greenville College has 16 departments:



Art Department

www.greenville.edu/academics/departments/art

Art
Biology
Chemistry
Communications
Education
English
Health, Physical Education, & Recreation
History & Political Science
Management
Mathematics & Computer Science
Modern Language
Music
Philosophy & Religion
Physics
Psychology
Sociology & Social Work

Two majors are interdisciplinary and therefore are not listed within departments. These are Digital Media and Media Promotions. They are listed alphabetically in this section.

COURSE LISTING
Pages 112-115

ART

Associate Professor of Art – Steve Heilmer (Department Head)
Instructor and Bock Museum Curator – Sharon Davis
Assistant Professor of Art – Lara Scott

A restored 8-foot portrait of the College's first president hangs in the foyer of Hogue Hall. The likeness was painted in 1894 by Mrs. Anna Sanford Brodhead, first chairperson of the newly instituted art department. In recent years the tradition has been continued as courses are designed to develop in the liberal arts student an intelligent appreciation of our art heritage and to encourage development of high standards for aesthetic judgment and production. Art majors are exposed to a broad range of courses while specializing in one area, such as painting, sculpture, graphic design, or ceramics.

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 department emphasizes the need for craftsmanship and technical understanding of art materials and methods while at the same time encouraging individual creative expression. Although art education is no longer offered as a degree, students may pursue an endorsement in art to complement their certification.

Major Requirements—Thirty-six credits, eight of which must be upper division. Art majors are required to submit a portfolio of their work and have a conference with the art faculty after completion of the basic 15-credit course sequence or its equivalent (ART 111, 112, 113, 211, and 251). At the conclusion of the review, students may be admitted

ACCOUNTING

(described under
Management)



as an art major, not admitted, or in certain cases granted one probationary semester, at the end of which his/her work would be considered for a second time. All majors will organize and hang a senior exhibition of their work which must meet the approval of the art faculty. The Art major leads to the Bachelor of Arts degree.

Art Major Requirements

ART 111 Design (3 cr)

ART 112 Sculpture (3 cr)

ART 113 Drawing I (3 cr)

ART 211 Painting I (3 cr)

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

ART 252 Art History: Survey II (3 cr)

ART 300 Drawing II (3 cr)

ART 400 Advanced Studio (3 cr)

12 credits of art electives including 2 credits upper division

BIOLOGY

BIOLOGY

COURSE LISTING
Pages 115-119

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

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

A broad introduction to the concepts and principles of the important areas of modern biology is fundamental. South Central Illinois provides nature's huge laboratory for the Greenville College Biology Department. Prairie, woodland, wetland areas and aquatic areas such as Governor Bond Lake and Carlyle Reservoir are within easy reach for field studies. AuSable Institute in Michigan offers an environment of forests, wetlands, lakes,



and wild rivers where students can take summer or interterm courses dealing with stewardship of created resources.

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

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

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

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

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

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

Naturalist/Interpreter Emphasis (48 credits)

BIO 110 General Biology (4 cr)
BIO 115 General Botany (4 cr)
BIO 212 Issues in Biology (4 cr)
BIO 215 Survey of the Plant Kingdom (4 cr)
BIO 309 Vertebrate Behavior & Natural History (4 cr)
BIO 370 Basic Ecology (4 cr)
BIO 410 Seminar (2 cr)
CHM 111 General Chemistry (4 cr)
CHM 112 General Chemistry (4 cr)
SCI 102 Energy and Environment (3 cr)
PSY/SOC 202 Statistics (3 cr)
Two approved courses through AuSable Institute of Environmental Studies meets the practicum requirement (8 cr).

Graduate Studies Emphasis (57 cr)

BIO 110 General Biology (4 cr)
BIO 115 General Botany (4 cr)
BIO 212 Issues in Biology (4 cr)
BIO215 Survey of the Plant Kingdom (4 cr)
BIO 309 Vertebrate Behavior & Natural History (4 cr)
BIO 370 Basic Ecology (4 cr)
BIO 410 Seminar (2 cr)



Biology Department

www.greenville.edu/academics/departments/biology



Zahniser Institute for Environmental Studies (zies)

www.greenville.edu/zies

BIOLOGY

CHM 111 General Chemistry (4 cr)

CHM 112 General Chemistry (4 cr)

CHM 201 Organic Chemistry (4 cr)

PHY 120 General Physics (4 cr)

PSY/SOC 202 Statistics (3 cr)

Three approved courses through AuSable Institute of Environmental Studies (including Environmental Chemistry 332) meets practicum requirement (12 cr).

Biology Education Major Requirements—44 hours plus 29 credits of Professional Studies in Education. The Biology Education Major leads to a Bachelor of Science degree.

BIO110 General Biology (4 cr)

BIO 115 General Botany I (4 cr)

BIO 212 Issues in Biology (4 cr)

BIO 215 Survey of Plant Kingdom (4 cr)

BIO 250 Human Anatomy/Phys (4 cr)

BIO 305 Genetics (4 cr)

BIO 350 Science Curriculum Projects (2 cr)

BIO 360 Microbiology (4 cr)

BIO 370 Basic Ecology (4 cr)

BIO 410 Seminar (2 cr) (WI)

CHM 111 General Chemistry (4 cr)

CHM 112 General Chemistry (4 cr)

Recommended (one of the following):

SCI 102 Energy and the Environment (3 cr)

SCI 105 Planets and Stars (3 cr)

BIO 309 Vertebrate Behavior/Natural History (4 cr)

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)

EDU 280 Exceptional Child (3 cr)

EDU 325 Educational Psychology (3 cr)

EDU 340 Measurement and Evaluation (3 cr)

EDU 342 Middle School Curriculum and Instruction (3 cr)

EDU 400 Early Experience (1 cr)

EDU 411 Principles and Practices of Secondary Teaching (2 cr)

EDU 412 Methods of Teaching Secondary Science (2 cr)

EDU 421 Student Teaching (8 cr)

EDU 430 Behavior Management (3 cr)

BUSINESS

Greenville College offers a variety of business-related majors, each of which is listed under Management.

CHEMISTRY

Professor—R. Ronald Richards (Department Head)
Assistant Professor—Mark Ehrhardt

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

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

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

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

COURSE LISTING
Pages 119-121

CHEMISTRY



Chemistry Department

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



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

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

Chemistry Education Major Requirements—54 hours plus 29 hours of Professional Studies course requirements in Education. The Professional Studies course requirements are listed elsewhere, in the Guide to Teacher Education. The Chemistry Education Major leads to a Bachelor of Science degree.

Chemistry Specialization Requirements:

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

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)
 EDU 280 Exceptional Child (3 cr)
 EDU 325 Educational Psychology (3 cr)
 EDU 340 Measurement and Evaluation (3 cr)
 EDU 342 Middle School Curriculum and Instruction (3 cr)
 EDU 400 Early Experience (1 cr)
 EDU 411 Principles and Practices of Secondary Teaching (2 cr)
 EDU 412 Methods of Teaching Secondary Science (2 cr)
 EDU 421 Student Teaching (8 cr)
 EDU 430 Behavior Management (3 cr)

COMMUNICATION

COURSE LISTING
Pages 125-128

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

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

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

The Communication Major requires 36 – 38 hours of credit, depending on the area of specialization the student chooses. Four specializations are available: 1) Mass Communication, 2) Public Relations, 3) Speech Communication, and 4) Theatre. The Communication Major leads to the Bachelor of Arts degree.

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

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

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

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

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

- COM 101 Speech Communication (3 cr)
- COM 140 Radio Station Operation (2 cr)
- COM 201 Advanced Public Speaking (3 cr)
- COM 226 Fundamentals of Journalism (3 cr)
- COM 232 Broadcast Writing (3 cr)
- COM 301 Persuasion/Argumentation (3 cr)

COMMUNICATION



Communication Department

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



Theatre

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

- COM 303 Small Group Communication (3 cr)
- COM 304 Communication Theory (3 cr) (WI)
- COM 306 Introduction to Public Relations (3 cr) (WI)
- COM 307 Adv Interpersonal Communication (3 cr)
- COM 308 Applied Public Relations (3 cr) (WI)
- COM 360 Interviewing (3 cr)
- COM 405 Internship in Public Relations, Promotions, Special Events (1-3 cr)

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

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

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

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



Requirements—The equivalent of 24 credits from the following list, 12 credits of Theatre electives, and COM 410 Communication Seminar (2 cr):

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

COMMUNICATION

DIGITAL MEDIA

Program Director: Deloy Cole

The Digital Media Major prepares students to become content creators in a world that is constantly being shaped by technology. This preparation includes the cultivation of analytic and critical thinking skills as well as the ability to work and communicate with others on complex interdisciplinary projects integrating digital music and art, web-based digital communications, 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 a major can expect entry-level professional positions or admission to graduate school upon graduation.

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

Digital Media Major Requirements:

MUS 126 Studio Recording I (2 cr) (Prerequisite: Sophomore standing)

MUS 127 Studio Recording II (2 cr)

CIS 140 Intro to Programming (3 cr) (Prerequisite: CIS105/consent)

CIS 220 Webmaster Fundamentals (3 cr)

PHY 110 Light, Sound and Motion (4 cr) (Prerequisite: Finite Math)

PHY 192 Introduction to Electronics (4 cr)

ART 230 Graphic Design (3 cr) (Prerequisite: ART113/consent)

ART 331 Digital Photography (3 cr)

DM 250 Web Page Design I (3 cr)

DM 301 Digital Video (3 cr)

DM 401 Digital Media Portfolio (3 cr)

DM 405 Digital Media Practicum/Internship (4 cr)

DIGITAL MEDIA



Digital Media

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

CONTEMPORARY CHRISTIAN MUSIC

(described under
Music)

COMPUTER SCIENCE

(described under
Mathematics and
Computer Science)



Professors—Edwin Blue (Department Head and Director of Teacher Education),
Kenneth P. Schmidt; John L. Wright
Assistant Professors— Debra Noyes, Marilyn Richards, Kathryn Taylor (Director of Field
Experiences and Credentials Analyst)
Instructor – Karlene Johnson

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. To that end, a conceptual framework conveys the institutional assumptions that undergird the program. In keeping with the institutional mission, which stresses "servant leadership," the program theme notes that Greenville is "Preparing teachers to serve in a culturally diverse world." The theme both informs and guides the structure and delivery of program learning 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 course work includes field and clinical assignments within public or accredited private schools to provide candidates with a balance of theoretical and practical experiences. Students expressing interest in teacher education should enroll in EDU 200 - Orientation to Educational Opportunities no earlier than the second semester of the freshman year.

Teacher education majors must also complete institutional general education course requirements in addition to professional preparation and the area of concentration in which they will be teaching.

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

The program is sequential. The first step requires admission to the program. Application should be made during the sophomore year.

The second step involves admission to the professional semester and student teaching. Application should be made during the first semester of the junior year. Criteria for admission include written recommendations from the major department and the education department and a grade point average of 2.7 in each of the following: all college course work, professional education course work, and course work in the major area of concentration.

Continuation in the program and eventual recommendation for teacher certification are contingent upon maintaining grade point averages and other standards set forth at the time of admission.

In preparing for teaching, candidates may elect to complete the requirements for any of the twelve certifiable areas offered by Greenville College. Requirements for all teaching majors are detailed in the Guide to Teacher Education, available in the Education Department Office. In this section, requirements in Early Childhood Education, Elementary Education, the Professional Studies Component of a Secondary Education major, and Special Education are described. Secondary Education specializations in specific areas such as Biology or Music are described within their respective departments.

EDUCATION



Teacher Education

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



The Early Childhood Education Major provides a course of study leading to certification to teach children from birth through third grade with a reading specialists endorsement. It requires 66 hours of credit. Students completing this major are eligible for a Bachelor of Science degree.

Early Childhood Education Major Requirements:

- EDU 200 Orientation to Education (1 cr)
- EDU 205 Child Development (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 300 Early Childhood Methods (3 cr)
- EDU 301 Early Childhood Curriculum (3 cr)
- EDU 305 Hist/Philosophy of Early Childhood (3 cr)
- EDU 307 Seminar in Early Childhood Edu (1 cr)
- EDU 310 Child/Family/Community Relations (3 cr)
- EDU 312 Teaching of Reading (3 cr)
- EDU 351 Tch Lang Arts in Elem/Middle Sch (3 cr)
- EDU 352 Tch Soc Studies in Elem/Middle Sch (3 cr)
- EDU 355 Tch Math in Elem/Middle Schools (3 cr)
- EDU 356 Tch Science in Elem/Middle Schools (3 cr)
- EDU 401 Prin/Methods Elementary Teaching (4 cr)
- EDU 405 Primary (1-3) Student Teaching (6 cr)
- EDU 407 Pre-Primary Student Teaching (6 cr)
- EDU 417 Language Development (3 cr)
- EDU 418 Assessment of Exceptional Children (3 cr)
- EDU 430 Behavior Management (3 cr)
- ENG 350 Children's Literature (3 cr)
- HST 202 Eastern Civilization (3 cr) or
HST 310 Latin American History (3 cr)

Recommended Electives:

- HST 201 American History (3 cr)
- POL 210 American Government (3 cr)
- SOC 301 Marriage and Family (3 cr)

The Elementary Education Major is a program designed for preparation to teach kindergarten through grade eight with a middle-school endorsement. It requires completion of 69 hours of credit. Students completing the major are eligible for a Bachelor of Science degree.

Elementary Education Major Requirements:

- EDU 200 Orientation to Education (1 cr)
- EDU 206 Adolescent Development (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 312 Teaching of Reading (3 cr)
- EDU 318 Corrective Reading (3 cr)
- EDU 325 Educational Psychology (3 cr)
- EDU 340 Educ Measurement & Evaluation (3 cr)
- EDU 351 Tch Lang Arts in Elem/Middle Sch (3 cr)
- EDU 352 Tch Soc Studies in Elem/Middle Sch (3 cr)
- EDU 355 Tch Math in Elem/Middle Schools (3 cr)
- EDU 356 Tch Science in Elem/Middle Schools (3 cr)
- EDU 401 Prin/Methods Elementary Teaching (4 cr)
- EDU 404 Student Teaching—Elementary (8 cr)
- EDU 430 Behavior Management (3 cr)
- ENG 350 Children's Literature (3 cr)
- GEO 103 World Regional Geography (3 cr)
- HST 202 Eastern Civilization (3 cr) or
HST 310 Latin American History (3 cr)
- Two of the following:
 - ART 210 Art Education I (2 cr)
 - BIO 113 Health (2 cr)
 - HPR 254 Elementary Physical Education (2 cr)
 - MUS 357 Elementary Music Methods (2 cr)

Recommended Electives:

- HST 201 American History (3 cr)
- POL 210 American Government (3 cr)

The Professional Studies Component for all Secondary Education Majors must be completed if students wish to be certified to teach at the high school (9-12) level with middle school endorsements. Certifiable areas include: Biology, Chemistry, English, Mathematics, Music, Physics, Physical Education, Social Science (history), and Spanish. Required courses for each of these areas are listed in The Guide to Teacher Education. Music, Physical Education, and Special Education are also identified as specialized areas leading to K-12 certification. The Professional Studies component is a minimum of 29 hours of credit.

The Professional Studies Component for Secondary Education Majors:

- EDU 200 Orientation to Education (1 cr)
- EDU 206 Adolescent Development (3 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 325 Educational Psychology (3 cr)
- EDU 340 Measurement/Evaluation (3 cr)
- EDU 342 Middle School Curr/Inst (3 cr)
- EDU 411 Prin/Pract Teach Secondary (2 cr)
- EDU 412 Methods/Tch Secondary Subjects (2 cr)
- EDU 421 Student Teaching (8 cr)
- EDU 430 Behavior Management (3 cr)
- HST 202 Eastern Civilization (3 cr) or
HST 310 Latin American History (3 cr)
- Major area of specialization (32 cr minimum)

The Special Education Major is a course of study leading to certification in learning

disabilities and behavioral disorders. It requires completion of 75 credits and leads to a Bachelor of Science degree.

Special Education Major Requirements:

EDU 200 Orientation to Education (1 cr)
EDU 280 Exceptional Child (3 cr)
EDU 312 Teaching of Reading (3 cr)
EDU 318 Corrective Reading (3 cr)
EDU 325 Educational Psychology (3 cr)
EDU 351 Tch Lang Arts in Elem/Middle Sch (3 cr)
EDU 352 Tch Soc Studies in Elem/Middle Sch (3 cr)
EDU 355 Tch Math in Elem/Middle Schools (3 cr)
EDU 356 Tch Science in Elem/Middle Schools (3 cr)
EDU 401 Prin/Methods Elementary Teaching (4 cr)
EDU 406 Student Teaching/EI Sp Ed/LD/BD (6 cr)
EDU 408 Student Teaching/Sec Sp Ed/LD/BD (6 cr)
EDU 414 Problems/Characteristics/BD (3 cr)
EDU 415 Problems/Characteristics/LD (3 cr)
EDU 418 Assessment of Exceptional Children (3 cr)
EDU 419 Sec Sch Prog/Adol w/Disabilities (3 cr)
EDU 420 Meth/Mat/Behav & Learning Disab (4 cr)
EDU 422 History & Philosophy of Education (3 cr)
EDU 430 Behavior Management (3 cr)
EDU 490 Seminar in Special Education (1 cr)
EDU 496 Readings in Special Education (1 cr)
ENG 350 Children's Literature (3 cr)
HST 202 Eastern Civilization (3 cr) or
HST 310 Latin American History (3 cr)
Two of the following:
ART 210 Art Education I (2 cr)
BIO 113 Health (2 cr)
HPR 254 Elementary Physical Education (2 cr)
MUS 357 Elementary Music Methods (2 cr)

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

ENGLISH

COURSE LISTING
Pages 134-138

Professors—Dale F. Martin (Department Head), Sandra E. Salguero-Schmidt, John L. Wright

Associate Professors—Donna Hart, S. Bradley Shaw

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

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

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

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

ENGLISH



English Department

www.greenville.edu/academics/departments/english



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

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

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

Emphasis in English Language and Literature:

ENG 201 Introduction to Literature (3 cr)
 ENG 243 Masterpieces of World Literature (3 cr)
 ENG 245 Post-Colonial African Literature (3 cr)
 ENG 340 American Literature to 1875 (3 cr)
 ENG 341 American Literature since 1875 (3 cr)
 ENG 344 British Literature to 1800 (3 cr)
 ENG 345 British Literature Since 1800 (3 cr)
 ENG 440 Topics in British Literature (3 cr)
 ENG 450 Age of Shakespeare (3 cr)
 ENG 451 British Novel (3 cr)
 ENG 452 American Novel (3 cr)
 ENG 456 English Seminar (2 cr) (WI)

Emphasis in Journalism and Creative Writing:

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

Emphasis in Teaching English to Speakers of Other Languages:

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

The English Education Major requires completion of 33 credits in English plus 29 credits of Professional Studies in Education. Students anticipating a secondary teaching career should consult with the English Education advisor and follow the specific requirements and sequences of the *Guide to Teacher Education*.

Requirements for English Education Specialization:

ENG 243H Masterpieces of World Literature (3 cr)
 ENG 314 Historical & Modern Linguistics (3 cr)

ENG 316 Teaching Reading/Secondary Level (3 cr)
ENG 221/321 Oral Interpretation of Literature (3 cr)
or COM 320 Dramatic Arts (3 cr)
ENG 327 Advanced Composition for Teachers (3 cr)
ENG 340 American Literature to 1875 (3 cr)
ENG 341 American Literature since 1875 (3 cr)
ENG 344 British Literature to 1800 (3 cr)
ENG 345 British Literature since 1800 (3 cr)
ENG 351 Literature for Adolescents (3 cr)
ENG 450 The Age of Shakespeare (3 cr)

ENGLISH

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)
EDU 280 Exceptional Child (3 cr)
EDU 325 Educational Psychology (3 cr)
EDU 340 Measurement and Evaluation (3 cr)
EDU 342 Middle School Curriculum and Instruction (3 cr)
EDU 400 Early Experience (1 cr)
EDU 411 Principles and Practices of Secondary Teaching (2 cr)
EDU 412 Methods of Teaching English (2 cr)
EDU 421 Student Teaching (8 cr)
EDU 430 Behavior Management (3 cr)

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professors—Robert W. Johnson

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

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

HPR



HPR Department

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

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

The Physical Education Major requires 40 – 42 credits for the Physical Education Specialization and 26 – 34 credits of Professional Studies in Education, depending on the type of certification a student is seeking. Depending on the coursework a student takes, he or she can get certification for teaching Kindergarten – grade 12 of grades 6 – 12.

Physical Education Specialization:

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

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

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

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

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

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

Four of the following:

HPR 220 Coaching Football (1 cr)

HPR 221 Coaching Soccer (1 cr)

HPR 222 Coaching Volleyball (1 cr)

HPR 223 Coaching Basketball (1 cr)

HPR 224 Coaching Baseball (1 cr)

HPR 225 Coaching Softball (1 cr)

HPR 226 Coaching Track & Field (1 cr)

HPR 236 Theory & Technique Individ Sports (3 cr)

HPR 301 Physiology of Exercise (4 cr)

HPR 311 Kinesiology (2 cr)

HPR 325 Psychology of Coaching (2 cr)

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

HPR 335 Athletic Training and CPR (3 cr)

HPR 254 Elementary Physical Education (2 cr)*

HPR 355 Phys Educ for Special Populations (2 cr)

HPR 399 Curriculum (2 cr)

HPR 399 Evaluation (2 cr)

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

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

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)

EDU 280 Exceptional Child (3 cr)

EDU 325 Educational Psychology (3 cr)

EDU 342 Middle School Curriculum and Instruction (3 cr)

EDU 400 Early Experience (1 cr)

FRENCH
(Described under
Modern Languages)

EDU 411 Principles and Practices of Secondary Teaching (2 cr)
EDU 412 Methods of Teaching Secondary Science (2 cr)
EDU 421 Secondary Student Teaching (4* or 8 cr)
EDU 424 Elementary Student Teaching (4* or 8 cr)
EDU 430 Behavior Management (3 cr)

* Required for K – 12 Certification

** Meets the Science General Education elective requirement

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

HPR

Recreation Core Requirements

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

Adult Fitness Specialization

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

Leadership Emphasis:

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

Management Emphasis:

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

HISTORY AND POLITICAL SCIENCE

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

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

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

HISTORY AND POLITICAL SCIENCE

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

Major Requirements:

HST 101 Western Civilization (3 cr)

HST 201 American History (3 cr)

HST 250 Historical Method (3 cr)

POL 210 American Government (3 cr)

HST 202 Eastern Civilization (3 cr) or

HST 310 Latin America (3 cr)

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

The Social Studies Education Major requires students to complete a 33 credit Social Studies Specialization and a 29 credit program of Professional Studies in Education. This major leads to a Bachelor of Science degree.

Social Studies Specialization Requirements:

GEO 101 Geography (3 cr)

HST 201 American History (3 cr)

HST 250 Historical Methods (3 cr) or

SOC 210 Research Methods (3 cr)

HST 304 19th Century America (3 cr)

HST 305 20th Century America (3 cr)

HST 310 Latin America (3 cr) (CC)

POL 210 American Government (3 cr)

SOC 112 Anthropology (3 cr)

6 credits of electives in History, Political Science, or Social Studies. At least two of these must be upper division.

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)

EDU 280 Exceptional Child (3 cr)

EDU 325 Educational Psychology (3 cr)

EDU 340 Measurement and Evaluation (3 cr)

EDU 342 Middle School Curriculum and Instruction (3 cr)

EDU 400 Early Experience (1 cr)

EDU 411 Principles and Practices of Secondary Teaching (2 cr)

EDU 412 Methods of Teaching Secondary Social Studies (2 cr)

EDU 421 Student Teaching (8 cr)

EDU 430 Behavior Management (3 cr)



**History and Political
Science Department**

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

MANAGEMENT

COURSE LISTING
Pages 145-148

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

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

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

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

MANAGEMENT



**Management
Department**

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



Management Graduates Will Gain:

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

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

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

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

Cooperative Masters program in Accounting: Accounting majors may participate in our five-year cooperative program with the graduate school at Southern Illinois University at Edwardsville. After four years at Greenville, qualifying students receive a Bachelor of Science in Accounting and transfer immediately to the School of Accountancy at nearby SIU-E. They automatically receive advanced placement in the Master of Science in Accountancy program, which they can expect to complete in two semesters and two summers (or three semesters). Graduates holding this Masters degree fully qualify to sit for CPA examinations. Continuing financial aid may be available for the entire five years.

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

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

Marketing—*Choosing things worth doing*

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

Management Information Systems—*Doing things more efficiently by using computers.*

We can multiply what we do by using electronic equipment. MIS graduates know how to remember more, think faster, decide things automatically, do many complex tasks

simultaneously, and communicate quickly and accurately – all by teaching our machines to do the hard repetitive jobs.

Explanation of requirements for our various management degrees

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

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

MANAGEMENT

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

The Accounting Major requires the completion of 63 credits. This major leads to the Bachelor of Science degree.

Accounting Major Requirements:

MGT 101 Introduction to Business (3 cr)
MGT 203 Micro Economics (3 cr)
MGT 204 Macro Economics (3 cr)
MGT 211 Financial Accounting I (3 cr)
MGT 212 Financial Accounting II (3 cr)
MGT 222 Business Law (3 cr)
MGT 250 Managerial Accounting (3 cr)
MGT 312 Cost Accounting (3 cr)
MGT 314 Intermediate Accounting I (3 cr)
MGT 315 Intermediate Accounting II (3 cr)
MGT 316 Intermediate Accounting III (3 cr)
MGT 317 Income Tax Theory (3 cr)
MGT 318 Auditing (3 cr)
MGT 319 Tax Applications (1-3 cr)
MGT 341 Corporate Finance (4 cr)
MGT 367 Quantitative Approaches (4 cr)
MGT 405 Practicum (4-12 cr)
MGT 409 Business Seminar (2 cr) (WI)
CIS 105 Computer Fundamentals (3 cr)
MTH 106 Finite Mathematics (3 cr)
PSY/SOC 202 Statistics (3 cr)

The Management Major requires completion of 52 credits. It leads to either a Bachelor of Arts degree or a Bachelor of Science degree. Students who wish to receive a Bachelor of Science degree must complete a practicum ranging from 4 – 12 credits (included as part of the 52 credit hours total). Those wishing to complete a Bachelor of Arts degree must take 52 hours of credit in Management courses but do not have to take a practicum. The Management Department also offers **Business Administration as a Second Major**. This major is only for students who have chosen another major outside the Management Department and wish to add to their education by enrolling in Management courses. This second major requires that students complete 36 hours of credit.

Management Major Requirements:

- MGT 101 Introduction to Business (3 cr)
- MGT 203 Micro Economics (3 cr)
- MGT 204 Macro Economics (3 cr)
- MGT 211 Financial Accounting I (3 cr)
- MGT 212 Financial Accounting II (3 cr)
- MGT 222 Business Law (3 cr)
- MGT 231 Marketing (3 cr)
- MGT 250 Managerial Accounting (3 cr)
- MGT 321 Management of Organizations (3 cr)
- MGT 341 Corporate Finance (4 cr)
- MGT 405 Practicum (4-12)*
- MGT 409 Management Seminar (2 cr) (WI)
- CIS 105 Computer Fundamentals (3 cr)
- MTH 106 Finite Mathematics (3 cr)
- PSY/SOC 202 Statistics (or SOC 202) (3 cr)
- Electives (6+ credits) from any Career Development Package listed below.

*Practica credit required only for students pursuing a B.S. degree. Those wishing to receive a B.A. degree are not obligated to take the practica credit.

Business Administration as a Second Major Requirements:

- MGT 101 Introduction to Business (3 cr)
- MGT 203 Micro Economics (3 cr)
- MGT 204 Macro Economics (3 cr)
- MGT 211 Financial Accounting I (3 cr)
- MGT 212 Financial Accounting II (3 cr)
- MGT 222 Business Law (3 cr)
- MGT 231 Marketing (3 cr)
- MGT 321 Management of Organizations (3 cr)
- MGT 341 Corporate Finance (4 cr)
- MGT 409 Management Seminar (2 cr) (WI)
- CIS 105 Computer Fundamentals (3 cr)
- PSY/SOC 202 Statistics (3 cr)



Career Advancement Packages (CAPs)

Every Management major must complete our theoretical core, plus six or more hours of elective. They may do this by selecting one or more of the following Career Advancement Packages. Each of them includes at least the required six credits. Students interested in preparing for several career alternatives can include as many packages as they wish. Most of the courses are taught in the Spring semester, and with very few schedule conflicts between them.

Production Management package: For those interested in manufacturing or other physical processes such as health care, construction, transportation management, military officer corps, energy production. Courses: MGT 367 Quantitative Approaches to Business Problems (4 cr), SS 301 Professional Communications (2 cr), and MGT 321 Human Resource Management (3 cr).

Human Services package: For careers in management of government agencies, Christian ministries, non-profit corporations, schools, and personnel departments. Courses: MGT 321 Human Resource Management (3 cr), SS 301 Professional Communications (2 cr), and COM 360 Interviewing (2 cr).

Entrepreneurial package: For creating and launching new ventures, particularly those with global potential. Courses: MGT 335 Intermediate Marketing (3 cr), MGT 347 Investments (3 cr), MGT 351 International Business (3 cr)

Financial Services package: Banking, securities management, corporate financial management. Courses: MGT 347 Investments (3 cr), MGT 321 Human Resource Management (3 cr), MGT 367 Quantitative Approaches to Business Problems (4 cr)

Financial Sales package: Careers in securities brokerage, insurance sales, bank marketing. Courses: MGT 335 Intermediate Marketing (3 cr), MGT 347 Investments (3 cr), MGT 333 Sales and Sales Management (2 cr)

Urban Management package: City government, school district management. Courses: MGT 347 Investments (3 cr), SS 301 Professional Communications (2 cr), MGT 367 Quantitative Approaches to Business Problems (4 cr)

Agriculture package: MGT 367 Quantitative Approaches to Business Problems (4 cr), MGT 353 Environmental Economics (3 cr)

Retail Management package: MGT 335 Intermediate Marketing (3 cr), MGT 333 Sales and Sales Management (2 cr), MGT 334 Advertising (2 cr)

Entertainment Event Management package: MGT 335 Intermediate Marketing (3 cr), Advertising, MGT 334 Advertising (2 cr), SS 301 Professional Communications (2 cr), COM 306 Introduction to Public Relations (3 cr)

The **Marketing Major** requires successful completion of 51 credits. This major leads to a Bachelor of Science degree.

Marketing Major Requirements:

MGT 101 Introduction to Business (3 cr)
MGT 203 Principles of Microeconomics (3 cr)
MGT 204 Principles of Macroeconomics (3 cr)
MGT 211 Financial Accounting I (3 cr)
MGT 212 Financial Accounting II (3 cr)
MGT 222 Business Law (3 cr)
MGT 231 Marketing (3 cr)
MGT 321 Management of Organizations (3 cr)
MGT 332 Consumer Behavior (2 cr)
MGT 333 Sales and Sales Management (2 cr)

MGT 334 Advertising (2 cr)
 MGT 335 Intermediate Marketing (3 cr)
 MGT 405 Practicum (4-12 cr)
 MGT 409 Business Seminar (2 cr) (WI)
 CIS 105 Computer Fundamentals (3 cr)
 MTH 106 Finite Mathematics (3 cr)
 PSY/SOC 202 Statistics (3 cr)

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

MANAGEMENT

Management Information Systems Major Requirements:

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

Management Information Systems Major Requirements with Web/Networking Specialization:

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

MARKETING
 (Described under
 Management)

MATHEMATICS AND COMPUTER SCIENCE

COURSE LISTING
Pages 148-151

Professors—Gerald Eichhoefer
Assistant Professor—Alain Togbe

The 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 Computer Science. The Computer Science Major is listed earlier (alphabetically within the listing of majors).

A Mathematics Major prepares students to enter graduate school, the computer industry, teaching, scientific research, and the actuarial field. In addition, business, psychology, and the social sciences depend heavily on mathematically-aware persons.

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

Mathematics Major requirements include 23 credits of Mathematics including:

MTH 212 Linear Algebra (4 cr) (WI)
MTH 217 Multivariable Calculus (3 cr)
CIS 210 Programming and Data Structures I (4 cr) or
Proficiency
12 credits of upper division Mathematics courses.

The Mathematics Education Major requirements include 34 hours in Mathematics and Computer Science and 29 hours of Professional Studies in Education. Students completing the Mathematics Education Major requirements are eligible to receive the Bachelor of Science Degree.

Mathematics Specialization Requirements:

MTH 115 Calculus I (4 cr)
MTH 116 Calculus II (4 cr)
MTH 212 Linear Algebra (4 cr) (WI)
MTH 217 Multivariate Calculus (3 cr)
MTH 218 Differential Equations (3 cr)
MTH 301 Probability and Statistics (4 cr)
MTH 302 Non-Euclidean Geometry and History (4 cr)
CIS 210 Programming and Data Structures (4 cr)
MTH 308 Abstract Algebra (4 cr) or
MTH 319 Advanced Calculus (4 cr)

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)
EDU 280 Exceptional Child (3 cr)
EDU 325 Educational Psychology (3 cr)



Math Department
www.greenville.edu/academics/departments/math

**MATHEMATICS
AND COMPUTER
SCIENCE**

EDU 340 Measurement and Evaluation (3 cr)
EDU 342 Middle School Curriculum and Instruction (3 cr)
EDU 400 Early Experience (1 cr)
EDU 411 Principles and Practices of Secondary Teaching (2 cr)
EDU 412 Methods of Teaching Secondary Mathematics (2 cr)
EDU 421 Student Teaching (8 cr)
EDU 430 Behavior Management (3 cr)

The Computer Science Major requires 10 hours of prerequisites (or demonstrated proficiencies), and 41 hours of core and basic requirements. Optional specializations require an additional 9 - 13 hours. The Computer Science Major leads to a Bachelor of Science degree.

Computer Science Major Requirements:

Core prerequisites:

MTH 115 Calculus I (4 cr) **or**
MTH 111 College Algebra and Trigonometry (4 cr) plus one semester of programming
CIS 105 Computer Fundamentals (3 cr) **or** proficiency
CIS 140 Introduction to Programming (3 cr) **or** proficiency

Core requirements (consists of courses required by all students for any CIS major):

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

Basic requirements:

MTH 116 Calculus II (4 cr)
CIS 310 Programming and Data Structures III (4 cr)
CIS 335 System Foundations (4 cr)
CIS 340 Applications System Analysis & Design (3 cr)
CIS 360 Principles of Program Languages (4 cr)
CIS 365 Computer Science Theory (4 cr)
CIS 405 CIS Practicum (4 cr)

Optional Specializations:

Computer Science Major with Math Specialization:

CIS core requirements +
Computer Science basic requirements +
MTH 217 Multivariable Calculus (3 cr)

MTH 218 Differential Equations (3 cr)

MTH 306 Numerical Analysis (3 cr)

Computer Science Major with Web/Networking Specialization:

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

MEDIA PROMOTIONS

Program Director: Veronica Ross

The Media Promotions Major prepares students to enter the evolving world of media business that is being shaped by technology. This preparation includes the cultivation of analytical and critical thinking skills, as well as the ability to work and communicate with individuals, and within teams, on complex projects.

Students will learn to integrate their Christian world view as they develop and enhance specific strategies for promotion, publicity, management, writing, and delivery of digital media while exemplifying moral and responsible Christian professionalism.

The major emphasizes a broad-based, theoretical understanding while offering technical skills necessary to enter the work force as media promotional specialists. Students who successfully complete the major can expect an entry level position or successful admission to graduate school, within numerous disciplines.

The Media Promotions Major requires students to complete 41 credits. Students who complete the major are eligible to receive a Bachelor of Arts degree.

Media Promotions Major Requirements:

- ART 230 Graphic Design (3 cr)
- CIS 105 Computer Fundamentals (3 cr)
- COM 301 Persuasion/Argumentation (3 cr)
- COM 303 Small Group Communication (3 cr)
- COM 304 Communication Theory (3 cr)
- COM 306 Introduction to Public Relations (3 cr)
- COM 307 Adv Interpersonal Communication (3 cr)
- COM 308 Applied Public Relations (3 cr)
- MGT 231 Marketing (3 cr)
- MGT 321 Management and Organizations (3 cr)
- MGT 333 Sales (2 cr)
- MGT 334 Advertising (2 cr)
- MUS 325 Music Business Survey (2 cr)
- MP 405 Internship (3 cr)
- MP 410 Seminar (2 cr)



Media Promotions

www.greenville.edu/academics/departments/media/mediaprom.shtml

MEDIA PROMOTIONS





**Modern
Languages Department**
www.greenville.edu/academics/
departments/languages

**MODERN
LANGUAGES**

MODERN LANGUAGES

Professor—Donald L. Sheriff,
Associate Professor—Almeda Lahr-Well (Department Head)
Assistant Professor—Brian Reinhard

Seeking to encourage understanding and appreciation of other peoples and cultures, the Department of Modern Languages makes available elementary and intermediate courses designed to give students skill in communication in the foreign language. Advanced courses improve language ability as well as offer an appreciation of literary masterpieces and cultural backgrounds.

Individualized practice in basic skills is considered essential. The equipment and materials for audio-visual lingual learning experiences and practice are in the audio-visual center.

Graduates in modern languages find careers in teaching foreign languages, teaching English as a second language and in bilingual education; others find their language ability useful in social service organizations, church work, missionary service, government service, business and library science.

The French Major requires 24 credits above the elementary or 101/102 level. Courses have the prefix FRN.

The Modern Language Major requires 32 credits above the elementary level in more than one language.

Spanish Major Requirements: requires 24 credits above the elementary or 101/102 level. Courses have the prefix SPN.

The Spanish Education Major requires 32 hours of Spanish Specialization courses and 29 hours of Professional Studies in Education.

Spanish Specialization Requirements:

- SPN 101 Elementary Spanish (4 cr)
 - SPN 102 Elementary Spanish (4 cr)
 - SPN 201 Intermediate Spanish (4 cr)
 - SPN 220 Spoken Spanish (4 cr)
 - SPN 320 Espana y Su Civilizacion (3 cr)
 - SPN 321 Latin America y Su Civilizacion (3 cr)
 - SPN 370 La Novela Hispanica (3 cr)
 - SPN 380 El Drama Hispanica (3 cr)
 - Upper Division Electives chosen from the following: (4 cr)
 - SPN 210 Applied Aural-Oral Spanish (4 cr)
 - SPN 350 Latin American Literature to 1880
 - SPN 361 Latin American Literature after 1880
 - SPN 310 Intermediate Composition and Conversation
 - SPN 410 Advanced Composition and Conversation
 - SPN 330 Survey of the Dominican Republic
 - SPN 430 Culture of the Dominican Republic
- Offerings in Summer or Interterm study in Santiago, the Dominican Republic, or some other foreign center chosen or approved by the College, such as the Costa Rican Program sponsored by the Council for Christian Colleges & Universities. Candidates may also, by recommendation of the department head to the Vice President of Academic Affairs, gain proficiency credit for Spanish Requirements.



**MODERN
LANGUAGES**

Required Professional Studies Courses:

- EDU 200 Orientation to Educational Opportunities (1 cr)
- EDU 280 Exceptional Child (3 cr)
- EDU 325 Educational Psychology (3 cr)
- EDU 340 Measurement and Evaluation (3 cr)
- EDU 342 Middle School Curriculum and Instruction (3 cr)
- EDU 400 Early Experience (1 cr)
- EDU 411 Principles and Practices of Secondary Teaching (2 cr)
- EDU 412 Methods of Teaching Spanish (2 cr)
- EDU 421 Student Teaching (8 cr)
- EDU 430 Behavior Management (3 cr)

MUSIC



Music Department

www.greenville.edu/academics/departments/music



Music Major

www.greenville.edu/academics/departments/music/music.shtml

Associate Professors—Debra L. Marsch, Jeffrey S. Wilson, Christopher P. Woods
Assistant Professors—Yeeseon Kwon, Michael J. Johnson, L. Thomas Stampfli (Department Head), Louise A. Weiss
Instructors – Lance Lancaster, Shawn D. Young

Many music courses and activities are open to all students as an opportunity to broaden their cultural interests in the field of music, as well as provide the necessary study for the music and music education specialist. Students may enhance their aesthetic sensitivity by participating in music activities, and will develop a discriminating taste for a wide variety of music. Opportunity is provided for improving the skills of those who will be future church organists, pianists, vocalists, and choir directors. Prospective music majors are advised to begin study of applied music before entering college, especially in the area of piano and orchestral instruments.

The music ensembles, which provide exposure to music literature and opportunities for musical expression, are open to qualified students from all departments. The Greenville College Choir (A Cappella Choir) offers acquaintance with great sacred music. An annual spring tour has taken the Choir to such places as Florida, Arizona, and Canada. Students may also develop their skills in Greenville College's Chorale. 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." Selected students perform choral literature from the Renaissance period to the twentieth century as members of the Chamber Singers. The Greenville College Vocal Band offers students the opportunity to sing a variety of music with an emphasis on jazz and popular styles. Opportunity for studying and performing instrumental music includes a Concert Band and a Jazz Band. Opportunities are also available for performing in brass, string, and woodwind ensembles. The Music Department offers a wide variety of Christian ensembles from gospel quartets to alternative music. Most groups are by audition only.

MUSIC



Applied Music. A student enrolling in applied music for one credit per semester receives a half-hour lesson each week and is expected to practice one hour daily. Piano and voice students usually enroll in group applied lessons (a private 30-minute lesson one week alternating with 50-minute group lesson the next week, or two 50-minute lessons per week). Some students may elect to take only private lessons. Seniors preparing for a recital should take private lessons. It is the responsibility of the student to arrange for a lesson time the first week of each semester. Lessons missed by the instructor will be made up. Lessons missed by the student will be made up, only when the absence is beyond the student's control and 24-hour advance notice is given.

Recitals and Concerts. All music majors taking applied music are expected to appear on one monthly recital at the discretion of the instructor. Regular attendance at these recitals, as well as senior recitals and the Guest Artist Series music concerts, is expected of all music majors.

Off-Campus Performance. Students are allowed to perform publicly as a representative of the College only when they have the consent of the music faculty and satisfy the eligibility qualifications of the College. In order to perform off-campus in a music ensemble or a student ministries group, a student must be in good standing academically.

Chorus. Each music major is expected to participate in the College-Community Chorus.

Music Educators National Conference (MENC). Music majors are encouraged to join the student chapter of the MENC.

Piano Proficiency Exam. Students will be expected to play simple accompaniments fluently enough to accompany group singing, including songs from music education series books or community songbooks, patriotic songs, and hymns. Simple folk songs will also be played by ear. A more complete description of the exam may be requested from the music faculty.

All students who declare music as their academic major or minor will be given a music theory and keyboard examination to determine their piano and music theory placement. Non-music majors should not take any music course numbered 200 or above (other than Music Listening 209), or Studio Recording 126-127 without the permission of the instructor and the chair of the Music Department.

Three majors are available in music:

The Contemporary Christian Music Major requires the completion of 53 credits. The Contemporary Christian Music Major leads to a Bachelor of Science degree.

Requirements for the Contemporary Christian Music Major:

- MUS 103/103E Theory I (4 cr)
- MUS 104/104E Theory II (4 cr)
- MUS 185/385 CCM Seminar (4 cr)
- MUS 126/127 Studio Recording I & II (4 cr)
- MUS 209 Music Listening (2 cr)
- MUS 221 Elementary Conducting (2 cr)
- MUS 305/306 Pop Theory/Songwriting I & II (4 cr)
- MUS 309 Music History I (3 cr)
- MUS 325 Music and Business Survey (2 cr)
- MUS 376 Rock Music History (2 cr)
- MUS 377 Philosophy and Ethics of CCM (1 cr)
- Applied Music and Ensemble (14 cr):
 - Minimum of 6 credits in one area
 - Minimum of 3 credits of major ensemble

These 14 credits must include MUS 101P & 102P Applied Piano (2 cr)
MUS 418 Senior Recital (1 cr) or
MUS 419 Senior Project (1 cr)
REL 235 Ministry/Discipleship & Evangelism (3 cr)

The Music Major requires the completion of 40 credits. The Music Major with *Pedagogy and Literature Specialization* requires 46 credits. The Music Major with *Church Music Specialization* requires 50 credits. All lead to a Bachelor of Arts degree.

Requirements for the Bachelor of Arts Major in Music:

MUS 103/103E Theory I (4 cr)
MUS 104/104E Theory II (4 cr)
MUS 203/203E Theory III (4 cr)
MUS 204/204E Theory IV (4 cr)
MUS 209 Music Listening (2 cr)
MUS 221 Elementary Conducting (2 cr)
MUS 309 Music History I (3 cr)
MUS 310 Music History II (3 cr) (WI)
Applied Music—8 credits (semesters), must include MUS 101P & 102P Piano (2 cr)
Ensemble (6 cr)—each semester for three years

Requirements Music Major with the Pedagogy and Literature Specialization:

MUS 103/103E Theory I (4 cr)
MUS 104/104E Theory II (4 cr)
MUS 203/203E Theory III (4 cr)
MUS 204/204E Theory IV (4 cr)
MUS 209 Music Listening (2 cr)
MUS 221 Elementary Conducting (2 cr)
MUS 309 Music History I (3 cr)
MUS 310 Music History II (3 cr) (WI)
MUS 311 Pedagogy and Literature I (2 cr)
MUS 312 Pedagogy and Literature II (2 cr)
Applied Music—12 credits, must include MUS 101P & 102P Piano (2 cr)
Ensemble (4 cr)—each semester for two years. Includes participation in Choir and/or other performing ensembles.

Requirements for Music Major with a Specialization in Church Music:

MUS 103/103E Theory I (4 cr)
MUS 104/104E Theory II (4 cr)
MUS 203/203E Theory III (4 cr)
MUS 204/204E Theory IV (4 cr)
MUS 209 Music Listening (2 cr)
MUS 221 Elementary Conducting (2 cr)
MUS 309 Music History I (3 cr)
MUS 310 Music History II (3 cr) (WI)
MUS 324 Choral Rehearsal Techniques (2 cr)
MUS 357 Elementary Music Methods (2 cr)
MUS 371 Hymnology (2 cr)
MUS 372 Youth Music and Activities in the Church (2 cr)
MUS 373 Church Music Administration and Observation (2 cr)
Applied Music—7 credits (one credit per semester), which must include MUS 101P & 102P Piano (2 cr). Three (3) credits must be upper division.
Ensemble (7 cr) – Includes participation in Choir and/or other performing ensembles.

The Music Education Major requires 49 - 52 credits for the major and 29 hours of Education Professional Studies. The successful graduate from this program can become certified to teach and supervise music in the public schools from kindergarten through the twelfth grade in both instrumental and vocal music. This major leads to the Bachelor of Music Education (B.M.E.) degree.

**Requirements for the Bachelor of Music Education Degree:**

MUS 103/103E Theory I (4 cr)

MUS 104/104E Theory II (4 cr)

Applied Voice (Generally MUS 101U & 102 U Voice) (2 cr)

Applied Piano (2 – 5 credits, 2 of which must be MUS 140 and MUS 141, Proficiency Exam required)

MUS 203/203E Theory III (4 cr)

MUS 204/204E Theory IV (4 cr)

MUS 131 Choir (2 cr)

MUS 135 Concert Band (2 cr)

MUS 181 Strings Class (1 cr)

MUS 182 Percussion Class (1 cr)

MUS 191 Brass Class (1 cr)

MUS 192 Woodwinds Class (1 cr)

MUS 209 Music Listening (2 cr)

MUS 309 Music History I (3 cr)

MUS 310 Music History II (3 cr) (WI)

MUS 221 Elementary Conducting (2 cr)

MUS 322 Instrumental Rehearsal Techniques (2 cr) or

MUS 324 Choral Rehearsal Techniques (2 cr)

MUS 418 Senior Recital (1 cr) or MUS 419 Senior Project (1 cr)

Applied Music Emphasis (7 cr), 2 credits must be upper division

Participation in an ensemble and College-Community Chorus each semester, which must include at least one full year of chorus and band. (7 cr)

Required Education Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)

EDU 280 Exceptional Child (3 cr)

EDU 325 Educational Psychology (3 cr)

MUS 357 Elementary Music Methods (2 cr)

EDU 400 Early Experience (1 cr)

EDU 411 Principles and Practices of Secondary Teaching (2 cr)

EDU 412F Secondary Music Methods (2 cr)

EDU 421 Music Student Teaching (12 cr)

EDU 430 Behavior Management (3 cr)

PHILOSOPHY AND RELIGION



Philosophy

[www.greenville.edu/
academics/departments/
religion/rel-phl.shtml](http://www.greenville.edu/academics/departments/religion/rel-phl.shtml)

Professor—Royal Mulholland
Associate Professor—Craig Boyd (Department Head)
Assistant Professors—Joe Culumber, Brian Hartley, Rick McPeak, Karen Winslow

The faculty of the department believes that the Biblical revelation acquaints one with some facts about reality of which one can become aware in no other way so well. These are, particularly, facts about God, humanity, and the relationships between them. It is the purpose of the department to acquaint the student with these facts and their implications for thought and life. The department provides every student an opportunity to study critically and acquire truths of Biblical revelation, and to understand their relevance to personal and social life. It is hoped that every student will be led to accept the implications of such religious study for all of life, and to consider one's personal relationship to Jesus Christ.

Courses offered by the department seek to develop in the student a college-level understanding of the Christian faith, the ability to look at life in depth rather than superficially, a Christian approach to the pressing problems of the day and skill in carrying ones faith into the world. It is hoped that the fragmentation of life and learning, which marks our day, may be healed through the study of philosophy and major biblical concepts. Courses in Greek are offered to aid the student in studying the New Testament.

PHILOSOPHY AND RELIGION

Many students have chosen a vocation that lies in the pastoral ministry, evangelistic preaching, missionary work, Christian education, or socially oriented religious service. The department offers a four-year curriculum for those who wish to pursue one of these goals and it encourages these students to attend seminary for additional professional training. The pre-seminary student is advised to major in philosophy with a strong emphasis in other academic areas in such fields as English, history, psychology, or sociology. Students who wish to obtain a double major will be assigned an advisor from both the Philosophy and Religion Department and from their second major.

Members of the Free Methodist Church who do not plan on graduate professional training for the ministry may qualify for annual conference membership and ordination through the Track II outlined in the Free Methodist Book of Discipline. The Student Ministries program of the College provides an opportunity for practical Christian service throughout the year.

The Department of Philosophy and Religion offers seven majors:

The Philosophy Major in liberal education is designed to help students form an interpretation of truth around an understanding of God, human nature, and the universe that sees an essential unity in all knowledge. Philosophy develops the habit of thinking reflectively and consistently. It trains students to consider critically their own and others' assertions in writing and speaking. It observes the power of ideas in the rise and fall of movements in human history. The major requires completion of 36 hours. It leads to a Bachelor of Arts degree.

Philosophy Major Requirements:

- PHL 250 History of Philosophy I (3 cr)
- PHL 251 History of Philosophy II (3 cr)
- PHL 280 Introduction to Logic (3 cr)
- PHL 310 Philosophy of Religion (3 cr)
- PHL 311 History of Political Philosophy (3 cr)
- PHL 330 Ethics (3 cr)
- PHL 485 Seminar (2 cr)
- PHL 440 World Religions (3 cr) or
REL 452 Methods in Wesleyan Theology (3 cr)
- Electives (13 cr)

ORGANIZATIONAL LEADERSHIP
(See Adult Education, GOAL Program)



PHILOSOPHY AND RELIGION

The Philosophy-Religion Major requires completion of 34 hours. It leads to a Bachelor of Arts degree.

Philosophy-Religion Major Requirements:

PHL 250 History of Philosophy I (3 cr)
PHL 251 History of Philosophy II (3 cr)
PHL 280 Introduction to Logic (3 cr)
PHL 310 Philosophy of Religion (3 cr)
PHL 330 Ethics (3 cr)
PHL 485 or REL 485 Seminar (2 cr)
REL 120 World of the Bible (3 cr)
REL 353 Synoptic Gospels (3 cr) or
REL 270 Wisdom & Poetic Literature/OT (3 cr)
REL 390 American Christianity (4 cr) –or–
REL 440 World Religions (4 cr)

One of the following:

REL 321 Pentateuch (3 cr)
REL 322 Prophets (3 cr)
REL 340 Letters of the New Testament (3 cr)

Electives (3 cr)

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

The Pastoral Ministry Major requires completion of 34-35 hours. It is a strong pre-seminary program which is offered for students going into the ministry or into missionary work. It is also for those who are bi-vocational, who wish to enter the ministry immediately upon college graduation, or who wish to postpone admission to seminary. A standard four-year curriculum specified by the Free Methodist Department of Ministry and Higher Education is offered.

It leads to a Bachelor of Arts degree.

Pastoral Ministry Major Requirements:

REL 285 Historic Methodism (2 cr)
REL 450 Basic Methods in Theology (3 cr)

REL 343 Western Christianity I (3 cr)

Four of the following:

REL 270 Wisdom and Poetic Literature/OT (3 cr)

REL 321 Pentateuch (3 cr)

REL 322 Prophets (3 cr)

REL 352 Pauline Epistles (3 cr)

REL 353 Synoptic Gospels (3 cr)

One of the following:

REL 390 American Christianity (4 cr)

REL 440 World Religions (4 cr)

PHL 310 Philosophy of Religion (3 cr)

PHL 330 Ethics (3 cr)

Eleven credits of the following:

REL 200 Orientation to Ministry (3 cr)

REL 235 Min of Discipleship & Evangelism (3 cr)

REL 265 Homiletics (3 cr)

REL 266 Introduction to Worship (3 cr)

REL 275 Free Methodist Polity & Doctrine (2 cr)

REL 410 Professional Issues (3 cr)

PSY 310 Psychology of Personality (3 cr)

PSY 315 Introduction to Counseling (3 cr)

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

The Psychology-Religion Major requires completion of 34 credits. Students completing this major are eligible for a Bachelor of Arts degree.

Psychology-Religion Major Requirements:

PHL 310 Philosophy of Religion (3 cr) or

PHL 330 Ethics (3 cr)

PSY 310 Psychology of Personality (3 cr)

PSY 315 Introduction to Counseling (3 cr)

PSY/REL 485 Seminar (2 cr)

REL 270 Wisdom and Poetic Literature/OT (4 cr)

REL 452 Methods in Wesleyan Theology (3 cr)

REL 352 Pauline Epistles (3 cr) or

REL 353 Synoptic Gospels (3 cr)

Two of the following:

PSY 212 Developmental Psychology (3 cr)

PSY 304 Social Psychology (3 cr)

PSY 360 Introduction to Psychopathology (3 cr)

Elective courses in Psychology or Religion (7 cr)

The Religion Major requires completion of 34 credits. Students completing this major are eligible for a Bachelor of Arts degree.

Religion Major Requirements:

REL 200 Orientation to Ministry (3 cr)

REL 270 Wisdom and Poetic Literature/OT (4 cr)

REL 353 Synoptic Gospels (3 cr)

REL 440 World Religions (4 cr)

REL 452 Methods in Wesleyan Theology (3 cr)

PHL 310 Philosophy of Religion (3 cr) or

PHL 330 Ethics (3 cr)

One of the following:

REL 321 Pentateuch (3 cr)

REL 322 Prophets (3 cr)

REL 340 Letters of the New Testament (3 cr)

Electives (11 cr)

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



**Urban/Cross
Cultural Ministry Major**
[www.greenville.edu/
academics/departments/
religion/urbance.shtml](http://www.greenville.edu/academics/departments/religion/urbance.shtml)

The Youth Ministries Major requires completion of 44 credits. Students completing this major are eligible for a Bachelor of Science degree.

Youth Ministries Major Requirements:

- REL 150 /350 Writings/NT Evangelists (3 cr)
- REL 180 Dynamics of Youth Ministry (3 cr)
- REL 280 Philosophy of Youth Ministry (3 cr)
- REL 200 Orientation to Ministry (3 cr)
- REL 235 Min of Discipleship & Evangelism (3 cr)
- REL 265 Homiletics (3 cr)
- REL 266 Introduction to Worship (3 cr)
- REL 405 Internship (4 cr)
- REL 452 Methods in Wesleyan Theology (3 cr)
- PSY 212 Developmental Psychology (3 cr)
- SOC 301 Marriage and Family (3 cr)

One of the following:

- REL 270 Wisdom and Poetic Literature/OT (3 cr)
- REL 321 Pentateuch (3 cr)
- REL 322 Prophets (3 cr)
- REL 352 Pauline Epistles (3 cr)

Electives in Religion (7 cr)

The Urban/Cross Cultural Ministry Major requires completion of 36 credits. Students completing this major are eligible for a Bachelor of Science degree.

**PHILOSOPHY AND
RELIGION**

Urban/Cross Cultural Ministry Major Requirements:

- REL 200 Orientation to Ministry (3 cr)
- REL 235 Min of Discipleship and Evangelism (3 cr)
- REL 452 Methods in Wesleyan Theology (3 cr)
- CUS 301 Urban Anthropology and Mission (3 cr)
- CUS 302 Community/Culture/Chr Leadership (3 cr)
- CUS 305 Internship (3-6 cr)

At least three of the following:

- PSY 212 Developmental Psychology (3 cr)
- PSY 304 Social Psychology (3 cr)
- PSY 310 Psychology of Personality (3 cr)
- SOC 210 Research Methods (3 cr)
- SOC 309 Social Stratification (3 cr)
- SOC 385 Sociology of Religion (3 cr)

REL 351 Synoptic Gospels (3 cr) or

REL 352 Pauline Epistles (3 cr)

At least one of the following:

- REL 270 Wisdom and Poetic Literature/OT (3 cr)
- REL 321 Pentateuch (3 cr)
- REL 322 Prophets (3 cr)

PHYSICS

Professors—Hugh E. Siefken (Department Head)
Associate Professor – Arlene Larabee



Physics and Engineering

www.greenville.edu/academics/departments/physics

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: the student who plans to teach high school physics, the student who plans to go on to graduate school in physics, and the student who expects to go to work in a government or industrial laboratory following graduation.

The prospective high school teacher should plan to complete a major of ten courses before the semester of teaching experience. The additional course work includes a one semester of senior physics lab PHY 402 and PHY 350.

The student planning to enter graduate school in physics should take the same curriculum as the prospective high school teacher through the junior year. During the senior year this student will engage in independent study with the guidance of their professors. Part of this independent study will include laboratory investigation of a research nature. The department is prepared to direct research in solid state and atomic physics using lasers and the department's ion accelerator, and other equipment.

The student 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 his/her independent work will be less theoretical and shall include shop and laboratory techniques as well as special laboratory projects.

Greenville College offers an Engineering 3/2 program through a cooperative agreement with two top-notch engineering schools; the University of Illinois and Washington University in St. Louis. This five-year program results in a Bachelor of Arts from Greenville and a Bachelor of Science in Engineering from the cooperating school. Successful completion of Greenville's engineering program, with an appropriate GPA, guarantees admission to top quality engineering schools for the remaining two years. Check the index under Engineering 3/2 for curriculum information.

The graduates of the program in physics have gone into one of the three careers as outlined above. About one-third have gone into high school and college teaching, and one-third have taken positions in government or industrial laboratories. Over half of the graduates have taken graduate work in physics and one-seventh have completed Ph.D. programs. A study of physics majors during the years 1974-99 indicates 65 graduates, all of whom entered graduate school or obtained employment in their chosen field.

All three introductory courses are calculus based. Students may enroll in PHY 120 and MTH 115 Calculus I concurrently. Concepts involving calculus are developed early in the PHY 120 textbook and in the course so students can handle the topics that are discussed. Those students with high school physics as a background start the physics sequence with PHY 120. Physics majors, pre-engineers and prospective secondary school teachers should complete the sequence.

PHYSICS

The Physics Major requirements include 36 credits in Physics and 25 credits in Chemistry, Computer Science, and Mathematics.

PHY 120 General Physics I (4 cr)
PHY 210 General Physics II (4 cr)
PHY 220 General Physics III (4 cr)
PHY 311 Electricity and Magnetism (4 cr)
PHY 318 Theoretical Mechanics (4 cr)
PHY 321 Thermodynamics (4 cr)
PHY 322 Modern Physics (4 cr)
PHY 400 or 401 Senior Physics (4 cr)
PHY 409 Seminar in Physics (1 cr) (WI)
CHM 111 General Chemistry (4 cr)
CHM 112 General Chemistry (4 cr)
CIS 140 Introduction to Programming (3 cr)
MTH 115 Introduction to Calculus I (4 cr)
MTH 116 Calculus II (4 cr)
MTH 217 Multivariable Calculus (3 cr)
MTH 218 Differential Equations (3 cr)



PHYSICS

The Physics Education Major requirements include 33 credits in Physics, 26 credits in Chemistry, Computer Science, and Mathematics, and 29 hours of Professional Studies in Education.

PHY 120 General Physics I (4 cr)
PHY 210 General Physics II (4 cr)
PHY 220 General Physics III (4 cr)
PHY 311 Electricity and Magnetism (4 cr)
PHY 318 Theoretical Mechanics (4 cr)
PHY 321 Thermodynamics (4 cr)
PHY 322 Modern Physics (4 cr)
PHY 350 Science Curriculum Projects (3 cr)
PHY 400 or 401 Senior Physics (4 cr)
PHY 409 Seminar in Physics (1 cr) (WI)

CHM 111 General Chemistry (4 cr)
CHM 112 General Chemistry (4 cr)
CIS 210 Programming and Data Structures (4 cr)
MTH 115 Introduction to Calculus I (4 cr)
MTH 116 Calculus II (4 cr)
MTH 217 Multivariable Calculus (3 cr)
MTH 218 Differential Equations (3 cr)

Physics Education Majors are also encouraged to take:

PHY 192 Electronics (4 cr)
PHY 402 Senior Physics Lab (2 cr)

PHYSICS

Required Professional Studies Courses:

EDU 200 Orientation to Educational Opportunities (1 cr)
EDU 280 Exceptional Child (3 cr)
EDU 325 Educational Psychology (3 cr)
EDU 340 Measurement and Evaluation (3 cr)
EDU 342 Middle School Curriculum and Instruction (3 cr)
EDU 400 Early Experience (1 cr)
EDU 411 Principles and Practices of Secondary Teaching (2 cr)
EDU 412 Methods of Teaching Secondary Science (2 cr)
EDU 421 Student Teaching (8 cr)
EDU 430 Behavior Management (3 cr)

PSYCHOLOGY

COURSE LISTING
Pages 162-165

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

To develop the ability to understand and apply theoretical concepts concerning human beings, their behavior, and their relationships to others and the world; to produce critical thinking, especially in the application of the scientific method in the formulation and evaluation of these concepts; and to relate the scientific study of human beings to spiritual, moral, and aesthetic values are the major aims of the Department of Psychology.

Individual experimentation is encouraged, particularly in conjunction with experimental psychology, by the availability of electro-mechanical equipment including perceptual apparatus, physiograph, biofeedback equipment, personal computers, and Skinner boxes. Interterm provides an opportunity to pursue areas of study of specific interest to the individual student. This may include, among others, practicum in the field of mental retardation at a nearby state children's center; study in community mental health at a local mental health clinic; study and application of behavior modification relating to the mentally deficient; or group study in such areas as psychotherapy, counseling and guidance; and the application of psychology to social problems.

Graduates with psychology majors may find careers in state institutions and mental hospitals, in public relations or personnel work in business and industry, in counseling, or in teaching. Positions as paraprofessionals in mental health care and treatment are also possible alternatives to graduates in psychology. One may also attend graduate school in preparation for more specialized positions.

In addition to the major in psychology a unique program in Psychology/Religion is available (see the information listed under the Philosophy/Religion Department). This concentration seeks to focus attention upon both God and man, recognizing their relationship and the commonality that is shared in the study of both psychology and religion. This program is specially developed for the student who wants the strengths of both psychology and religion in his training. These two areas are brought together and merged



Psychology

www.greenville.edu/academics/departments/psychology

PSYCHOLOGY



in a strong, unique field of study. People planning for the pastorate, youth or Christian education work, and other types of Christian ministry will find the psychology-religion major valuable.

The Psychology Major requires completion of 30 credits. It leads to a Bachelor of Arts degree.

Psychology Major Requirements: (note that PSY 101 General Psychology does not count towards the major.)

PSY 202 Statistics (3 cr)

PSY 210 Experimental Psychology (3 cr)

PSY 350 Psychological Systems (3 cr) (WI)

Electives (21 cr) This may include areas of emphasis, listed below.

Areas of Emphasis. Students may select from among the following emphases. Each emphasis consists of at least 12 credit hours of study. Individualized areas of specialization may be negotiated with an advisor from the Psychology Department and an advisor from one other department within the college.

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

PSYCHOLOGY

The Psychology-Religion Major is described fully in the section listed under the Department of Philosophy and Religion.

RECREATION
(Described under
Health, Physical
Education, and
Recreation)

**SOCIAL
STUDIES
EDUCATION**
(Described under
History and
Political Science)

SOCIOLOGY AND SOCIAL WORK

COURSE LISTING
Pages 169-171 and 174

Assistant Professors—Edwin Estevez, Dwight Jackson, Gregory L. Sanders (Department Head)

Students may elect course work leading majors in either Sociology or Social Work.

The Sociology major requires 28 hours of credit. Students may also pick one or more areas of emphasis if they complete at least seven additional hours. Students completing the Sociology Major are eligible to receive the Bachelor of Arts degree.

Course work in sociology is designed to help students develop curiosity, insight and understanding of human social behavior and patterns of interaction. Sociology is the study of society, groups, and social behavior. Like all social sciences, sociology uses methods of scientific observation and reasoning. It is perhaps the best academic discipline for studying the massive and pervasive social change which is a feature of our modern world.

Sociology is a very broad field and includes, within its own domain, the study of culture, social organization, marriage and family, criminal justice, group dynamics, religion, education, urban and international issues, minority relations, and leadership studies. The department also offers specific course work in anthropology, and provides a general basis for specialized studies in related departments such as economics, modern languages, religion, education, government, and history.

Sociology students are encouraged to apply sociological principles through service and internship opportunities. The sociology major serves as an excellent preparation for a wide variety of occupations, and for graduate study in sociology and many other disciplines.

Sociology Major Requirements:

SOC 101 Principles of Sociology (3 cr)
SOC 112 Introduction to Anthropology (3 cr)
SOC 202 Statistics (3 cr)
SOC 210 Research Methods (3 cr)
SOC 380 Social Theory (3 cr) (WI)
SOC 370 Professional Seminar I (2 cr)
SOC 470 Professional Seminar II (2 cr)

Two of the following courses:

SOC 301 Marriage & Family (3 cr)
SOC 302 Minority Relations (3 cr) (CC)
SOC 309 Social Stratification (3 cr)
SOC 365 Social Organization (3 cr)

The credits earned must include 9 credits of upper division courses and two cross-cultural courses or experiences (one must include a significant immersion component).

Area of Emphasis: (For complete descriptions of the emphases, see the Department Head.)

Community Development
Family Studies
Group Dynamics & Leadership
International Sociology
Minority Relations
Organizations
Social Problems
Urban Ministry



Sociology

www.greenville.edu/academics/departments/sociology



Social Work Major

www.greenville.edu/academics/departments/sociology/socialwork.shtml

**SOCIOLOGY AND
SOCIAL WORK**

**SOCIOLOGY AND
SOCIAL WORK**



The Social Work Major requires completion of 38 credits. Students may also pick one or more areas of specialization if they complete at least seven additional hours. Students completing the Social Work major are eligible for the Bachelor of Science degree.

Course offerings leading to a major in social work are open to students interested in a professional career or those planning to enter a graduate school of social work. Non-majors interested in the general area of social work are encouraged to study in this discipline provided they possess the stated prerequisites or have background to make a course a significant learning experience.

SPANISH
(Described under
Modern Languages)

The program is planned for blending theoretical and applied orientations. A minimum practicum of eight semester hours is required of all majors. The practicum is designed to provide majors with firsthand field experience—where classroom learning may be applied and tested.

Students planning to major in social work should, in consultation with their major advisor, work out a tentative four-year program early in the freshman year. It is expected that students in social work 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 would include: 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.

Social Work Major Requirements:

- PSY 101 General Psychology (3 cr)
- PSY 212 Developmental Psychology (3 cr)
- SOC 101 Principles of Sociology (3 cr)
- SOC 202 Statistics (3 cr)
- SOC 210 Research Methods (3 cr)
- SOC 380 Social Theory (3 cr) (WI)
- SWK 205 Introduction to Social Work (2 cr)
- SWK 208 Social Welfare Agencies/Institutions (2 cr)
- SWK 305 Fields of Social Work (3 cr)
- SWK 405 Practicum (8-12 cr)
- SWK 470 Professional Seminar II (2 cr)
- SOC/SWK Elective (3 cr)

Students must also take two cross-cultural courses or experiences (one must include a significant immersion component)

Area of Emphasis: (For complete descriptions of the emphases, see the Department Head.)

- Community development
- Family studies
- Group dynamics & leadership
- International sociology
- Minority relations
- Organizations
- Social problems
- Urban ministry

**SOCIOLOGY AND
SOCIAL WORK**



C O U R S E L I S T I N G S

Course Listings

ART

Course Numbers. Courses numbered from 100-199 are primarily freshman courses. Numbers from 200-299 are sophomore courses. Courses numbered 300 and above are upper division courses and are open only to juniors and seniors, except by permission.

Open-Titled Courses. Departments offer open titled courses for lower division or upper division credit, numbered 199 or 399. These courses provide the opportunity for experimental and exploratory study. They may be used to develop or extend courses regularly offered. These courses also may be used for individual academic pursuits not listed in the regularly developed sequence of course offerings. A breadth of alternatives is provided for, such as Independent Study, Individual Readings, Individual Research and Field Experience. Offerings are contingent upon professional or student request.

Practicum/Internship. Each department offers a practicum or internship course numbered 405. In this course the student applies theories and skills learned in the major. Each experience should include significant learning opportunities related to the student's major field. Two supervisors are involved, a work supervisor and an academic supervisor. Registration must occur prior to the activity. 40 to 60 hours of work experience is required for each credit awarded. The experience may be paid or unpaid. Letter grades will be assigned unless otherwise stated in the departmental description. Students must consult with their academic supervisor at least twice during the experience. A learning experience summary paper following departmental guidelines is required as well as a final interview with the academic supervisor. A maximum of 12 credits may be applied to the degree. Prerequisites: Junior or senior standing with a 2.0 GPA, 18 semester credits completed in the field and departmental approval.

Prerequisites. Following the description of each course of instruction will be found the requirements, if any, for admission to that particular course. For example, under Chemistry 201, Organic Chemistry, the prerequisite given is CHM 112, which must be completed before Chemistry 201 can be taken.

Some courses are offered in alternate years. The year for which the course is next scheduled is indicated after the description of the course.

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

ART

ART 111 Design Three Credits

A study of the basic principles and elements of two-dimensional form and composition. Alternate discussions and projects designed to acquaint the student with materials and techniques in the plastic arts. Three double periods. (Offered Fall semester.)

ART 112 Sculpture Three Credits

A study of the elements of three-dimensional form. Working with a variety of materials using processes such as construction/fabrication and mold making/casting. Three double periods.

Prerequisite: ART 111 or permission of instructor. (Offered Spring semester.)

ART 113 Drawing I Three Credits

Studio work in beginning drawing from still life and nature. Basic experiences with form

description using a wide range of media. Three double periods. (Offered Fall semester of odd calendar years.)

ART 210 Art Education I Two Credits

Laboratory work designed to give the student an acquaintance with a wide range of projects usable in public schools. Discussion of aims and methods of art instruction in public schools.

ART 211 Painting I Three Credits

Composition in acrylics with emphasis on structuring of two-dimensional forms and space. Primary resources are still life and nature.

Prerequisite: ART 111 and 113. (Offered Fall semester.)

ART 217 Crafts Two or Four Credits

Studio work in basic crafts both traditional and contemporary. Work based on design principles as applied to various media.

Prerequisite: ART 111 or permission of instructor. (Offered Fall semester of even calendar years.)

ART 230 Graphic Design Three Credits

Problems in lettering, layout and graphic design. Application of creative design to the fields of advertising and product design. Three double periods.

Prerequisite: ART 111 and 113. (Offered Fall semester of even calendar years.)

ART 251 Art History: Introduction and Survey Three Credits

The first seven weeks of the course are intended as an introductory study of artists, their ideas and styles, with an emphasis upon the variety of media and styles in the history of art. The second seven weeks consists of a beginning survey of art historical movements commencing with Western painting, sculpture, and architecture from pre-historic times through the Aegean and Greek periods. (Offered Fall semester of odd calendar years.)

ART 252 Art History: Survey II Three Credits

Beginning with Rome and its Empire, the painting, sculpture, and architecture since the time of Christ are considered in this survey. The Medieval, Renaissance, and Baroque periods are studied in depth, along with a brief overview of the nineteenth and twentieth centuries. Socioeconomic, cultural, and religious influences are considered. (Offered Spring semester of even calendar years.)

ART 300 Drawing II Three Credits

Study of drawing as representation, expression, and composition. Emphasis on drawing of the figure from the posed model using brush, pen, charcoal, etc. Three double periods.

Prerequisite: ART 111 and 113. (Offered Fall semester of even calendar years.)

ART 308 Painting II Three Credits

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

Prerequisite: ART 211. (Offered Fall semester.)

ART 310 Ceramics I Three Credits

A study of three-dimensional form in pottery. Pottery design and construction using coil, slab, casting, and wheel throwing methods. Experimental glazing and firing techniques are explored. Three double periods.

Prerequisite: ART 111, 113 or permission of instructor. (Offered Fall semester.)

ART 312 Sculpture II Three Credits

A continuation of the pursuit of sculptural concepts through practical studio experience. Spatial concepts will be explored relative to various materials and processes—to traditional applications and nontraditional. Emphasis will be upon creative and imaginative resolution and the development of the student's own forms of three-dimensional expression. The course is designed as a sequential experience following the investigations initiated in Sculpture I and will include strong interdisciplinary emphases and preparation for advanced study.

Prerequisite: ART 112. (Offered Spring semester.)

ART 320 Ceramics II Three Credits

As with the introductory course, Ceramics II is designed to develop sensitivity to clay and its properties and to glazes and their interaction with clay. Emphasis will continue to be placed on personal expression of ideas and concepts appropriate to clay usage, and upon the exploration of and improvement of clay methods and techniques.

Prerequisite: ART 310. (Offered Fall semester.)

ART 330 Digital Imaging Three Credits

Students will explore the advanced image creation and manipulation software used in the production of publication and digital illustration, motion graphics and world-wide-web based design. Vector graphics and bitmap-imaging software will serve as the foundation for the generating illustrations for publications, for animated imagery in multimedia, video and Internet, and for graphics integrated into web page design software. Carefully designed projects will move the student to proficiency in the most widely used software while generating a portfolio of sophisticated artwork.

Prerequisite: ART 230 or permission of instructor. (Offered Spring semester.)

ART 331 Digital Photography Three Credits

Students will work with traditional 35 mm and digital cameras and scanners to produce photographic images that can be improved, manipulated, altered, and printed from the computer. They will learn to control camera settings, adjust imagery using sophisticated photo manipulation software, and explore the variety of digitally based, photograph quality printing. Students will experiment with the fundamentals of photography while developing a portfolio of creative photography.

Prerequisite: ART 230 or permission of instructor. (Offered Spring semester.)

ART 352 Art History: The Nineteenth Century Three Credits

A study of European and American art and architectural movements from Neoclassicism through Impressionism, Symbolism, and the Art Nouveau. (Offered Spring semester of even calendar years.)

ART 353 Art History: The Twentieth Century Three Credits (WI)

A study of European and American art and architectural movements beginning with Expressionism and Cubism and continuing through the most recent developments. (Offered Fall semester of even calendar years.)

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

A general survey of the architecture and artifacts that resulted in cultures not influenced by Western artistic tradition including Africa, India, China, Japan, Korea, the South Sea Islands, Australia, South and Central America, and Native North America. Attention will be given to the relationship of social, political, intellectual, and religious developments that impacted the making of artifacts. Meets cross cultural requirement. (Offered Fall semester of even calendar years.)

ART 390 Independent Studio Variable One to Twelve Credits

Independent Studio provides time and space for the student who has completed at least the second level in any of the areas of specialization. The student works independently, approximately 12 hours per week. Work time is punctuated by weekly, individual, one-

half hour meetings with the instructor and by biweekly critiques with other students in Independent and Advanced Studio classes. The main goal of the course is the achievement of a personal expression, which indicates clear conceptual development as evidenced by a body of work and a written statement. Students may take as many credits of Independent Studio as is necessary to complete the major requirements or to fulfill personal objectives.

Prerequisite: Any second level studio course (ART 230, 300, 308, 312, 320) or permission of the Art Department Head. (Offered each semester.)

ART 400 Advanced Studio Three Credits

Advanced study allowing the qualified student to select his medium and explore it more intensively. The culmination of this semester will be an exhibition prepared by the student. A sufficient number of juried works will be required for a complete show in the college art gallery. May be repeated for a total of six hours.

Prerequisite: Permission of the department. (Offered every semester.)

ART 199, 399, Open-Titled Course One to Three Credits

(For description, see page 112.)

ART 405 Internship

(For description, see page 112)

ART 389 Junior Departmental Honors Research One to Two Credits

ART 489 Departmental Honors Research One to Two Credits

ART 490 Departmental Honors Thesis One to Two Credits

(For descriptions, see page 48.)

BIBLICAL LITERATURE (BIB)

Note: Biblical Literature courses are open only to graduate students enrolled in the LAMP program.

BIB 500 Introduction to Biblical Studies Three Credits

A basic historical introduction to the methods and principles of biblical interpretation. Focuses on the formation of the Bible and guidelines for interpreting Scripture.

BIB 510 Biblical Foundations for Leadership Three Credits

An introduction to biblical models of effective leadership. Special emphasis is placed on the model of Jesus and the roles of mentoring and discipleship in leadership development.

BIOLOGY (BIO)

BIO 110 General Biology Four Credits

This course deals with the basic principles of biology. Consideration is given to cell biology and structural and functional organization of plants and animals. Principles of reproduction, genetics, and ecology are introduced as well as a brief survey of the kingdoms of living organisms. Beginning course for all biology majors. (Three hours lecture and two hours lab per week.) (Offered Fall semester.)

BIO 113 Health Two Credits

This course is intended to give the student a basic understanding of several areas of health: mental health, chemical alterations in behavior (drug abuse), family health, per-

sonal health care, disease, pollution and community health. (2 hours lecture a week.) (Offered Spring semester.)

BIO 115 General Botany Four Credits

Major emphases in this course are placed on the anatomy and physiology of flowering plants. Also included are agricultural and horticultural applications, and an overview of the plant kingdom. (Three hours lecture and two hours lab per week.)

Prerequisite: BIO 110 or permission of instructor. (Offered Fall semester.)

BIO 150 Medical Terminology One or Two Credits

A self-directed study of medical terminology which covers basic roots, prefixes, suffixes and terminology of different systems of the human body. The student prepares 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 on demand as independent study.)

BIO 212 Issues in Biology Four Credits

This course focuses on scientific thinking and research methods. This is accomplished primarily through labs, a research paper and debates. The emphasis is not on content, but on process. The student is introduced to current topics in the field of biology that are sometimes shrouded in scientific or ethical ambiguity. The students learn to develop well supported, logical arguments for a position by appealing to both scientific and moral/spiritual sources of knowledge. (Three hours lecture and two hours lab per week.)

Prerequisite: Two semesters of college biology. (Offered Fall semester.)

BIO 215 Survey of the Plant Kingdom (Taxonomy) Four Credits

In this course the major emphasis is on a survey of the vascular plants and common families of flowering plants. Topics included are principles of flowering plant taxonomy, mechanisms of adaptation and plant ecology. (Three hours lecture and two hours lab per week.)

Prerequisite: BIO 110 or permission of instructor. (Offered Spring semester of even calendar years.)

BIO 250 Human Anatomy and Physiology Four Credits

This course is designed to deal with all the human body systems as to structure and function. Material covered is intended for those planning to teach biology in high school or enter the allied health professions, and to meet the needs of students majoring in physical education. Required of all physical education majors and biology majors in secondary education. (Two lectures and two two-hour labs per week.)

Prerequisite: BIO 110 or SCI 101. (Offered Fall semester.)

BIO 263/363 Environmental Topics Seminar Two Credits

This seminar will be based on a central theme each semester. Topics will range from Wetland Ecology to Forestry. Students will be introduced to the scientific literature relating to the semester's topic and will be expected to conduct literature reviews, provide written outlines and oral reports to the class. A student may apply one lower division and one upper division topic toward a major in Environmental Biology.

Prerequisite: For BIO 263, BIO 212. For BIO 363, BIO 112, 115, 215, and CHM 112 or instructor's permission. (Offered each semester)

BIO 265 Environmental Issues Four Credits

Through an introduction of basic concepts underlying the environmental sciences, this course is designed to facilitate the integration of Christian philosophy and an ethic of environmental stewardship. Subject matter will include fundamentals and practical applications of the sciences in relation to biodiversity, domestic and solid waste management, nuclear power and fossil fuel for energy, global climate change, water resource management and populations issues. (Three hours lecture and two hours lab per week.)

Prerequisite: BIO 110, CHM 111, SCI 102 or PHY 120 or instructor's permission. (Offered Fall semester)

BIO 300 Field Biology Four Credits

Fieldwork will involve identification of the common plants and animals and consideration of ecological principles (e.g. succession, etc.) as seen in the field. Field trips will be made to the various life zones as found in the Rocky Mountains from the grasslands of the high prairie to the alpine tundra. Much of the fieldwork will be in the vicinity of Manitou Springs.

Prerequisite: BIO 110 and 115 or permission of instructor. (Offered summers.)

BIO 303 Parasitology Four Credits

Structure, life history, and effects on host of protozoan, helminth, and arthropod parasites will be studied. Laboratory work includes preparation of specimens with study of their morphology and the study of host parasite relationships through the artificial infection of laboratory animals. Recommended for pre-med and med-tech students. (Three hours lecture and three hours lab per week.)

Prerequisite: BIO 110 and 111. (Offered Fall semester of even calendar years.)

BIO 305 Genetics Four Credits

The facts of heredity; reproduction and development; the mechanism of heredity; hybridization and Mendel's laws; heredity in man and in its broader social applications. Recommended for all biology majors and required of all biology majors in secondary education. (Two hours lecture and four hours lab per week.)

Prerequisite: BIO 111, and 112. (Offered Spring semester.)

BIO 309 Vertebrate Behavior and Natural History Four Credits

This course familiarizes students with behaviors and life cycles of vertebrates. The course will emphasize behavioral, morphological and physiological adaptations to individual habitats and investigative techniques to be used in analyzing inter- and intraspecific interactions. Students will conduct individual research projects.

Prerequisite: BIO 110 or instructor. (Offered Spring semester odd calendar years.)

BIO 316 Invertebrate Zoology Four Credits

This course builds on the introduction to the invertebrates presented in BIO 110. It emphasizes the diversity, ecology, structure and function of the invertebrate phyla of animals. The course surveys these phyla and discusses adaptations for homeostasis, reproduction and interaction with the environment. An emphasis in the lab is on the use of invertebrates as indicators of water quality in natural ecosystems. (Three hours lecture and two hours lab per week.) **Prerequisite:** BIO 110 or permission of instructor. (Offered Fall semester of odd calendar years.)

BIO 320 General Physiology Four Credits

Basic physiological principles will be taught using lecture and experimentally oriented laboratory work. The systems of the mammalian body will form the basic outline for the course; all systems will be presented. Recommended for all pre-med and biology majors. (Three hours lecture and three hours lab per week.)

Prerequisite: BIO 112. (Offered Spring semester.)

BIO 330 Vertebrate Morphogenesis Four Credits

The principles of development of vertebrates, beginning with the cleavage of the egg, tracing the changes and modifications to the formation of the adult structure with comparative studies of the systems of selected chordate animals. Required of all pre-med students. (Two hours of lecture and four hours of lab per week.)

Prerequisite: BIO 111 and 112. (Offered Spring semester.)

BIO 340 Cell Biology Four Credits

Studies the structure and function of the cell, while examining the highly significant and diversified roles that cells play in living organisms. Includes information about major

macromolecules, organelles and their functions, such as protein synthesis, cellular respiration, replication, and characteristics of different type cells. Lab includes biotechnological and biochemical experiments. (Three hours lecture and three hours lab per week.)

Prerequisite: BIO 110 and CHM 112. CHM 201 recommended. (Offered Spring semester.)

BIO 341 Instrumental Analysis Four Credits

This course covers the major types of instrumentation utilized in Chemistry, Biology and Physics by providing “hands-on” experience as well as emphasizing the underlying principles. (Two hours lecture and six hours lab per week.)

Cross-listed with CHM 342/PHY 342.

Prerequisite: CHM 112 and PHY 120. CHM 201 recommended. (Offered Spring semester of odd calendar years.)

BIO 350 Biology Curriculum Study Two Credits

A survey of biology texts, curriculum guides, visual aids, computer software and free materials useful in the classroom. A variety of experiments, inquiry situations and learning center ideas are explored. This course is required of all biological science-teaching majors.

Cross-listed with CHM 350/PHY 350

Prerequisite: Admission to the Teacher Education Program with a major in Biology. (Offered Spring semester.)

BIO 351 Biological Problems Two Credits

A project course. An opportunity for students to make a beginning at research work or learn skills in areas such as taxidermy, plant taxonomy, biological illustrating, or micro technique. The assigned project will be related to major interest.

Prerequisite: Major in Biology. (Offered on demand.)

BIO 360 Microbiology Four Credits

Behavior and activity of microorganisms more or less common in the natural environment. Special attention given to the physiology of bacteria. Includes concepts of immunology and epidemiology. Required of all biology majors in secondary education and all pre-med and med-tech students. (Two hours lecture and four hours lab per week.)

Prerequisite: BIO 111, CHM 112, or permission of instructor. (Offered Fall semester.)

BIO 365 Environmental Law and Policy Four Credits

A study of legislation and implementing regulatory bodies dealing with U.S. and international policy. Students will gain a balanced, yet critical, account of how regulation is carried out, and the effect of political forces. Issues of general interest (e.g. solid waste, water and air quality) are explored, as are emerging issues, such as environmental waste at nuclear weapons facilities and political problems inherent in protecting biodiversity. The crisis of regulatory capacity in the U.S., which has developed in the environmental field since 1970, including deficiencies in institutional and policy design, is also examined. (Three hours lecture and two hours lab per week.)

Prerequisites: BIO 110, CHM 112, SCI 102 or PHY 120 or instructor's permission. (Offered Spring semester of even calendar years.)

BIO 370 Basic Ecology Four Credits

This course will deal with the physical and biotic factors of the environment that affect individual organisms and populations. Principles of ecology will be studied at the organismic, population, and community level.

Prerequisite: BIO 110 and 115, or permission of instructor. (Offered Spring semester.)

BIO 390 Readings in Biology One to Two Credits

Selected readings chosen by student and instructor.

BIO 405 Practicum (For description, see page 112.)

Biology majors may earn a maximum of eight semester credits while engaged in a

practicum experience related to their specific field of interest. The potentials for the practicum are unlimited. The practicum may involve work or volunteer service in any biologically related career. Each practicum will need the approval of the department chair. It is the students' responsibility to initiate a request for the practica, suggest prospective openings, and declare in writing their interests and goals for each practicum. The practicum will be taken for pass/fail credit unless the student formally requests a letter grade before attempting the practicum.

BIOLOGY

CHEMISTRY

BUSINESS
(See Management, MGT)

BIO 410 Seminar Two Credits (WI)

Reading and discussion assignments for the biology major dealing with recent biology research and advancement. Special projects and problems may be done on an individual basis. Offered each spring to be taken by all biology majors during their senior year. Secondary education majors in biology and pre-med-tech biology majors should take this course during their junior year.

Prerequisite: If taken for credit, 16 hours of previous biology. Anyone expecting to major in the department may participate without credit. (Offered Spring semester.)

BIO 389 Junior Departmental Honors Research One to Two Credits

BIO 489 Departmental Honors Research Two Credits

BIO 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

BIO 199, 399 Opened-Titled Course One to Four Credits

(For description, see page 112.)

The following course selections are offered through AuSable Institute of Environmental Studies. Contact the AuSable Faculty representative in the Biology Department at Greenville College.

BIO 220 Environmental Science and Stewardship

BIO 301 Land Resources

BIO 302 Water Resources

BIO 304, 306 Natural Resources Practica

BIO 310 Winter Biology

BIO 311 Field Botany

BIO 312 Insect Biology and Ecology

BIO 314 Insect Taxonomy and Ecology

BIO 315 Woody Plants

BIO 321 Animal Ecology

BIO 322 Aquatic Biology

BIO 332 Environmental Chemistry

BIO 342 Fish Biology/Ecology

BIO 346 Winter Stream Ecology

BIO 443 Seminar in Environmental Stewardship

BIO 461 Natural History of Vertebrates

BIO 472 Advanced Field Biology

CHEMISTRY (CHM)

CHM 111, 112 General Chemistry Four Credits Each

Basic principles of chemical reactions and descriptive chemistry are integrated in terms of the periodic table, atomic structure, bond types, molecular geometry, reaction rates, and thermodynamics. (Three lecture hours and three hours lab per week.). (Offered Fall and Spring semesters respectively.)

CHM 201, 301 Organic Chemistry Four Credits Each

A two-tiered approach to organic chemistry is taken. CHM 201 is a one-semester survey of the fundamentals of organic chemistry. Basic structure, bonding, nomenclature, stereochemistry, properties and reactions of organic molecules are examined. The second course (CHM 301) covers the same topics but to a much greater extent and theoretical depth. Major emphasis is placed on reaction mechanisms and much new material is covered especially in the areas of spectroscopy, bonding theory, and structure/property relationships. (Three hours lecture and three hours lab per week.)

Prerequisite: CHM 112 or equivalent. (Offered Fall and Spring semesters respectively.)

CHM 305 Quantitative Chemical Analysis Four Credits

Analysis by acid-base, precipitation, redox, and complex-forming titrations and by gravimetric precipitations. The use of the more common analytical instruments will be included in the laboratory. (Two hours lecture and six hours lab per week.)

Prerequisite: CHM 112. PHY 120, 210 are strongly recommended. (Offered Spring semester of even calendar years.)

CHM 310 Principles of Physical Chemistry Four Credits

An introduction to physical chemistry for pre-medical and biology students. Topics essential for understanding the modern molecular approach to biology and for a good foundation for biochemistry are covered. (Three hours lecture and three hours lab per week.)

Prerequisite: CHM 301, PHY 120, MTH 113 or 115. (Offered Spring semester of odd calendar years.)

CHM 315 Introduction to Biochemistry Four Credits

A course building on organic chemistry providing an overview of the central molecules of life including DNA, RNA and proteins and their interplay. Protein conformation, dynamics and function are studied. (Three hours lecture and three hours lab per week.)

Prerequisite: CHM 201/301. BIO 110 recommended. (Offered Fall semester of odd calendar years.)

CHM 321 Physical Chemistry Four Credits

An introduction to the basic principles of theoretical chemistry with emphasis on thermodynamics and kinetics. (Three hours lecture and three hours lab per week.) (See 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.)

Prerequisite: MTH 217, MTH 218, CS 140, PHY 210. (Offered Fall semester of odd calendar years.)

CHM 331 Inorganic Chemistry Four Credits

Properties of the elements related to atomic structure and the periodic table.

Prerequisite: CHM 321. (Offered on demand.)

CHM 342 Instrumental Analysis Four Credits

This course covers the major types of instrumentation utilized in Chemistry, Biology and Physics by providing "hands-on" experience as well as emphasizing the underlying principles. (Two hours lecture and six hours lab per week.) Cross-listed with BIO 341/PHY 342.

Prerequisite: CHM 112 and PHY 120. Chemistry 201 recommended. (Offered Spring semester of odd calendar years.)

CHM 350 Science Curriculum Projects Three 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/BIO350

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 on demand.)

CHM 401, 402 Research Participation Two Credits Each

Work on some area of research currently in progress in the chemistry department. (Offered on demand.)

CHM 409 Seminar in Chemistry Two Credits (WI)

Introduction to research literature and exploration of new chemical frontiers. Reports on individual library research and discussion of them.

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

CHM 405 Practicum (For description, see page 112.)**CHM 199, 399 Open-Titled Course One to Four Credits**

(For description, see page 112.)

CHM 389 Junior Departmental Honors Research One to Two Credits**CHM 489 Departmental Honors Research Two Credits****CHM 490 Departmental Honors Thesis Two Credits**

(For descriptions, see page 48.)

CHRISTIAN MINISTRY (CM)

Note: Christian Ministry courses are open only to graduate students enrolled in the LAMP program.

CM 500 Spiritual Development Three-Credits

The disciplines of Christian spirituality are explored in this spiritual formation course. Classical models of spiritual development are viewed from a Wesleyan perspective in a retreat format.

CM 501 Effective Communication in the Local Church Three-Credits

An overview of the dynamics of group and team building in ministry, with particular attention to the identification of effective leadership styles. Practical skills of effective communication and conflict management are addressed.

CM 503 Letting the Church Work Three-Credits

The dynamics of effective ministry are examined in terms of the church's role as the Body of Christ. A clear understanding of the church's nature and mission is the proper foundation of all ministry.

CM 505 The Worshiping Community Three-Credits

The course defines and explores the centrality of worship and its various elements. The impact of environment on worship and the vital role of worship in the Christian community are addressed.

CM 510 Reaching a Culturally Diverse World Three-Credits

Study of the complexity of 21st century cultures and the influence of various ethnic groups and their values. Identifying one's own cultural biases and assumptions is fundamental to effectively communicating the gospel in an increasingly pluralistic context.

CM 515 The Ministry of Mercy Three-Credits

A focus on the biblical mandate for ministry aimed at relieving the suffering in today's world. Effective approaches and methods for such ministries are introduced and examined.

CM 593/594 Practicum in Applied Ministry Six-Credits

A project in applied ministry is chosen by the student in conference with the LAMP Director. The student also identifies a Field Mentor who provides practical guidance and direction in the completion of the project.

COMPUTER SCIENCE (CIS)

CIS 105 Computer Fundamentals Three Credits

This course enables students to learn the basics of computer operation, including an introduction to many of the popular application packages. In recent years, computer technology has progressed from large machines operated by specialists to desktop computers operated by nearly everyone. Students learn to use computers and popular management software, to gather information from the Internet, to determine the computing needs for an office or business, to judge and purchase software and computer systems, and to avoid common computer difficulties. Course is complete in itself, and accessible to beginners. Serves also as the entry point for a major in Management Information Systems. (Offered Fall and Spring semesters.)

CIS 140 Introduction to Computer Programming Three Credits

This course will introduce students to computers and programming. It will begin with a study of computer hardware and software relationships, and a review of common operating systems in use today, with a detailed review of microcomputer operating systems. Then programming language construction and principles will be covered, culminating in problem solving and algorithm development in a high level computing language with several programming projects. Serves also as the entry point for a major in Management Information Systems.

Prerequisite: CIS 105 or proficiency (Offered Spring semester.)

CIS 210 Programming and Data Structures I Four Credits

Using a modern high-level programming language, this course introduces algorithmic problem solving, basic control structures, basic data structures and procedural abstraction. (This course counts for non-laboratory science credit.)

Prerequisites: MTH 111 and CIS 140, or MTH 115. (Offered Fall semester.)

CIS 211 Programming and Data Structures II Four Credits

Using a visual programming environment and an object oriented programming language, this course introduces software engineering principles, data abstraction, and class/object-based implementations of abstract data types. Inheritance and dynamic binding are

introduced. The class includes a major team-based software engineering project and an individual project that includes an event driven program with a GUI (Graphical User Interface). (This course counts for Natural Science Division Gen. Ed. Credit.)

Prerequisite: CIS 210 or equivalent. (Offered Spring semester.)

CIS 220 Webmaster Fundamentals Three Credits

This course is designed to teach the fundamentals of configuring and managing an entire web site. The student will learn the duties and responsibilities of a Webmaster, and what it takes to earn that title. The course will provide individuals with an intensive and comprehensive introduction to essential aspects of the technologies, techniques and principles of Web-based applications.

Prerequisite: CIS 140 or proficiency. (Offered Fall semester.)

CIS 240 COBOL Programming Three Credits

This course is an in-depth study of the COBOL language for business systems programming. In addition to the language structure, its use as file manipulation and database language will be emphasized by lab and programming exercises.

Prerequisite: CIS 140 or proficiency. (Offered Fall semester of odd calendar years.)

CIS 310 Programming and Data Structures III Four Credits

This course considers information representation and data structures including binary operations and representation, and hexadecimal representation. Special attention is given to techniques including recursion, abstract operator construction, inheritance and polymorphism. ADTs are constructed using recursive binary searches, heaps, expression trees, graphs, advanced sorting and searching algorithms, and hashing. Space/time tradeoffs and algorithm efficiency are considered throughout the course.

Prerequisite: CIS 211 or equivalent. (Offered Fall semester of odd calendar years.)

CIS 315 Networking and Communication Three Credits

Objectives: This course will introduce the student to the principles of data telecommunication and applications of data communications in current practice, including the Internet, distributed processing and databases, corporate data repositories, and the impact of improved telecommunications on business practice.

Prerequisite: CIS 210. (Offered Spring semester of odd calendar years.)

CIS 320 Managing Local Area Networks Three Credits

This course is designed to teach the fundamentals of configuring and managing a local area network (LAN). The student will learn the duties and responsibilities of a network administrator, and what it takes to earn that title.

Prerequisite: CIS 315. (Offered Fall semester of even calendar years.)

CIS 325 WWW Programming Three Credits

This course is designed to teach methods of programming for the World Wide Web. The student will learn about the technologies that are available and will create software that performs functions on an actual web site.

Prerequisites: CIS 220 and CIS 315. (Offered Fall semester of even calendar years.)

CIS 330 Database Management Three Credits

Provides the student with an ability to describe the theory of operation of various Data Base Management Systems (DBMS) and the capability of using several of the more frequently encountered DBMS's which are available for computer systems. The student will also study methods of Database administration.

Prerequisite: CIS 210 or CIS 240. (Offered Spring semester.)

CIS 335 System Foundations: Architecture, OS, and Assembly Levels Four Credits

This course considers computer systems at three levels of abstraction: the machine level, the assembly level, and the operating system level. Topics include von Neumann machines, machine language and addressing modes, assembly language and symbol tables, data structures at the assembly level, finite state machines, language grammars, parsing,

process management and interrupts, deadlocks, semaphores, and virtual memory.

Prerequisite: CIS 310 (Offered Spring semester of odd calendar years.)

CIS 340 Application Systems Analysis and Design Three Credits

Introduction to the principles and tools of formal systems analysis and systems design. Students will apply design techniques and tools to case studies regarding software development.

Prerequisite: CIS 330. (Offered Fall semester of odd calendar years.)

CIS 345 Managing Technical People Three Credits

Students in this course will learn the concepts and the techniques that are necessary to lead and motivate a team of technical people. Also, methods of finding and developing technical talent will be covered.

Prerequisite: MGT 321. (Offered Spring semester.)

CIS 360 Principles of Programming Languages Four Credits

This course considers the principles that have driven the historical development of programming languages from the first through fifth generation of these languages. It considers such topics as efficiency, name structures, control structures, syntactic structures, data structures, structural organization, procedures, classes, objects, messages, and storage reclamation. Typical languages considered might include pseudo-code interpreters, Fortran, Algol, Pascal, Ada, Lisp, Smalltalk, C++, and Prolog.

Prerequisite: CIS 211. (Offered Fall semester of even calendar years.)

CIS 365 Computer Science Theory Four Credits

This course addresses topics that are of theoretical importance for computer science including sentential logic, monadic predicate logic, n-place predicate logic, identity, Horne clause logic, functions, computability, decidability, completeness and fuzzy logic. The Prolog (Programming in Logic) programming language and other related languages will be introduced.

Prerequisite: CIS 360 or instructor permission. (Offered Spring semester of odd calendar years.)

CIS 410 System Administration and Management Three Credits

Students will learn to administer multiple operating systems and manage information technology resources. This will be accomplished in the light of the costs and benefits of the rapidly changing technologies. Economic and organizational impacts of information systems will be studied.

Prerequisite: CIS 340. (Offered Spring semester of even calendar years.)

CIS 405 Practicum (For description, see page 112.) Four credits.

Prerequisite: CIS 340

CIS 199, 399 Open-Titled course One to Four Credits

(For description, see page 112.)

CIS 389 Junior Departmental Honors Research One to Two Credits

CIS 489 Departmental Honors Research Two credits

CIS 490 Departmental Honors Thesis Four credits

(For description, see page 48.)

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. He/she will explore theories and practical applications of interpersonal, small group, and public presentations while exploring professional journals and advanced communication research.

Prerequisite: Honors Program. (Offered Spring semester.)

COM 121 Acting—Theory and Practice Three Credits

The course includes an introduction to the basic requirements of acting, a history of acting, mental and physical preparation for acting, stage terminology and techniques, stage movement, vocal training, line interpretation, and characterization. (Offered Fall semester of odd calendar years.)

COM 126 Studio Recording Techniques Two Credits

(Cross-listed with MUS 126) (Offered Fall semester.)

COM 140 Radio Station Operation Two Credits

The course prepares the student in the basic skills of a radio station announcer/board operator. Rules and regulations of the Federal Communications Commission pertaining to work at any radio station, basic announcing techniques and studio equipment operating procedures will be included. WGRN (FM) is used as a learning laboratory. (Offered every semester.)

COM 201 Advanced Public Speaking Three Credits

Expanded study and application of presentational and structural principles of public speaking, such as visual aids, nonverbal delivery, evaluation of presentations, special occasion speeches, and business and professional presentations. (Offered Spring semester of even calendar years.)

COM 224/324 Theatre Workshop Variable: One to Three Credits

Provides workshop experience in all phases of theatrical production—directing, stage management, makeup, costume, set design and construction, publicity, lighting, sound, props, and business practices. Open to all students who are interested in working on the production staff of a college play. May be repeated up to a combined total of eight hours. (Offered every semester.)

Prerequisite: COM 224 must be taken before COM 324.

COM 225/325 Actors Workshop One to Three Credits

Provides first-hand experience in acting in which the student is an actor in a college play. Includes the study and practical application of acting techniques and character analysis. Only those who audition and are cast are eligible to enroll. May be repeated to a maximum of eight credits.

Prerequisite: COM 225 must be taken before COM 325. (Offered every semester.)

COM 226 Fundamentals of Journalism Three Credits

(Cross-listed with ENG 226)

COM 227 Feature and Magazine Writing Three Credits

(Cross-listed with ENG 227)

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. (Offered Spring semester.)

COM 240/340 Radio Broadcast Practicum Variable: 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. A student must have completed COM 230 in a particular area (e.g., news, production, etc.) before they are eligible to enroll in COM 330 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 we persuade the media and how the media persuades us, 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 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 Fall semester of odd calendar years.)

COM 304 Communication Theory Three Credits (WI)

An examination of selected theories of ancient and contemporary public address and the application of those theories in the analysis and criticism of social and public discourse in today's world. This course is the basis of all communication aspects.

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

COM 305 Voice and Diction Two Credits

The study and practice of voice development, careful articulation and proper diction. Although the course is designed for normal voices, special attention is devoted to individual speech problems and practical, personal training in improving voice and speaking skills. (Offered Spring semester of odd calendar years.)

COM 306 Introduction to Public Relations Three Credits (306)

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 Communication Three Credits

The study of the advanced aspects of Interpersonal Communication as it occurs in friendships, families, professional relationships, leadership roles, 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 non-verbal communication. (Offered Fall semester of odd calendar years.)

COM 308 Applied Public Relations Three Credits (308)

The analytical application and integration of public relations procedures into the problem solving process. Experience is gained by applying basic techniques while planning, designing, and preparing an actual case study or campaign, including all media preparations.

Prerequisite: COM 306 (Offered Spring semester of odd calendar years.)

COM 320 Dramatic Arts Three Credits

The primary focus of inquiry is on play production and includes a consideration of acting, stagecraft, costuming, make-up, play selection, auditions, casting, and business practices for the theatre. Consideration is also given to drama as a literary genre and various types and styles of drama are studied. (Offered Spring semester of even calendar years.)

COM 321 Oral Interpretation of Literature Three Credits

The course centers on a study of personae (speakers) and their role in the oral performance and communication of literature. There is emphasis on point of view, mode, characterization and dialogue, vocal techniques, and the use of imagery and tone color in oral interpretation. Emphasis is placed on performance as a method for studying literature. (Offered Fall semester of even calendar years.) (Cross-listed with ENG 321.)

COM 322 Dramatic Literature Three Credits

Designed for students who want to increase their familiarity with dramatic literature. A study of representative plays from various genre, historical periods, and geographical regions. Emphasis will be on analysis and production potential of the plays considered. (Offered Spring semester of odd calendar years.) (Cross-listed with ENG 322.)

COM 323 Play Directing Three Credits

A practicum in which the student directs and produces a one-act play. The student is instructed in the procedures for selection and analysis of the play, casting, rehearsal, stage direction, technical direction, and various production aspects of the play.

Prerequisite: COM 320 and consent of instructor. (Offered Fall semester of odd calendar years, as needed.)

COM 350 Broadcast Management Two Credits

A study of the major aspects involved in managing broadcast stations, including financial management, human resource management, broadcast programming, sales, promotion and marketing, and broadcast regulations. Various management styles, theories, and practices are discussed and compared. (Offered Spring semester of odd calendar years.)

COM 355 Issues in Mass Communication Three Credits (WI)

A study of theory, research (methods and seminal studies), ethics, law, and regulation of the mass media. (Offered Spring semester of even calendar years.)

COM 360 Interviewing Three Credits

While the specific emphasis is on conducting oneself successfully in a job interview, the course will begin by examining some general principles of all types of interviewing. Structure, questioning, preparing for, and experiencing an employment interview, and appropriate dress and interview techniques will be covered. (Offered Spring semester of even calendar years.)

COMMUNICATION
DIGITAL MEDIA

COM 405 Internship (For description, see page 112)

Possibilities for internships include a) radio, b) television, c) public relations, d) advertising, e) journalism, f) theatre, or g) speech communication.

COM 410 Communication Seminar **Two Credits**

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 resume, cover letter, mission statement, and portfolio will be completed.

Prerequisite: Twenty credits in speech or permission of instructor. (Offered Fall semester.)

COM 450 The Age of Shakespeare **Three Credits**

(Cross-listed with ENG 450)

COM 389 Junior Departmental Honors Research **One to Two Credits****COM 489 Departmental Honors Research** **One to Two Credits****COM 490 Departmental Honors Thesis** **One to Two Credits**

(For description, see page 48.)

COM 199, 399 Open-Titled Courses **One to Four Credits**

(For description, see page 112.)

DIGITAL MEDIA (DM)

DM 250 Web Page Design **Three Credits**

This course covers the primary components of Web design: HTML, imaging, page design, site design, information architecture, site management, navigation, integrating Javascript, writing for the Web, and usability as well as instruction in key Web design software, including Macromedia Dreamweaver and Macromedia Fireworks. Special attention is given to layout design, content creation, and project management.

Prerequisite: CIS 105 Computer Fundamentals, ART 230 Graphic Design (Every Spring)

DM 310 Digital Video **Three Credits**

Students will work to master the ability to shoot, capture, and edit digital video. They will create mattes and other types of still digital pictures. They will prepare media in various types of formats and for various types of output. A major project will be to produce a short clip video which will integrate various software applications.

Prerequisite: ART 331 Digital Photography (Every Fall)

DM 401 Digital Media Portfolio **Three Credits****DM 405 Digital Media Practicum/Internship** **Variable: One to Four Credits**

(For description, see page 112.)

DM 199/399 Open-Titled Courses **One to Four Credits**

(For description, see page 112.)

EDU 200 Orientation to Educational Opportunities One Credit

Prepares the candidate for admission to Teacher Education. Content includes the characteristics of the Greenville College Teacher Education Program, and a survey of the legal, social and ethical issues involved in public school education. 30 hours of clinical experience required.

Prerequisite: Open to second semester freshmen. (Offered every semester.)

EDU 205 Child Development Three Credits

A study of human growth from the prenatal period through childhood development. Theoretical and empirical approaches are used to relate development to societal, family, peer and school settings. Five hours of clinical experience required.

Prerequisite: EDU 200. (Offered Fall semester.)

EDU 216 Introduction to Teaching English Language Arts Four Credits

This course explores the relationships among the four language arts: reading, writing, speaking, listening; what an English language arts curriculum might look like in a middle level or high school; and what teaching in an English language arts classroom is likely to involve. (Offered Spring semester of even calendar years.)

EDU 280 Exceptional Child Three Credits

A study of children whose intellectual, physical or emotional development deviates from the norm and of techniques to modify school programming to accommodate them. Focus is on the identification of exceptionalities and creating appropriate teaching-learning strategies. The legal basis for the education of exceptional children, as well as the historical and social foundations of special education, is studied. 30 hours of clinical experience required.

Prerequisite: EDU 200. (Offered every semester)

EDU 300 Early Childhood Education Methods Three Credits

This course is designed to acquaint students with developmentally appropriate methods and materials for children from birth to age eight. Emphasis is on objectives of culturally diverse early childhood programs and the pedagogical interactions between students and teachers. Observing and working in an early childhood setting is required. This course is to be taken concurrently with EDU 301 for a total of 30 clinical hours in an early childhood classroom.

Prerequisite: Admission to the Teacher Education Program and concurrent enrollment in EDU 301. (Offered Fall semester)

EDU 301 Early Childhood Curriculum Three Credits

Designed to acquaint candidates with developmentally appropriate curriculum options for children birth to eight years who function in culturally diverse settings. Theories, goals, objectives and activities are developed into learning experience plans. The course is to be taken concurrently with EDU 300 for a total of 30 clinical hours in an early childhood classroom.

Prerequisite: Admission to the Teacher Education Program and concurrent enrollment in EDU 300. (Offered Spring semester)

EDU 305 History and Philosophy of Early Childhood Three Credits

A theoretical analysis of societal influences affecting early childhood education. Historical and contemporary research data will be used to develop and articulate a personal philosophy of early childhood education. **Prerequisite:** Admission to the Teacher Education Program. (Offered Fall semester.)

EDU 307 Seminar in Early Childhood Education One Credit

Student teachers explore current issues and challenges encountered in their respective classrooms. Students will engage in reflective and problem solving discussions.

Prerequisite: Admission to the Teacher Education Program and concurrent enrollment in the professional semester. (Offered every semester.)

EDU 310 Child, Family and Community Relations Three Credits

Methods of working with parents in communities from varied cultural perspectives are explored. Community resources to assist families will be researched.

Prerequisite: Admission to the Teacher Education Program. (Offered Fall semester.)

EDU 312 Teaching of Reading Three Credits

A course in the reading sequence designed to acquaint candidates with a variety of reading programs and approaches used in contemporary elementary and middle school classrooms. Emphasis is on the reading process from the early stages of readiness through middle school. Three hours of clinical experience required.

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

EDU 316 Teaching Reading at the Secondary Level Three Credits

Emphasis is on teaching reading in content areas from grades 6 through 12. Relationships between reading and literacy within content areas are established and ways of meeting the needs of culturally diverse and dysfunctional students are explored. Candidates design appropriate learning experiences and apply reading-study skills to the content areas.

Prerequisite: Admission to the Teacher Education Program. (Offered Spring semester.)

EDU 318 Corrective Reading Three Credits

Emphasis is on the identification and remediation of reading problems at the elementary and middle school levels. Prevention of reading problems through early intervention is addressed. Informal assessment and teaching strategies are stressed. Three hours of clinical experience required.

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

EDU 325 Educational Psychology Three Credits

A study of teaching/learning related to the developmental processes of children and school age youth. The course correlates psychological principles to varied learning styles and milieus. 10 hours of clinical experience required. **Prerequisite:** Admission to the Teacher Education Program. (Offered every semester.)

EDU 340 Educational Measurement and Evaluation Three Credits

This course is designed to explore classroom evaluation of student growth as an integral part of instruction. Candidates explore the purpose of evaluation as it relates to planning instruction. Professional, social, ethical and philosophical considerations related to teaching/learning are also covered. One hour of clinical experience required.

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

EDU 342 Middle School Curriculum and Instruction Three Credits

A study of social and philosophical assumptions related to curricula, materials and methods of instruction pertinent to middle school students. Focus is on organizing classes, making curricular decisions, determining methods and selecting learning resources. 15 to 20 hours of clinical experience required.

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

EDU 351 Teaching Language Arts in Elementary and Middle School Three Credits

This course explores methods and materials used in the teaching of the language arts at the elementary and middle school levels. Emphasis is placed on speaking skills,

critical listening skills, using literature across the curriculum, and the writing process which includes grammar, spelling, handwriting, and word processing. The integration of technology, diversity in the classroom, critical thinking skills, and assessment and evaluation are also examined.

Prerequisite: Admission to the Teacher Education Program. (Offered Fall semester.)

EDU 352 Teaching Social Studies in Elementary and Middle Schools Three Credits

This course explores methods, materials, and techniques used in the teaching of social studies at the elementary and middle school levels. Emphasis is placed on the social studies goals, writing objectives and lesson plans, unit planning, assessment procedures and evaluation tools, and the integration of language arts. Critical and creative thinking skills are examined as they apply to the goals of social studies and planning. Cultural diversity, the integration of technology, globe and map skills, small group activities, and individualization are also explored.

Prerequisite: Admission to the Teacher Education Program. (Offered Spring semester.)

EDU 355 Teaching Mathematics in Elementary and Middle Schools Three Credits

The course explores methods, materials, and techniques used in the teaching of mathematics at the elementary and middle school levels. Emphasis will be placed on current models and methods of instruction with special attention given to the use of manipulatives, assessment procedures, and evaluation tools. The students will participate, prepare and learn to evaluate inquiry situations, interest corners, and other teaching devices. Some of the topics to be examined include how children develop mathematical concepts and how gender is a factor.

Prerequisite: Admission to the Teacher Education Program and an appropriate mathematics course which may be taken concurrently. (Offered Fall semester.)

EDU 356 Teaching Science in Elementary and Middle Schools Three Credits

Emphasis is on the preparation and use of materials for elementary and middle schools. A variety of teaching models using experimental inquiry will be demonstrated. Scientific principles are examined to determine a psychological and philosophical basis for instruction. Ten hours of clinical experience required.

Prerequisite: Admission to the Teacher Education Program. (Offered Spring semester.)

EDU 390 Practicum Variable Two to Four Credits

Concentrated clinical experience within various classroom milieus. At least ten hours of teaching are required.

Prerequisite: Admission to the Teacher Education Program and permission from the Director of Teacher Education. (Upon request)

EDU 401 Principles and Methods of Elementary Teaching Four Credits

Focus is on the role of the elementary school teacher within the community, school and classroom. Relationships with school personnel, parents and community persons and agencies are covered. Methods and techniques of classroom management, lesson planning, student assessment, and parental interviewing and reporting are also considered. Professional ethics and organizations are also covered. 50 hours of clinical experience required.

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

EDU 410 Seminar in Educational Problems Two Credits

Designed to allow exploration of contemporary problems in education. Data from scholarly research are shared in written and oral form.

Prerequisite: Admission to the Teacher Education Program. (Offered upon request at the discretion of the Teacher Education faculty.)

EDU 411 Principles and Practices of Secondary Teaching Two Credits

Focus is on the responsibility of teachers to their students and to the community. Candidates explore the basis of their own personhood and humanity as the primary impetus for teaching and in order to establish enhancing relationships within communities, classrooms and schools.

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

EDU 412 Methods of Teaching Secondary Subjects Two Credits

Concentrates on methods of teaching specific secondary school instructional areas. Subsumed under this course title are 412A (Art), 412B (English), 412C (Speech), 412D (Foreign Language), 412E (Mathematics) requires three credit hours, 412F (Music), 412G (Physical Education), 412K (Science), 412L (Social Science). Fifty hours of clinical experience required.

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

EDU 414 Problems and Characteristics of Learning Disabled Students Three Credits

Definition, identification, diagnosis, remediation and placement of children with significant discrepancies between ability and achievement. Emphasis is on receptive and expressive learning modalities and the theories dealing with causes. Twenty hours of clinical experience required.

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

EDU 415 Problems and Characteristics of the Behavior Disordered Students Three Credits

Concentration on diagnosis, screening, placement of students whose behavior is maladaptive necessitating special programming. Methods and techniques to manage behavior and create positive classroom climates are also covered.

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

EDU 417 Language Development Three Credits

Biological, environmental, social and cultural factors are explored in the study of language development processes in children. Formal and informal assessments and remediation techniques are also studied. Five to 10 hours of clinical experience required.

Prerequisite: Admission to the Teacher Education Program and EDU 280. (Offered Interterm even years.)

EDU 418 Assessment of Exceptional Children Three Credits

Designed to develop competency in the administration, scoring and interpretation of educational tests.

Prerequisite: Admission to the Teacher Education Program. (Offered Spring semester.)

EDU 419 Secondary School Programs for Adolescents with Disabilities Three Credits

Study of organizational, administrative and curricular modifications necessary for adolescents with disabilities. Techniques to create work-study programs are also stressed.

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

EDU 420 Methods and Materials for Behavioral and Learning Disabilities Four Credits

Methods and materials for teachers who instruct behavioral and learning disabled stu-

dents are studied.

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

EDU 430 Behavioral Management Three Credits

The application of learning theory to the management of both exceptional and regular school populations.

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

EDU 431 Methods and Materials for the Diagnostic Teaching of Reading Four Credits

Focus is on the diagnostic methods and materials used in classrooms or reading laboratories. Emphasis is also on the definition, identification, diagnosis and creative teaching strategies for remedial and corrective reading students.

Prerequisite: EDU 318 and admission to the Teacher Education Program. (Offered Fall semester.)

EDU 490 Seminar in Special Education One Credit

An exploration of legal responsibilities of teachers, and contemporary problems associated with classroom instruction and management and the application of critical thinking and inquiry in an attempt to resolve them. **Prerequisite:** Taken concurrently with student teaching. (Offered every semester.)

Student Teaching Courses

Candidates enrolled in student teaching will be placed with qualified cooperating teachers and will follow the schedule of the designated school district for the duration of the experience. At least three weeks of full teaching responsibility are assigned for each student teaching placement. College consultants serve as liaisons for the College and supervisors of the experience. Conferences and seminars dealing with student teaching are required and held concurrently. The student teaching courses are:

EDU 404 Elementary Student Teaching Eight Credits

For candidates completing the K - 9 program. Ten weeks of student teaching are required.

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

EDU 405 Primary (1-3) Student Teaching Six Credits

For candidates completing the Early Childhood Education Program. Eight weeks of student teaching in an elementary school are required.

Prerequisite: Admission to the professional semester. (Offered every semester in conjunction with EDU 407.)

EDU 406 Elementary Special Education Student Teaching Six Credits

Taken in conjunction with EDU 408 with an eight-week assignment with elementary school learning and behavioral disabled students.

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

EDU 407 Pre-Primary Student Teaching Six Credits

Eight weeks of student teaching either in a pre-school or early childhood school (also note EDU 405).

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

EDU 408 Secondary Special Education Student Teaching Six Credits

Taken in conjunction with EDU 406 with an eight-week assignment with secondary school learning and behavioral disabled students.

EDUCATION

ENGLISH

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

EDU 421 Secondary Student Teaching Five or Eight Credits

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

EDU 424 Elementary Physical Education Student Teaching Five Credits

For candidates completing the K-12 specialist and elementary K-6 programs in physical education. The assignment will be for five credits, for five weeks, for K-12 Specialists.

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

EDU 425 Music Student Teaching Variable Five or Ten Credits

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

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

EDU 496 Readings in Special Education Two Credits

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

Prerequisite: Edu 280 and admission to the Teacher Education Program. (Offered on demand.)

EDU 389 Junior Departmental Honors Research One to Two Credits

EDU489 Departmental Honors Research Two Credits

EDU 491 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

EDU 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

ENGLISH (ENG)

ENG 100 Developmental English Three Credits

Prepares students for successful college-level reading and writing skills. Required of students who demonstrate a need in these areas. Placement is based on ACT/SAT scores and high school grades. Course does not meet general education requirements. (Offered Fall semester; one section is scheduled for students who speak English as a Second Language.)

ENG 101 Research and Writing Three Credits

A course in expository writing that focuses on the fundamental skills of critical thinking and writing necessary for studying and working within the academic disciplines. Emphasis given to the development of thesis statements, logical organization, and the honest and effective use of sources in summary, analysis, and argument.

Prerequisite: COR 101. (Offered every semester.)

ENG 101H Honors Research and Writing Three Credits

An honors course in college writing designed for first-year students with strong preparation and aptitude. Students will engage challenging classic and contemporary texts through reading, discussion, and expository writing. Open only to those selected by the department. (Offered Fall semester.)

ENG 103 Pronunciation for Non-native Speakers of English Two Credits

The course focuses on the sounds, intonation, and speech patterns of American En-

lish. In-class drill and practice sessions and individual tutoring sessions are required. (Offered Spring semester.)

ENG 131/331 Newspaper/Yearbook Production Variable One to Three Credits

Provides students with experience in news writing, sports writing, feature writing, photo-journalism, graphic design, desktop publishing, editing, advertising sales, theme implementation, budget management and other experiences related through the production of a campus newspaper and yearbook. May be repeated up to a total of 6 hours credit.

Prerequisite: ENG 226 or instructor permission. (Offered every semester.)

ENG 201 Introduction to Literature Three Credits

An introduction to fiction, drama and poetry as literary forms. Students will continue to develop college-level writing skills through the composition of essays on specific works of literature.

Prerequisite: ENG 101. (Offered every semester.)

ENG 214 Theoretical Foundations of Second Language Development and Teaching Three Credits

The course provides students with a theoretical overview of current linguistic, psychological, sociological and educational issues and how they relate to the learning and teaching of second languages.

Prerequisite: ENG 101. (Offered Fall semester of odd calendar years.)

ENG 216 Introduction to Teaching English Language Arts Four Credits

This course explores the relationships among the four language arts: reading, writing, speaking, listening; what an English language arts curriculum might look like in a middle level or high school; and what teaching in an English language arts classroom is likely to involve. (Cross-listed with EDU 216.) (Offered every Spring semester.)

ENG 226 Fundamentals of Journalism Three Credits

An introduction to the history, principles, and practice of newswriting. Extensive experience in basics of newsgathering and reporting. Emphasis on “hard” news and “beat” writing.

Prerequisite: ENG 101. (Offered Fall semester.)

ENG 227 Feature and Magazine Writing Three Credits

A writing course exploring journalistic, expository forms, and stylistic techniques appropriate for periodical publications and their diverse audiences.

Prerequisite: ENG 101. (Offered Fall semester of odd calendar years.)

ENG 243 Masterpieces of World Literature Three Credits

A study of literary selections from the ancient world to the present, from diverse writers such as Homer to Garcia Marquez. This course serves as the first course for English majors and as an Honors Program option for general education.

Prerequisite: ENG 101. (Offered Spring semester.)

ENG 245 Post-Colonial African Literature Three Credits

An introduction to the fiction, drama, and poetry of Post-Colonial Africa.

Prerequisite: ENG 101. (Offered Fall semester.)

ENG 315 Historical & Modern Linguistics Three Credits

A study of the development of English with attention to historical influences as well as to linguistic evolution of sound, forms, structure, and meaning. Students will focus throughout the semester on current issues of gender, ethnicity, regionalism, etc. as they apply to the language. An introduction to the form and syntax of Modern English, with emphasis on the descriptive approach to grammar. Includes review of both traditional grammar and transformational-generative grammar.

Prerequisite: ENG 101. (Offered Fall semester of odd calendar years.)

ENG 316 Teaching Reading at the Secondary Level Three Credits

Students define “reading” and “literacy,” establish the relationships between these concepts and their own content areas, explore ways of meeting the needs of “at risk” students, and design learning experiences to help each member of their classes successfully read content materials and effectively apply reading-study skills. (Cross listed with EDU 316.)

Prerequisite: Admission to the Teacher Education Program. (Offered Spring semester.)

ENG 317 Methods and Materials for the Teaching of English as A Second Language Three Credits

This course provides students with information about the different historical and current approaches, methods and techniques used in teaching English as a second language. The course asks students to review and evaluate the different materials available to the instructor for effective delivery of information in the classroom.

Prerequisite: ENG 260. (Offered Fall semester of odd calendar years.)

ENG 318 Cross-Cultural Studies for TESOL Three Credits

This course focuses on the dynamic relationship between language, communication, and culture. We will study how cultural differences between communities and within communities affect the communication process and the language choices people make.

Prerequisite: ENG 214. (Offered Spring semester of even calendar years.)

ENG 321 Oral Interpretation of Literature Three Credits

The course centers on a study of personae (speakers) and their role in the oral performance and communication of literature. There is emphasis on point of view, mode, characterization and dialogue, vocal techniques, and the use of imagery and tone color in oral interpretation. Emphasis is placed on performance as a method for studying literature.

Prerequisite: ENG 201 or ENG 243. (Offered Fall semester of even calendar years.)

ENG 322 Dramatic Literature Three Credits

Designed for students who want to increase their familiarity with dramatic literature. A study of representative plays from various genre, historical periods and geographical regions. Emphasis will be on analysis and production potential of the plays considered.

Prerequisite: ENG 201 or ENG 243. (Offered Spring semester of odd calendar years.)

ENG 324 Writing Fiction and Poetry Three Credits

Practice in the craft of writing fiction and poetry through a study of modern and contemporary works.

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

ENG 327 Advanced Composition for Teachers Three Credits

A course in the practice, criticism, and teaching of writing.

Prerequisite: ENG 101. (Offered Fall semester.)

ENG 340 American Literature to 1875 Three Credits

A study of the chief writers and types of American literature, including fiction, prior to Twain.

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

ENG 341 American Literature since 1875 Three Credits

A study of the chief writers and types of American literature, including fiction, from Twain to the present.

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

ENG 344 British Literature to 1800 Three Credits

A survey of the major literary currents of Great Britain before 1800 through the study selected major works by representative major writers.

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

ENG 345 British Literature since 1800 Three Credits

A survey of the major literary currents of England, Ireland, Scotland, Wales, and selections from the Commonwealth nations from 1800 to the present.

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

ENG 350 Children's Literature Three Credits

A comprehensive survey of the various types of poetry and prose for children, with considerable attention to the significant historical and folklore backgrounds.

Prerequisite: ENG 201 or 243 or consent of instructor. (Offered every semester.)

ENG 351 Literature for Adolescents Three Credits

A comprehensive study of contemporary literature for the adolescent, involving inquiry into the nature and characteristics of literary materials to which adolescents respond; and criteria for selection, and critical evaluation. **Prerequisite:** ENG 201 or 243 or consent of instructor. (Offered Fall semester of even calendar years.)

ENG 417 Assessment & Evaluation in TESOL Three Credits

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.

Prerequisites: ENG 101, ENG 260, ENG 317, ENG 318. (Offered Fall semester of even calendar years.)

ENG 440 Topics in British Literature Three Credits

An in-depth study of a particular author, a small number of authors, a genre, or a theme from a specific period in English literary history. (Course repeatable as topic changes.)

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

ENG 450 The Age of Shakespeare Three Credits

A study of the tragedies, histories, comedies, romances, and poetry of William Shakespeare. Students will do a close reading of the texts, analyzing them in light of classical and medieval dramatic influences, English history and Renaissance English society, and Shakespeare's own art and genius.

Prerequisite: ENG 201 or 243, or consent of instructor. (Cross listed COM 450) (Offered Spring semester.)

ENG 451 English Novel Three Credits

A survey of the development of the English novel from eighteenth century to the present.

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

ENG 452 American Novel Three Credits

A survey of the American novel from 1800 to the present. (Offered Spring semester of even calendar years.)

ENG 456 English Seminar Two Credits (WI)

A selected subject (such as a writer, a literary form, or a theme) explored within the context of twentieth-century critical theory and the integration of faith and learning in literary studies. Writing Intensive.

Prerequisite: Open to junior or senior majors who have completed at least 16 credits in English. (Offered Spring semester of odd calendar years.)

ENG 405 Practicum (For description, see page 112.)

Work experience in a writing-intensive situation under professional supervision in areas such as public relations, journalism, and publishing. Emphasis is on writing, editing, researching, or doing publication production projects. Attention given to preparing a portfolio and résumé. (Only a total of eight credit hours from a practicum may be applied toward the required hours for the English major).

ENG 389 Junior Departmental Honors Research One or Two Credits**ENG 489 Departmental Honors Research** One or Two Credits**ENG 490 Departmental Honors Thesis** One or Two Credits

(For descriptions, see page 48.)

ENG 199, 399 Open-Titled Courses One to Four Credits

(For description, see page 112.)

FRENCH (FRN)

FRN 101, 102 Elementary French I and II Four Credits Each

Objectives: speaking, understanding the spoken language, reading, writing, acquaintance with French culture.

Prerequisite: FRN 101 must be taken before FRN 102. (Offered Fall and Spring semesters, respectively.)

FRN 150, 250, 350 Directed Readings in French Variable One or Two Credits

This course may be repeated until the student has acquired four credits. As far as possible each student will be allowed to follow his/her own interest. (Offered every semester.)

FRN 201 Intermediate French Four Credits

Grammar review, conversation, readings.

Prerequisite: FRN 102 or equivalent. (Offered Fall semester.)

FRN 220 Spoken French Four Credits

Review of French pronunciation. Practice in listening to spoken French. Oral reports and informal conversation.

Prerequisite: FRN 201 or equivalent. (Offered Spring semester.)

FRN 320 French Civilization Three Credits (CC)

A survey touching on the geography, history, literature, and art of France, and including study of contemporary political, economic, and social systems. Meets cross-cultural requirement.

Prerequisite: FRN 202 or equivalent. (Offered Fall semester of odd calendar years.)

FRN 323 Le Monde Francophone Three Credits (CC)

An introduction to major French-speaking societies outside Europe, including Quebec, Louisiana, Martinique and Guadeloupe, Haiti, and parts of Africa. Emphasis on contemporary society, including important contributions to French art and thought. Meets cross-cultural requirement.

Prerequisite: FRN 202 or equivalent. (Offered Fall semester of even calendar years or on demand.)

FRN 330 La Literature Francaise Three Credits

A study of selected major writers and types of literature in France before 1900.

Prerequisite: FRN 202 or equivalent. (Offered on demand.)

FRN 421 Development of the French Novel Three Credits

History of the French novel. Oral and written reports on selected works.

Prerequisite: FRN 202 or equivalent. (Offered on demand.)

FRN 424 Twentieth Century French Literature Three Credits

Study of outstanding writers since World War I. Written reports on selected works.

Prerequisite: FRN 202 or equivalent. (Offered on demand.)

FRN 405 Practicum (For description, see page 112.)

FRN 389 Junior Departmental Honors Research One to Two Credits

FRN 489 Departmental Honors Research One or Two Credits

FRN 490 Departmental Honors Thesis One or Two Credits

(For descriptions, see page 48.)

FRN 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

FRENCH
GEOGRAPHY
GENERAL STUDIES

GEOGRAPHY (GEO)

GEO 101 World Regional Geography Three Credits

This course introduces students to the cultural, environmental, and social ramifications of physical geography.

(Offered Spring semester of odd calendar years.)

GEO 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

GREEK (GRK)

GRK 101, 102 Elementary New Testament Greek I, II Four Credits

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 and Interterm, respectively.)

GRK 201 Intermediate Greek Four Credits

Reading in the Epistles and synoptic gospels. Advanced study of grammar and syntax. Emphasis on vocabulary.

Prerequisite: GRK 102. (Offered Spring semester.)

GRK 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

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, ef-

fective 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
(For description, see page 112.)

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 course work, career plans or personal growth. A co-op is a paid work experience involving two supervisors, a work supervisor and academic supervisor. Registration must occur prior to the activity. Grading will be pass/fail. A standard of 40 hours work experience is required for every credit awarded. Students must consult with their academic supervisor at least twice during the experience. Students submit mid-term and final reports to Career Services, participate in a debriefing session conducted by the Director of Career Services and the academic supervisor, and submit a learning experience summary paper. The employer also submits an evaluation. Specifics are outlined in the Career Service's Co-op Handbook. A maximum of 12 credits may be applied to the degree.

Prerequisites: Sophomore standing, a 2.0 GPA and departmental approval. (Offered every semester.)

GS 495 Interdisciplinary Seminar Three Credits

A graduate school-type seminar in which each student will prepare a paper relating one's major discipline to other disciplines in the light of the universal truth-claims of the Christian faith inherent in a Christian liberal arts educational enterprise. (Offered Inter-term.)

HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPR)

HPR 101 Wellness: Basic Concepts One Credit

The student is introduced to a variety of topics pertinent to health-related fitness. These include methods of training for cardiovascular fitness, strength and flexibility, nutrition, and stress management. (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.

Prerequisite: HPR 101. (Offered every semester.)

HPR 107 Skill Lab: Football, Soccer, Volleyball One Credit

HPR 108 Skill Lab: Basketball, Softball, Track One Credit

HPR 207 Skill Lab: Golf, Badminton, Tumbling One Credit

HPR 208 Skill Lab: Rhythms, Swimming, Tennis One Credit

An understanding and practice of the basic sports skills. For physical education and recreation majors only; may be taken in place of general education requirements activity credits for majors only. (107 offered Fall semester of even calendar year; 108 offered Spring semester of odd calendar year; 207 offered Fall semester of odd calendar year; and 208 offered Spring semester of even calendar years.)

HPR 121 History and Philosophy of HPR Two Credits

Introduces students to broad program and career opportunities involving sports, fitness, physical education, and recreational activities. Includes historical and contemporary

view of physical education, principles, aims, and objectives, with a view toward the development of a basic philosophy of physical education. (Offered Fall semester.)

HPR 143 General Safety Three Credits

History, philosophy, and psychology of safety and accident prevention with emphasis on safety related to: athletics, farm, home, fire, industry, school, and traffic. (Offered summers.)

HPR 200 Leisure Sports Half Credit

Includes one-half semester instruction in a variety of leisure sports and activities. Activity will vary from semester to semester and may include any of the following: downhill skiing, angling, canoeing, rhythmical activities, rock climbing, and backpacking-camping. (Offered every semester.)

HPR 202-205, 212, 213 Individual or Team Sports Half Credit Each

Includes one-half semester instruction in the following: badminton (202), bowling (203), fencing (204), golf (205), tennis (212), and volleyball (213). When possible, students should select four of these sports offerings during his or her sophomore year. Credit for any of these courses may be received by passing proficiency tests (skill and knowledge). (Offered every semester.)

HPR 215 Strategies of HPR Two Credits

Designed for students preparing for teaching careers in physical education or coaching. The course presents systematic approaches to psychomotor learning, performance, instruction, and evaluation. Methods of classroom management are also addressed. (Offered Fall semester.)

HPR 220-226 Coaching Classes One Credit Each

Skill analysis, strategy and teaching progression in Football (220), Soccer (221), Volleyball (222), Basketball (223), Baseball (224), Softball (225), Track and Field (226). (220 and 221 offered Fall semester of odd calendar years; 222 and 223 offered Fall semester of even calendar years; 224 and 225 offered Spring semester of even calendar years; 226 offered Spring semester of odd calendar years.)

HPR 236 Theory and Technique of Individual Sports Three Credits

Skill analysis, strategy, and teaching progression in badminton, bowling, golf, tennis, and other individual sports. (Offered Fall semester.)

HPR 241 Introduction to Recreation Three Credits

This course explores recreation, its meaning, value, and conduct in a variety of contexts. It is structured to help students to develop a formal philosophy of recreation, appreciate the historic and contemporary value of recreation in a variety of societies, and explore the potential of recreation as a vocation. (Offered even Fall Semesters)

HPR 254 Elementary School Physical Education Two Credits

Curriculum, evaluation, administration, and an understanding of child characteristics as related to motor learning. (Offered each Fall.)

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 odd Spring semesters.)

HPR 301 Physiology of Exercise Four Credits

A study of the general effects of exercise on specific body systems and organs. The course also provides the student with the fundamental knowledge of exercise physiology and how it applies to the practical problems that occur on the athletic field or in the gymnasium. (Offered Spring semester.)

HPR 305 Exercise Science Two Credits

Designed to help prepare the student to meet certification requirements of the American College of Sports Medicine for Fitness Instruction rating. The course includes the following areas of study: applied exercise physiology, exercise programming, emergency procedures, basic electrocardiography, health appraisal and testing techniques, exercise leadership, program administration, human behavior, gerontology, functional anatomy and kinesiology and risk factor identification.

Prerequisite: BIO 250 and HPR 301. (Offered Fall semester.)

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 250. (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.)

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.)

HPR 326 Administration of PE and Athletics (6-12) Two Credits

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.)

HPR 335 Athletic Training and CPR Three Credits

Lecture and laboratory experiences in the care and prevention of athletic injuries. The latest cardiopulmonary resuscitation methods and techniques are presented with practical application. (Offered Spring 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 odd Fall semesters)

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 summers.)

HPR 344 Advanced Driver Education Two Credits

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

HPR 355 Adapted Physical Education Two 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 even Spring semesters).

HPR 399 Professional Development in Recreation One to 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 in a specific self-selected career option.

HPR 405 Practicum (For description, see page 112.) Taken for two to ten credits in recreation.

HPR 410 Seminar in Health, Physical Education, and Recreation Two Credits

Designed to assist students in locating, interpreting, synthesizing and presenting research-based information. (Offered Spring semester.)

Prerequisite: Senior status.

HPR 430 Readings in Recreation Two or Four Credits

Selected readings in a specific area or areas of recreation. A major research paper and annotated bibliography are required.

HPR 389 Junior Departmental Honors Research One to Two Credits**HPR 489 Departmental Honors Research Two Credits****HPR 490 Departmental Honors Thesis Two Credits**

(For descriptions, see page 48.)

HPR 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

HISTORY (HST)

HST 101 Western Civilization Three Credits

The development of Western Civilization from the earliest civilizations in the Ancient Near East to the present, analyzing political, social, cultural, economic, and religious ideas and meaningfully applying them to contemporary life. (Offered every semester.)

HST 201 American History Three Credits

People, ideas, and institutions in American history from English colonization to the present. (Offered every semester.)

HST 202 Eastern Civilization Three Credits (CC)

The study of the history and culture of China and Japan from ancient times to the present. Meets cross-cultural requirement. (Offered Spring semester.)

HST 250 Historical Method Three Credits

A course in the techniques of historical research and writing.

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

HST 301 Early America Three Credits

Examines the political, social, cultural, economic and religious contributions of the colo-

nists; the causes and course of the American Revolution and the founding of a new nation.

Prerequisite: HST 201 or permission of instructor. (Offered Fall semester of even calendar years.)

HST 304 Nineteenth Century America Three Credits

A social-intellectual approach from the development of nationalism through industrialism and urbanism.

Prerequisite: HST 201 or permission of instructor. (Offered Spring semester of even calendar years.)

HST 305 Twentieth Century America Three Credits

A social-intellectual approach to American history from the Progressive Era to the Space Age.

Prerequisite: HST 201 or permission of instructor. (Offered Spring 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. (Offered Fall semester.) Meets Cross-cultural requirements.

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. (Offered Fall semester.)

Cross listed with REL 343.

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. (Offered Spring semester.)

Cross listed with REL 344.

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 Spring semester of odd calendar years.)

HST 390 Readings in History One to Two Credits

Selected readings chosen by student and instructor.

HST 405 Internship (For description, see page 51.)

HST 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

HST 389 Junior Departmental Honors Research One to Two Credits

HST489 Departmental Honors Research Two Credits

HST 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

HUMANTIES DIVISION COURSES (HUM)

MANAGEMENT

HUM 211 Introduction to the Fine Arts Three Credits

An elementary study of the formal and historical aspects of architecture, sculpture, painting, and music, and an examination of their relation to Western civilization at its high points.

Prerequisite: ENG 101 (Offered every semester.)

MANAGEMENT (MGT)

MGT 101 Introduction to Business Three Credits

A survey of business intended to give the student a general knowledge of the modern business world, provide a basis for choosing a field of specialization, and acquaint him or her with numerous business areas. (Offered every semester.)

MGT 203 Principles of Microeconomics Three Credits

The beginning of the one-year economics principles course, emphasizing profit maximizing for the firm, government regulation effects business, and growth/environment questions. Moderate emphasis on mathematical analysis. (Offered Fall semester.)

MGT 204 Principles of Macroeconomics Three Credits

For second-year business students, emphasizing economic principles, national income, employment, inflation, and fiscal and monetary policy.

Prerequisite: MGT 203. (Offered Spring semester.)

MGT 211 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 Fall, and some Springs.)

MGT 212 Financial Accounting II Three Credits

Continuation of Financial Accounting I. More detailed examination of components of the balance sheet. Introduction to financial statement analysis. (Offered Spring semester.)

Prerequisite: MGT 211.

MGT 222 Business Law Three Credits

A study of contracts, torts, agency and bailments with emphasis on the social forces that have and will affect our legal rights and duties. (Offered Fall semester.)

MGT 231 Marketing Three Credits

The present marketing system is described, analyzed, and evaluated through study of consumers, marketing functions, institutions, and commodities. The motivation of mass markets through advertising and personal selling is given special attention. (Offered Spring semester.)

MGT 250 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: MGT 212. (Offered Fall semester.)

MGT 301 Professional Communications Two Credits

This applied skills course is intended for people going into professional, rather than academic, post-graduate work. It applies those skills learned in foundational courses to

specific professional situations such as proposal writing, staff briefings, and charting of financial information. Cross listed with SS 301.

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

MGT 312 Cost Accounting Three Credits

Cost accounting fundamentals and cost accounting systems for management control will be covered. Emphasis will be on decision making for planning and control, and product costing for inventory valuation and income determination.

Prerequisite: MGT 212. (Offered Fall semester.)

MGT 314 Intermediate Accounting 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: MGT 250. (Offered Spring semester.)

MGT 315 Intermediate Accounting 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: MGT 314. (Offered Fall semester.)

MGT 316 Intermediate Accounting III Three Credits

A further 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 a variety of advanced accounting topics.

Prerequisite: MGT 315. (Offered Spring semester.)

MGT 317 IncomeTax 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 Fall semester.)

Prerequisite: MGT 212.

MGT 318 Auditing Three Credits

A study of the standards and procedures used in examining financial statements and supporting records. Emphasis on the evaluation of internal control. Also covered are the auditor's responsibilities to clients and third parties, and the ethical framework in which he operates.

Prerequisite: MGT 314. (Offered Spring semester.)

MGT 319 Tax Applications One-Three Credits

This course will provide the student with substantial experience in preparing federal tax returns. The number of credits for this course is variable; however, for each credit, the student is expected to spend 40 hours preparing income tax forms for others. This will be done primarily during evenings and weekends. Tax forms may be prepared through the Greenville College Tax Assistance Program (GC-TAP), the St. Louis Tax Assistance Program (St. Louis-TAP), or the Bond County Senior Citizen Center. *Because of the relatively limited number of people in Bond County who will utilize this service, the student must expect to spend some Saturdays in St. Louis preparing tax returns.*

Prerequisite: MGT 317 (Offered Spring semester.)

MGT 321 Management of Organizations Three Credits

Develops a systematized body of managerial thought suitable to all business situations through understanding of planning, organizing, staffing, directing and controlling functions. (Offered Fall semester.)

MGT 324 Human Resources Management Three Credits

A course designed to provide students with an understanding of the theories, principles, and practices of personnel management.

Prerequisite: MGT 321, or permission of instructor. (Offered Spring semester.)

MGT 332 Consumer Behavior Two 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. (Offered Spring semester.)

MGT 333 Sales and Sales Management Two Credits

For advanced students in Marketing and Management who wish to learn about selling with finesse and integrity and to incorporate principles that they can both practice and transfer to others under their supervision. (Offered Spring semester of odd calendar years.)

MGT 334 Advertising Two Credits

Advertising communicates messages to groups of consumers. Students learn how to reach groups efficiently, to design messages to inform persuasively, and to choose the best media for a particular product and consumer. They will design advertising messages for print and broadcast, and learn to design and budget an overall ad campaign.

Prerequisite: MGT 231. (Offered Spring semester of even calendar years.)

MGT 335 Intermediate Marketing Three Credits

Beginning with theory as taught in MGT 331 and 202, students deal with selected Marketing cases and learn to apply their theoretical principles. Work is both individual and in groups, and includes the creation and development of a new product.

Prerequisite: MTG 231. (Offered Spring semester.)

MGT 341 Corporate Finance Four Credits

Introduces the student to corporate Financial Management through the study of financial systems, techniques of financial analysis and working capital decisions, financial forecasting, financing current assets, capital budgeting, the cost of capital and the target capital structure quantity, and statistical decision-making, financial techniques.

Prerequisite: MGT 203 and 250. (Offered Fall semester.)

MGT 347 Investments Three Credits

Addresses the issue of investment and stewardship as a philosophy of life; introduces the student to investment vehicles, and to the concepts of risk, rate of return, and valuation as they are applied in investment decisions.

(Offered Spring semester.)

MGT 351 International Business Three Credits (CC)

Students will understand the forces of globalization, why nations trade, problems of trade restrictions and international payments, and multinational corporations as international change agents. They will work from the manager's perspective to discover how working internationally affects the functional areas of business through influences of the land, the political environment, and the cultural heritage of the people.

Prerequisite: Open to any upper division student. (Offered Spring semester.)

MGT 352 Modern Economic History Three Credits

An interdisciplinary course organized for studying backgrounds to current economic problems in context with related social, political, and religious issues. (Offered Spring semester of even calendar years.)

MANAGEMENT

MEDIA PROMOTIONS

MATHEMATICS

MGT 353 Environmental Economics Three Credits

Students will study two kinds of environmental issues: resource conservation and pollution of the environment. In both cases we will consider whether markets can achieve the best results for humankind, or whether we need stated intervention and control to keep us safe and healthy.

Prerequisite: MGT 203. (Offered Spring semester of odd calendar years.)

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 405 Practicum (For description, see page 112.) Four to twelve Credits.**MGT 409 Business/Economics Seminar Two Credits (WI)**

A capstone course for all business majors, involving independent and group work in selected areas, guest speakers, a research project, and discussion as an essential learning activity. Emphases include business ethics, entrepreneurship as a calling, and development of a career and lifestyle philosophy.

Prerequisite: Senior status. (Offered every semester.)

MGT 389 Junior Departmental Honors Research One to Two Credits**MGT 489 Departmental Honors Research Two Credits****MGT 490 Departmental Honors Thesis Two Credits**

(For descriptions, see page 48.)

MGT 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

MEDIA PROMOTIONS (MP)

MP 405 Internship (For description, see page 112.)

Possibilities for internship include music business, promotions, and media.

MP 410 Seminar Two Credits

See COM 410

MATHEMATICS (MTH)

MTH 90 Developmental Mathematics Two Credits

This course will cover the basic mathematical concepts required to develop critical thinking and quantitative reasoning. Subjects will include pre-algebra and elementary algebra concepts. Both a textbook and computer-based software will be utilized to achieve course goals. The object of the course is to prepare students to understand the basic mathematical concepts that are expected of all college students in a bachelor's degree program. A grade of at least C will meet the mathematics proficiency requirement. The grade will be included in the cumulative grade point average, but credit for the course will not count toward the graduation requirement. (Offered Fall semester.)

MTH 105 Mathematical Ideas Three Credits

A few mathematical concepts selected to give students in many fields an appreciation of the beauty, extent, and vitality of mathematics. Some insight into the historical development of these concepts. The emphasis is not on developing computational skills. About one third of the course is devoted to the basic ideas of probability and statistical thinking. Does not count toward the mathematics major.

Prerequisite: MTH 90 or proficiency. (Offered Spring semester.)

MTH 106 Finite Mathematics Three Credits

This course will strengthen the mathematics skills of those students who must use mathematics in their major, such as business, biology or the social sciences. Topics will include functions, systems of linear equations, matrices, linear programming, probability and statistics, markov chains, game theory, and mathematics of finance including compound interest.

Prerequisite: One and one-half years of high school algebra or the equivalent. (Offered every semester.)

MTH 111 College Algebra and Trigonometry Four Credits

This course is designed to prepare students, with the minimum required prerequisites, to pursue the calculus sequence. Selected topics in algebra, trigonometry, and analytic geometry are integrated by the concept of functions.

Prerequisite: Three years of high school courses in algebra and geometry. (Offered Fall semester.)

MTH 113 Intuitive Calculus Three Credits

An intuitive introduction for non-majors to the basic concepts of calculus. Topics include techniques of differentiation and integration of algebraic, exponential and logarithmic functions. Applications to business and biology are stressed.

Prerequisite: Three years of high school courses in algebra and geometry, or MTH 111 or MTH 106. (Offered Spring semester.)

MTH 115 Introduction to Calculus I Four Credits

The first course in the regular calculus sequence. Basic techniques of differentiation and integration are covered. Topics from Analytic Geometry are introduced.

Prerequisite: MTH 111 or equivalent background. (Offered Fall semester.)

MTH 116 Calculus II Four Credits

Techniques of integration, sequences and series, parametric equations, vector-valued functions.

Prerequisite: MTH 115. (Offered Spring semester.)

MTH 140 Mathematics of the Early Grades Three Credits

The mathematics content of grades K-5 is carefully studied. Fundamental properties underlying the structure of numeration systems and the various algorithms for computation are stressed. Other topics include measurement, approximation, informal geometry, sets, problem solving, and the use of the calculator. Required of elementary education majors. Does not count towards a mathematics major.

Prerequisite: Completion of or current enrollment in EDU 200. (Offered Fall semester.)

MTH 150 Mathematics of the Middle Grades Three Credits

The mathematics content of grades 6-8 is carefully studied, with emphasis on the concepts that are usually categorized as pre-algebra skills. Topics will include probability and statistics, measurement, geometry, coordinate systems, percentage and fractions, and problem solving techniques. Required of elementary education majors. Does not count towards a mathematics major.

Prerequisite: MTH 140 or consent of instructor. (Offered Spring semester.)

MTH 212 Linear Algebra Four Credits (WI)

This course is designed to give the mathematics student his first serious encounter with mathematical systems. Elements of the theory of vector spaces are developed. The student gains experience in matrix algebra, vectors, and linear transformations.

Prerequisite: MTH 115. (Offered Spring semester.)

MTH 217 Multivariable Calculus Three Credits

The differential and integral calculus of multi-variate functions, line and surface integrals, Greens Theorem, Divergence Theorem, Stokes Theorem.

Prerequisite: MTH 116. (Offered Fall semester.)

MTH 218 Differential Equations Three Credits

First order differential equations, linear equations, and linear systems, power series solutions, Laplace Transforms.

Prerequisite: MTH 116. (Offered Fall semester.)

MTH 301 Probability and Statistics Four Credits

Treatment of probability applied to discrete and continuous distributions; tests of hypotheses; independence and correlation; sampling theory.

Prerequisite: MTH 115. (Offered Spring semester of even calendar years.)

MTH 302 Non-Euclidean Geometry and History Four Credits

Includes an introduction to history of mathematics, particularly contributions of Greek scholars; study of Euclid's elements; transition to Non-Euclidean geometrics developed by Gauss, Bolyai, Lobachevski and Riemann; history of calculus and mathematical structures.

Prerequisite: MTH 115, and 212 or consent of instructor. (Offered Spring semester of odd calendar years.)

MTH 304 Applied Mathematics Four Credits

Provides an experience in the uses of mathematics. Use and development of mathematical models will be considered. Topics will range from applications in the social sciences to physics and engineering. The choice of material will be based on current trends in mathematics applications and on student's needs.

Prerequisite: MTH 217. (Offered Spring semester of odd 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: CS 107 and MTH 217. (Offered Spring semester of even calendar years.)

MTH 308 Abstract Algebra Four Credits

Axiomatic treatment of selected algebraic structures, including rings, integral domains, fields and groups, including an introduction to number theory.

Prerequisite: MTH 212. (Offered Fall semester of odd calendar years.)

MTH 319 Advanced Calculus Four Credits

The language, fundamental concepts, and standard theorems of analysis are explored. The student learns to read the literature and investigates applications. Ideas from elementary calculus are revisited.

Prerequisite: MTH 217. (Offered Fall semester of even calendar years.)

MTH 405 Practicum (For description, see page 112.)

Taken for pass/fail credit.

MTH 389 Junior Departmental Honors Research One to Two Credits

MTH 489 Departmental Honors Research Two Credits

MTH 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

MATHEMATICS

MUSIC

MTH 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

MUSIC (MUS)

MUS 115, 116 Keyboard Improvisation I, II One Credit Each

Fundamentals of synthesizer programming, emphasizing skills used in reading lead sheets. Performance-oriented class designed to teach worship leading from the keyboard.

Prerequisite: MUS 305 or concurrent enrollment; MUS 201P or permission of instructor. (Offered Fall and Spring semester, respectively.)

MUS 126, 127; 326, 327; 426, 427 Studio Recording Techniques Two Credits Each

This course provides a thorough understanding of the theory and practice of studio recording. A hands-on opportunity is provided each student with an allocated number of hours per week of lab time in the multi-track studio. **Prerequisite:** Sophomore standing. (126, 326, 426 offered Fall semester; 127, 327, 427 offered Spring semester.)

MUS 185, 385 Contemporary Christian Music Seminars One Credit Each

Visiting artists from the Contemporary Christian Music industry discuss with the students their involvement in the music field. An open forum before concerts allows the student an opportunity for questions and answers with the artists. (Offered every semester.)

MUS 209 Music Listening Two Credits

The course aims to create interest in listening to good music. Major musical styles and forms will be considered primarily from the standpoint of their aural features. Use will be made of works being performed in recitals and concerts on campus as well as in St. Louis. Open to all students. (Meets the music portion of the humanities requirement.) (Offered Spring semester.)

MUS 221 Elementary Conducting Two Credits

Study of standard conducting patterns, development of skill, both hand and baton. Class used for practice conducting. (Offered every semester.)

MUS 305, 306; 405, 406 Pop Theory/Song Writing Two Credits Each

The students will establish a thorough understanding of the theory and structures of popular contemporary music. Written assignments will include arranging current popular tunes and writing original material to be performed by various on-campus ensembles.

Prerequisite: MUS 104. (305, 405 offered Fall semester; 306, 406 offered Spring semester.)

MUS 309, 310 Music History I, II Three Credits Each (Music 310 - WI)

A survey of the development of musical styles and their creators from primitive times to the present day. Music History I (309) deals with music up to 1750; Music History II (310) deals with music from 1750 to the present. In addition to text readings, extensive use is made of recordings and musical scores.

Prerequisite: MUS 209 or permission of the instructor. (Offered Fall and Spring semesters, respectively.)

MUS 311, 312 Pedagogy and Literature I, II Two Credits Each

a. For Piano—A survey of piano literature and readings related to pedagogical principles and the various facets of piano teaching. Independent study and weekly discussion.

b. For Voice—A study of current voice teaching methods and the art song literature available for the vocal development of the young singer. Independent library research and weekly discussion.

c. For Instruments—Brass—A study of the teaching literature available for brass instrument instruction, the historical development of the instrument, performance problems, repairs, method books and the growth of the developing teacher. Library study and weekly discussion. (Offered on demand.)

MUS 313 Observing and Teaching Applied Music Two to Four Credits

Observation of private and class instruction within and outside the college. Assisting the college instructors with beginning college students and teaching students from the community under the guidance of the college instructors.

a. For Piano

b. For Voice

c. For Orchestral Instruments

(Offered on demand.)

MUS 314 Foreign Language Diction for Singers One Credit

A study of pronunciation for French, German, and Italian song literature employing the International Phonetic Alphabet. Independent study and weekly discussion. (Offered on demand.)

MUS 315 Accompanying One Credit

Accompanying vocal and instrumental soloists and/or ensembles under the guidance of the piano instructor. (Offered on demand.)

MUS 322 Instrumental Rehearsal Techniques Two Credits

Further development of skill in conducting, principles of instrumental rehearsal techniques, and preparation of specific works to rehearse with the college band.

Prerequisite: MUS 104, 191, 192, and 221. (Offered on demand.)

MUS 324 Choral Rehearsal Techniques Two Credits

Further development of skill in conducting, principles of choral rehearsal procedures, and preparation of specific works to rehearse with college choral organizations.

Prerequisite: MUS 104 and 221. (Offered every semester.)

MUS 325 Music and Business Survey Two Credits

A survey music business course which examines publishing, copyright, recording contracts, and career planning and development. (Offered Fall semester.)

MUS 357 Elementary Music Methods Two Credits

Development of philosophy of music education and objectives at the elementary level, survey and evaluation of materials and means of presenting those materials. (Offered on demand.)

MUS 371 Hymnology Two Credits

A study of the history and use of hymns, including gospel songs. (Offered on demand.)

MUS 372 Youth Music and Activities in the Church Two Credits

An independent study of the music and social activities which are used to develop musical abilities, student interest, and spiritual maturity through the graded choir program of the church. (Offered on demand.)

MUS 373 Church Music Administration and Observation Two Credits

An independent study through library research and observation of the total church music program including multiple choirs, working relationships with other church personnel, philosophy of church music, facilities and equipment, acoustics and budget. (Offered on demand.)

MUS 374, 375 Leading Praise and Worship I, II Two Credits Each

Planning and leading praise and worship services in the church. Development of musical repertoire, leadership skills and artistic resources for corporate worship.

Prerequisite: MUS 305 or concurrent enrollment. (Offered Fall and Spring semester, respectively.)

MUS 376 Rock Music History Two Credits

Students are exposed to various contemporary popular styles of music through extensive listening and analysis. Important musical characteristics are identified to help the student define the exact nature of each style.

Prerequisite: MUS 104. (Offered Spring semester.)

MUS 377 Philosophy and Ethics of Contemporary Christian Music One Credit

A forum of discussion through which the student will develop an understanding of the ethical responsibilities of the musician and music in the Contemporary Christian Music field. Other areas of concern include the ethics of sampling and patch copying, record censorship, creative options, recording contracts, etc. (Offered every semester.)

MUS 417 Practicum: Praise and Worship One Credit

Required of all CCM majors with praise and worship emphasis. During the practicum the student will be expected to participate in a leadership role. The music department will act as a resource to guide the student in the selection of a church in which to serve. It is the student's responsibility to initiate a request for a practicum, suggest prospective ministry opportunities and meet periodically with a faculty supervisor.

Prerequisite: MUS 116, 373, 375

MUS 418 Senior Recital One Credit

The student will prepare a minimum of 30 minutes of music to be performed at a public recital. The recital and program notes must be approved two weeks prior to the performance.

Prerequisite: A minimum of two hours of upper division applied music and the completion of the piano proficiency examination.

MUS 419 Senior Project One Credit

The senior project is a scholarly endeavor demanding approximately 40 hours of work. The project should be related to the student's field of study.

MUS 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

MUS 389 Junior Departmental Honors Research One to Two Credits**MUS 489 Departmental Honors Research One or Two Credits****MUS 490 Departmental Honors Thesis One or Two Credits**

(For descriptions, see page 48.)

Music Theory

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.

MUS 103, 104 Written Theory I, II Three Credits Each**MUS 103E, 104E Ear Training, Sight Singing, Keyboard One Credit Each**

Hearing, playing, singing, writing, and analyzing the melodic, harmonic, and rhythmic elements of music. 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. **Prerequisite:** MUS 141 or permission of instructor. (Offered Fall and Spring semester, respectively.)

MUS 203, 204 Music Theory III, IV Three Credits Each**MUS 203E, 204E Ear Training, Sight Singing, Keyboard One Credit Each**

Continuation of Music Theory I and II. Advanced ear training, keyboard, sight singing, study of more difficult rhythmic patterns and written harmony. 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: MUS 104. (Offered Fall and Spring semester, respectively.)

MUS 304 Instrumental Arranging Two Credits

Analysis of representative band and symphonic works. Scoring for instruments in various combinations.

Prerequisite: MUS 103, 104, 203, 204; Orchestral Instruments MUS 181, 182, 191, 192, or permission of the instructor. (Offered on demand, independent study.)

MUS 101/02 – 401/02 Applied Music One or Two Credits

Applied Music Numbers. The first year of study is 101-102, with 201-202, 301-302, 401-402 continuing the sequence. Letters designate the applied music area; a. flute, b. oboe, c. clarinet-bass clarinet, d. bassoon, e. saxophone, f. French horn, g. trumpet, h. trombone-baritone, i. tuba, j. percussion, k. violin, l. viola, m. cello, n. string bass, o. organ, p. piano-group, q. piano-private, r. advanced piano-group, s. advanced piano-private, t. guitar, u. voice-group, v. voice-private.

Preparatory Piano**MUS 140, 141 Beginning Piano Class I, II One Credit Each**

Group instruction for students lacking previous experience. Includes fundamentals of notation, simple accompaniments and performance of familiar songs. Class meets twice weekly.

MUS 101, 102 Piano P and Q (201, 202) One or Two Credits

Elements of piano playing, including touch, notation, and rhythmic problems. Major scales, and broken chords. Instruction books, technical exercises, and studies of standard composers given according to individual needs and the student's progress. Group and private lessons.

Advanced Piano**MUS 101, 102 R and S First Year Piano One or Two Credits**

Development of technique. Bach's Two Part Inventions. Medium grade sonatas. Works from romantic, impressionistic, and contemporary composers. Group and private lessons.

MUS 201, 202 R and S Second Year Piano One or Two Credits

Continuation of the above with increasing difficulty. Group and private lessons.

MUS 301, 302 R and S Third Year Piano One or Two Credits

Continuation of emphasis on the development of technique. More difficult compositions from the Baroque, Classical, Romantic, Impressionistic, and Contemporary composers. Group and private lessons.

MUS 401, 402 S Fourth Year Piano One or Two Credits

Continuation of emphasis on the development of technique. Preparation of literature for the senior recital.

Voice**MUS 160 Beginning Voice Class One Credit**

A study of the fundamentals of singing, including breath control, tone production, resonance, and diction. Application to song material. Class meets twice weekly.

MUS 101, 102 U and V First Year Voice One or Two Credits Each

Vocalization practice for the development of tone quality, diction, and range. English and Italian diction. Repertoire requirement of six to eight new songs per semester sung with musical accuracy and with at least six memorized. Regular student recital attendance and performance required. Group and private lessons.

MUS 201, 202 U and V Second Year Voice One or Two Credits Each

Continuation of technical studies. French and German diction. Repertoire and recital requirements as above. Group and private lessons.

MUS 301, 302 U, V, Z Third Year Voice One or Two Credits Each

Continuation of technical studies. Arias and recitatives from oratorios and operas, Modern English and American art songs. Repertoire and recital requirements as above. Group and private lessons. Section Z emphasizes jazz techniques and literature.

MUS 401, 402 U, V, Z Fourth Year Voice One or Two Credits Each

Continuation of technical studies. Preparation of literature for the senior recital. Repertoire and recital requirements as above. Section Z emphasizes jazz techniques and literature.

Organ

Preparatory Work: Those who wish to enroll in the freshman year of organ must have in evidence the following piano study:

1. The two-part inventions of Bach;
2. Some of the easier sonatas of Hayden and Mozart;
3. A playing ability of all major scales.

Church Work: Throughout the course outlined below, the needs of the church organist are kept in mind. The students will be given material suitable for use as preludes, offertories, and postludes. They will also receive, as their grade of advancement warrants it, instruction in playing accompaniments for soloists and choirs, simple modulation and improvisation, hymn playing and its problems, and other instruction on church-related problems of an organist. The major emphasis will be, however, in developing a technique adequate for all situations whether in recital or in church.

MUS 101, 102 O First Year Organ One or Two Credits Each

Gleason, Method of Organ Playing, J. S. Bach, Eight Short-Preludes and Fugues, simple pieces from the German masters, and works of contemporary composers.

MUS 201, 202 O Second Year Organ One or Two Credits Each

Continuation of technical studies. Continuation of Bach's Eight Short Preludes and Fugues. Compositions from Bach's Liturgical Year. Representative works from the German and French schools and contemporary composers.

MUS 301, 302 O Third Year Organ One or Two Credits Each

Continuation of technical studies. Bach Preludes and Fugues. Other representative works from the Baroque period. Representative works from the German and French schools and contemporary composers.

MUS 401, 402 O Fourth Year Organ One or Two Credits Each

Continuation of technical studies and more advanced repertoire as above.

Orchestral Instruments

Class instruction covering elementary principles of playing and teaching of band and

orchestral instruments. Emphasis is on development of tone production. Also considered are transposition, capabilities, and limitations of each instrument. Class meets twice weekly.

MUS 181 Strings Class One Credit (Offered Spring semester of even calendar years.)

MUS 182 Percussion Class One Credit (Offered every semester.)

MUS 191 Brass Class One Credit (Offered Spring semester of odd years.)

MUS 192 Woodwinds Class One Credit (Offered Fall semester of even calendar years.)

Orchestral Instruments—Private Lessons One or Two Credits

MUS 101, 102 with the specific letter to designate the instrument studies as listed above.

Private lessons are given on the various orchestral and band instruments, in some cases by outside teaching specialists. Those majoring in instruments are introduced to all the major band and orchestral instruments with a view to solving practical performance problems of instrumental music as well as developing good tone production on each instrument. One instrument is chosen for development of solo proficiency, or an instrumental major may elect to perform his senior recital on several instruments at different occasions. Opportunity is given for performing secondary instruments in the band.

Music Ensembles

When a student becomes a member of an ensemble, the student is expected to attend all rehearsals and concerts, unless specifically excused by the director. Since the morale of any team effort is developed through working together toward a goal, it is felt justified to base the grade for credit largely on regular attendance and attitude. The student is expected to remain in the ensemble for the full year.

MUS 131, 331 Greenville College Choir (A Cappella Choir) One Credit

The A Cappella Choir was founded by Dr. Robert W. Woods in 1927. Since then the Choir has become one of the outstanding symbols of the College. Numerous concerts are given during the year as well as the annual extended concert tour during spring vacation.

MUS 132, 332 Chamber Singers Half Credit

A select vocal ensemble open to music majors which performs secular literature from the sixteenth century to the present day. Musicianship and ability to sight-read are stressed. Membership is by invitation. Rehearses two periods per week.

MUS 133, 333 Small Music Ensemble One Credit or Audit

Small music ensembles are organized to learn and perform a variety of music on and off campus. Members are admitted by audition. a) Church Music, b) Vocal Band, c) Chorale (1/2 credit) and d) Chapel Band. Chorale (the College-Community Chorus) performs an oratorio or cantata such as Handel's "Messiah" or Mendelssohn's "Elijah." Membership is open to all. Rehearses weekly. Required of all music majors.

MUS 134, 334 Jazz Ensemble Half Credit

A select small ensemble organized to study and perform lighter entertainment music.

MUS 135, 335 Concert Band One Credit

The Greenville College Concert Band prepares several public concerts each year and one or more weekend trips off-campus. Members are admitted by audition.

MUS 136, 336 Ensembles—Student Ministries and Lab One Credit or Audit

A group activity which provides the student with practical opportunities to make music and/or perform in public. A wide variety of groups are available including a "middle-of-the-road" ensemble, "techno-pop" group, rock-n-roll band, puppets, and clowns, etc.

Rehearses two periods per week. a) Fortress, b) Chrysalis, c) Cornerstone, and d) Flute Ensemble.

MUS 137 Pep Band Non-Credit

Members are selected from the Concert Band to perform at numerous campus events and for basketball and soccer games.

MUS 138, 338 String Ensemble Half Credit

This group performs at various types of college functions. Members are admitted by audition. Rehearses two periods per week.

MUSIC

ADULT EDUCATION

ADULT EDUCATION - GOAL PROGRAM (OL)

NOTE: All OL courses are open only to students enrolling in the GOAL program.

OL 301 Dynamics of Group Behavior Three Credits

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving and decision making, the diagnosis and resolution of conflict, and managing meetings.

OL 302 Adult Development and Learning Assessment Three Credits

Students develop an understanding of adult development and learning processes. Students conduct personal and professional assessments and document this by developing a portfolio. Additional credit for prior extra collegiate learning may be earned through the portfolio.

OL 303 Introduction to Research Methodology Three Credits

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and analyze an appropriate organizational problem for their applied research project.

OL 304 Organizational Analysis Three Credits

Students analyze how organizations function as complex systems. They focus on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization that is the setting for their applied research project.

OL 305 Managing Interpersonal Communication Three Credits

Students assess and improve their communication skills in order to be more productive in various organizational settings. Key concepts are conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

OL 306 World-View: Faith And Vocation Three Credits

Students gain understanding of the integration of the Christian world-view in contemporary life.

OL 307 Introduction to Data Analysis and Presentation Three Credits

Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

OL 308 Organizational Communication Three Credits

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

OL 309 Principles of Leadership Management and Supervision Three Credits

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

OL 310 Cultural Influences In The Workplace Three Credits

Students consider the relationships between culture and the world of work. They discover how the United States, especially in the world of work, has been shaped by the values and life experiences of various ethnic and racial groups.

OL 311 Values and Ethical Decision Making Three Credits

Students discuss ethical theory and social and personal values as they relate to problem solving and decision making.

OL 312 Writing Strategies and Organizations Three Credits

Principles of writing based on analytical and formal research, including form and style, organization and literature review. Emphasis on inductive analysis, research and documentation. Course lays groundwork for writing requirements in remaining courses.

OL 401 Applied Research Project: Part I One Credit

Students describe the purpose, setting, history and background, scope and importance of their applied research topic.

OL 402 Applied Research Project: Part II Two Credits

Students conduct and write a literature review related to their problem analysis. Students determine a research approach, develop and analyze a possible intervention for solving their organizational problem, and develop a data collection and analysis plan.

OL 403 Applied Research Project: Part III Two Credits

Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learnings and apply them to their personal and professional lives.

PHILOSOPHY (PHL)

PHL 201 Major Issues in Philosophy Three Credits

A general philosophy course, organized in terms of issues rather than the history of ideas. Subjects include how we know, the nature of personality, making ethical decisions, the philosophy of art and beauty, and the philosophy of science. (Offered every semester.)

PHL 250 History of Philosophy I Three Credits

Major thinkers and themes of philosophical thought from Thales in the sixth century B.C.E., to the late fifteenth century medieval scholastics will be studied. Special attention will be given to the thought of Plato, Aristotle, Augustine and Thomas Aquinas and how these thinkers approached metaphysical, ontological and ethical problems. (Offered every semester.)

PHL 251 History of Philosophy II Three Credits

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

PHL 280 Logic Three Credits

Designed to enable one to think critically. Focused primarily on formal and informal logic, including formal syllogisms, Venn diagrams, truth-function tables, informal fallacies, and predicate logic.

Prerequisite: PHL 201, 250 or 251. (Offered Fall semester.)

PHL 310 Philosophy of Religion Three Credits

A philosophical approach to and analysis of the basic concepts of religion, together with its implications for theism and Christianity. (Offered Fall semester.)

PHL 311 History of Political Philosophy Three Credits

(See POL 311)

PHL 330 Ethics Three Credits

An analysis of personal and social ethics, with particular attention to the problems of Christian ethics in contemporary society. Criteria for ethical judgments will be examined and an attempt made to establish certain theological norms that ought to be met in Christian ethics.

Prerequisite: PHL 201, 250 or 251. (Offered Spring semester.)

PHL 405 Internship (For description, see page 112.)

PHL 440 World Religions

Students may enroll for this course at either the 200 or the 400 level. Students at both levels will study nine of the great religious traditions of the world descriptively. Students at the 400 level will engage in a comparative study of these traditions with an emphasis upon the unique characteristics of Christianity. Attention will be given to ways of communicating the Gospel to persons loyal to non-Christian religious traditions. Cross listed with REL 240/440. (Offered Fall semester.)

PHL 389 Junior Departmental Honors Research One to Two Credits

PHL 489 Departmental Honors Research Two Credits

PHL 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

PHL 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

PHYSICS (PHY)

PHY 110 Motion, Light & Sound Four Credits

This course presents topics which serve as the foundation for the science-based digital industry. The general areas of Newtonian mechanics, wave mechanics, interference, acoustics and optical phenomena are covered. Applications involving acoustic and optical devices are presented. Three class hours and one two-hour laboratory per week. This course will not fulfill requirements for pre-professional science programs, or chemistry of physics majors.

Prerequisite: High school Algebra & Trigonometry, or MTH 111. (Offered Fall semester of even calendar years.)

PHY 120 General Physics I Four Credits

Newtonian Mechanics of a particle, collisions, simple harmonic motion, fluid statics, kinetic theory of ideal gas, heat, thermal conduction, first law of thermodynamics, sound

waves, acoustic phenomena. (Three hours lecture and two hours lab per week.)

Prerequisite: High school physics or SCI 102. High school mathematics through calculus or currently enrolled in MTH 115. (Offered Fall semester.)

PHY 192 Electronics Four Credits

The student is introduced to the basic characteristics of electronic devices that can be used for simple circuits which become the building blocks for more complex equipment. Topics include DC and AC circuits, transistors and amplifiers. Power supplies and digital logic circuits, both foundational to state-of-the-art electronics, will also be explored. This course should be beneficial to students for Communication, Digital Media and the sciences. (Three hours lecture and three hours lab per week.)

Prerequisite: MTH 111. (Offered Spring of odd calendar years.)

PHY 210 General Physics II Four Credits

Electrostatics of point charges, DC currents and circuits, magnetic forces, capacitance, laws of Ampere, Faraday, Lenz. Self-inductance, series RLC circuits with sinusoidal currents, electrical instruments. Geometrical optics and optical instruments. The Bohr model of the atom, elementary nuclear topics. (Three hours lecture and two hours lab per week.)

Prerequisite: PHY 120 or equivalent, MTH 115 or equivalent. (Offered Spring semester.)

PHY 220 General Physics III Four Credits

Special relativity, rigid body motion, statistical mechanics, second law of thermodynamics, lasers, conduction in metals, thermoelectricity, p-n junctions, transistors, modeling of solids. (Three hours lecture and two hours lab per week.)

Prerequisite: PHY 210 or equivalent, MTH 115. (Offered Fall semester.)

PHY 311 Electricity and Magnetism Four Credits

An intermediate course that is basic for graduate work in physics. Topics covered include direct and alternating current circuits, static electric and magnetic fields, and Maxwell's equations. (Three hours lecture and three hours lab per week.)

Prerequisite: PHY 220, CIS 140, MTH 217, 218. (Offered Fall semester of even calendar years.)

PHY 318 Theoretical Mechanics Four Credits

The motion of a particle and a system of particles as described by Newtonian mechanics are studied. Vector algebra and vector calculus are used. Velocity dependent forces, central forces, oscillatory motion, rigid body motion and moving coordinate frames are typical topics.

Prerequisite: PHY 220, CIS 140, MTH 217, 218. (Offered Spring semester.)

PHY 321 Thermodynamics Four Credits

Equilibrium thermodynamics, the first law, equations of state, changes of state, the second law, criteria for spontaneity, electrochemistry, applications to chemical and physical systems. (See 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.)

Prerequisite: PHY 220, CIS 140, MTH 217, 218. (Offered Fall semester of odd calendar years.)

PHY 342 Instrumental Analysis Four Credits

This course covers the major types of instrumentation utilized in Chemistry, Biology and Physics by providing "hands-on" experience as well as emphasizing the underlying prin-

ciples. (Two hours lecture and six hours lab per week.)

Cross-listed with BIO 341/CHM 342.

Prerequisite: CHM 112 and PHY 120. Chemistry 201 recommended. (Offered Spring semester of odd calendar years.)

PHY 342 Instrumental Analysis Four Credits

This course covers the major types of instrumentation utilized in Chemistry, Biology and Physics by providing “hands-on” experience as well as emphasizing the underlying principles. (Two hours lecture and six hours lab per week.) Cross-listed with BIO 341/CHM 342.

Prerequisite: CHM 112 and PHY 120. Chemistry 201 recommended. (Offered Spring semester of odd calendar years.)

PHY 350 Science Curriculum Projects Three Credits Each

This course will explore current trends and issues in science curriculum, development and evaluation of science curriculum, and construction and use of science equipment. Students will consider the “big ideas” of science that should constitute a core curriculum. Cross-listed with BIO 350/CHM 350

Prerequisite: Admission to Teacher Education Program; junior status. (Offered Spring semester of odd calendar years.)

PHY 400, 401 Senior Physics Four Credits Each

This is an independent study of theoretical physics at an advanced undergraduate level. The student will meet with the professor for guidance and discussion at regularly appointed times. This course is primarily for those planning to teach high school physics or to go to graduate school. The prospective teacher will examine curriculum materials used in high schools. Experiments included in the curriculum will also be performed.

Prerequisite: Core curriculum through PHY 322. (Offered Fall and Spring semesters respectively.)

PHY 402, 403 Senior Physics Laboratory Two Credits Each

This is an independent laboratory course in which the students will engage in laboratory study of a research nature. This will require six to eight hours in the laboratory each week. Those preparing to teach learn how to design, construct, and repair scientific apparatus. They will also learn techniques associated with the operation of a school laboratory.

Prerequisite: Same as PHY 400. (Offered Fall and Spring semesters respectively.)

PHY 405 Practicum (For description, see page 112.)

This course is for all students completing a BS degree. The student is given an opportunity to apply his/her physics training by working in business, industry or in a research laboratory. For students who plan to attend graduate school, an on-campus practicum experience will be provided. Students taking PHY 405 are evaluated with a letter grade.

PHY 409 Seminar in Physics One Credit (WI)

Students present oral and written reports and discuss topics dealing with the history and philosophy of science. This course is to be taken by all physics majors in either the junior or senior year.

Prerequisite: Attainment of junior standing. (Offered Spring semester of odd calendar years.)

PHY 389 Junior Departmental Honors Research One to Two Credits

PHY 489 Departmental Honors Research Two Credits

PHY 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

PHY 199, 399 Open Titled Course One to Four Credits

(For description, see page 112.)

POLITICAL SCIENCE (POL)

POL 210 American Government Three Credits

Examines structures, functions, and policies of the national government. (Offered every semester.)

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.

Prerequisite: POL 201. (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 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

POL 405 Internship (For description, see page 112.)

PSYCHOLOGY (PSY)

PSY 101 General Psychology Three Credits

A general introduction to psychology with an emphasis on psychology as a science dealing with human behavior and cognition. All students participate in a service learning experience in which they apply course concepts. Understanding psychology from a Christian perspective is included. (Offered every semester.)

PSY 202 Statistics Three Credits

A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include measures of central tendency and dispersion, probability, correlation and regression analysis, and various tests of significance using both parametric and nonparametric procedures.

Cross listed with SOC 202. Meets Quantitative Reasoning requirement. (Offered every semester.)

PSY 206 Adolescent Psychology Three Credits

A study of the transitional years of human development from puberty to early adulthood. Emphasis is on developmental tasks which adolescents face in their different roles. Five hours of clinical experience required.

Prerequisite: PSY 101 or 220 or admittance into the Teacher Education program. (Offered every semester)

PSY 210 Experimental Psychology Three Credits

A study of research methods used in psychological experimentation. Students conduct psychological experiments both individually and in groups. Special emphasis is given to the writing skills necessary to document psychological experiments. Required of all majors.

Prerequisite: PSY 101 and 202. (Offered Spring semester.)

PSY 212 Developmental Psychology Three Credits

A study of the physical growth and intellectual, emotional, social, moral, and religious development of human beings from prenatal life to old age.

Prerequisite: PSY 101. (Offered Spring semester.)

PSY 220 Psychology for Living Three Credits

This course provides an introduction to the applied side of the field of psychology. Topics of study include personality, self-concept, stress, coping, adjustment/adaptation, gender and socialization, psychopathology, and psychopathological treatments and interventions. In this course, Christian/religious approaches to spirituality and coping are integrated with psychological concepts. (Offered Fall semester.)

PSY 240 Organizational Psychology Three Credits

A study of leadership and group behavior in organizational settings. Major topics to be considered include group development, group dynamics, morale, motivation, decision-making, leadership skills and style, and use of power.

Prerequisite: PSY 101. (Offered Fall semester of even calendar years.)

PSY 300 Group Dynamics Three Credits

A study of the social psychological dynamics of small group behavior. Major topics include group formation, intra- and inter- group conflict, and group structure. Analysis of groups in which students have membership is stressed. (Offered Fall semester.)

PSY 304 Social Psychology Three Credits

The study of social and psychological factors involved in motivation; attitude formation, organization, and change; value development and group norms; and interaction processes between the individual and the group. Experiential learning, field observation, and public service involvement are included in the curriculum format.

Cross listed with SOC 304.

Prerequisite: PSY 101 or SOC 101. (Offered Fall semester.)

PSY 305 Psychology of Religion Three Credits

A study of the major theories, concepts, issues, data and research methodologies in the psychology of religion. Classic and contemporary views of religious experiences, as well as the relationship between psychodynamics and faith will be examined. (Offered Fall semester of odd calendar years.)

PSY 310 Psychology of Personality Three Credits

Major theories of personality are studied, including assumptions about the nature of the person, research regarding the validity of the theory, and discussion of how the theory is used currently in clinical practice. Recent neurophysiological evidence regarding the formation of the core self, the functions of the autobiographical self, and the capacity for moral choice is included in the curriculum. Vignette experiences allow students the opportunity to actively address clinical issues through the theoretical orientations they study.

Prerequisite: PSY 101. (Offered Fall semester.)

PSY 315 Introduction to Counseling Three Credits

An introduction to current theories of psychological counseling and the techniques commonly used in therapy. Through role-play and peer counseling, students practice counseling skills. Special emphasis is given to examining how faith and values influence the theory and practice of counseling.

Prerequisite: PSY 310 or permission of instructor. (Offered Spring semester.)

PSY 320 Physiological Psychology Three Credits

Students are introduced to the integration of psychological and physiological processes within the areas of vision, audition, olfaction, movement, human communication, learning, depressive disorders, and schizophrenia. Active participation with three dimensional models and interactive assessment techniques provide students with ways to incorporate what they learn into their existing knowledge in the field of psychology.

Prerequisite: PSY 101. (Offered Spring semester.)

PSY 325 Biofeedback Three Credits

Introduction to the area of Biofeedback, including underlying principles, techniques, in-

strumentation, and application.

Prerequisite: PSY 101. (Offered Spring semester of odd calendar years.)

PSY 330 Motivation and Emotion Three Credits

Theoretical and empirical findings in the fields of motivation and emotion are integrated with recent physiological findings in these areas. The psychological and physiological processes involved in sleep, hunger, thirst, arousal, hormonal balance, and response to stressful conditions are included in the curriculum. Students track their own daily cycles of wakefulness, rest, nutritional balance, activity, and felt sense of accomplishment. Research projects focus upon each student's motivational preferences and style of achievement.

Prerequisite: PSY 210. (Offered Fall semester.)

PSY 340 Cognitive Processes Three Credits

A study of the higher mental processes in which data from perception, memory, concept formation, problem solving, and other areas are related to theories of the thinking process.

Prerequisite: PSY 210 or permission of instructor. (Offered Spring semester of odd calendar years.)

PSY 350 Psychological Systems Three Credits (WI)

Traces the history of psychology from its origin in philosophy to its present position among the sciences. Required of all majors.

Prerequisite: Upper division psychology majors only. (Offered Fall semester.)

PSY 360 Introduction to Psychopathology Three Credits

The course provides an introduction to abnormal behavior, which addresses the different perspectives on what constitutes 'abnormality.' A vulnerability-stress-coping model of maladaptive behavior is emphasized. Causes, developmental course, treatment and outcome of the major categories of mental disorders are studied, from epidemiological, clinical and phenomenological perspectives. This course typically will include site-based involvement with the community mental health programs.

Prerequisite: PSY 310 or permission of instructor. (Offered Spring semester.)

PSY 370 Learning and Cognition Three Credits

Theories of learning including classical and operant conditioning are studied along with empirical evidence regarding the notion of emotional intelligence, creativity, and comparator models. Cognitive processing, working memory, long-term memory, encoding, retrieval, and schema theory are discussed with opportunities for integrative self-exploration of the student's preferred learning style.

Prerequisite: PSY 210 or permission of instructor. (Offered Spring semester.)

PSY 405 Practicum One to Four Credits (per semester)

In the fields of psychology, undergraduate practicum courses provide students with an exposure to the contexts and organizations in which psychology services are offered to the public. Behavioral health facilities, country mental health agencies, substance abuse treatment facilities, shelters, teen centers, and early childhood intervention units are among the facilities selected by psychology students. Forty hours of practicum service for each hour of credit is required. This course may be taken in two separate semesters.

Prerequisite: Completed 20 hours of psychology; approval of departmental head.

PSY 485 Seminar Three Credits

This interactive course explores moral and ethical issues commonly faced by psychologists. Students develop personal vocational mission statements, present their portfolios and prepare for job interviews and/or graduate school admissions interviews. Working in teams of two or three, students prepare and present an educational workshop on a topic of their choice, relating to the area of specialization.

(Offered Spring semester.)

PSY 389 Junior Departmental Honors Research One to Two Credits

PSYCHOLOGY

PSY 489 Departmental Honors Research Two Credits

RELIGION

PSY 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

PSY 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

RELIGION (REL)

REL 180 Dynamics of Youth Ministry Three Credits

This course is a general overview of the varied topics within the field. The concept of relationship building will be emphasized and structured for the student to apply. (Offered Fall semester.)

REL 200 Orientation to Ministry Three Credits

Prepares the student for admission to the Christian ministerial education program. Such topics as: understanding God's call, grace-gifts, the different personalities of churches, church growth, church relationships, spiritual journeying, and Christian worship will be examined. Open to second semester freshmen, and to sophomores. Required for admission to practica required in the fields of Christian ministry. (Offered Fall semester.)

REL 205 Old Testament Survey Three Credits

This course introduces the student to the central story of the Old Testament by examining its characters, events, unifying themes, and literary characteristics.

Prerequisite: COR 102 (Offered Fall semester).

REL 215 New Testament Survey Three Credits

The course is a rapid survey of the books of the New Testament, focusing primarily on their content and theology. The course will also acquaint the student with the political, social, and religious environment of the New Testament period and introduce the student to issues of authorship, dating, transmission, and canon.

Prerequisite: COR 102 (Offered Spring semester).

REL 235 Ministry of Discipleship and Evangelism Three Credits

The course will enable the student to develop a biblical theology of evangelism and discipleship, to identify the critical issues involved in providing constructive ministries in modern society, to learn effective personal evangelistic and discipleship strategies, and to study the principles and practices of healthy church growth and church planting. (Offered Fall semester.)

REL 240/440 World Religions Three Credits

Students may enroll for this course at either the 200 or the 400 level. Students at both levels will study nine of the great religious traditions of the world descriptively. Students at the 400 level will engage in a comparative study of these traditions with an emphasis upon the unique characteristics of Christianity. Attention will be given to ways of communicating the Gospel to persons loyal to non-Christian religious traditions. (Offered Fall semester.)

REL 265 Homiletics Three Credits

Analysis of the construction and delivery of sermons. For student and lay ministers. (Offered Fall semester.)

REL 266 Introduction to Worship Three Credits

This course introduces students to the language and various elements of Christian worship and provides instruction in the theology and leadership of central liturgical events within the Christian community, including weddings, funerals, and the sacraments of baptism and the eucharist.

Prerequisite: REL 265. (Offered Spring semester.)

REL 270 Wisdom and Poetic Literature of the Old Testament Three Credits

Intensive analyses of the ideas and literary patterns of the books of Psalms, Proverbs, Ecclesiastes, Job, Song of Solomon, and certain other selections from the inter-testamental literature of the Hebrews. (Offered Spring semester.)

REL 275 Free Methodist Polity and Doctrine Two Credits

History, major beliefs, and administrative structure of the Free Methodist Church. Required of all ministerial students wishing to join an annual conference as a ministerial candidate. (Offered on demand.)

REL 280 Philosophy of Youth Ministry Three Credits

This class will prepare students to discover their purpose for going into youth work. A solid foundational mission statement and the specific goals in which to accomplish their purpose will be emphasized. (Offered Spring semester.)

REL 285 Historic Methodism Two Credits

Issues and developments in the origin and growth of world Methodism. Emphasis on the life and work of John Wesley and on the distinctive growth of American Methodism. (Offered on demand.)

REL 321 Pentateuch Three Credits

The course focuses on the first five books of the Bible, also known as Torah or Law. As the first major section of the Bible, Torah is foundational to the rest of the biblical witness. In this course students will ascertain the primary theological emphases of a narrative that begins with creation and ends with the death of Moses.

Prerequisite: COR102 (Offered Fall semester.)

REL 322 Prophets Three Credits

A critical and exegetical study of the Former (Joshua, Judges, Samuels, and Kings) and the Latter (Isaiah, Jeremiah, Ezekiel and the Twelve) Prophets with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message both for their time and the present age.

Prerequisite: COR102 (Offered Spring semester.)

REL 352 Pauline Epistles Three Credits

Studies in these epistolary form as it appears in the New Testament, focusing particularly on the issues which arise in the Pauline Letters and the broader cultural milieu of the first century church. (Offered Spring semester.)

Prerequisite: COR 102

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. (Offered Fall semester.)

Cross listed with HST 343.

REL 344 Western Christianity II Three Credits

The systematic study of the development of Western Christendom from the Sixteenth through the Twentieth centuries focusing on major themes, figures, actions and impulses. The historical method of research will be employed as a means of helping students to gain a contextualized understanding and appreciation for the developing role of the church and its relationship to culture. A major emphasis will be placed on the reading of primary sources as a means for understanding the development of Christian theology. Cross listed with HST 344. (Offered Spring semester.)

REL 353 Synoptic Gospels Three Credits

Intensive study of the three synoptic Gospels as they interpret the works and words of Jesus Christ.

Prerequisite: COR 102 (Offered Fall semester.)

REL 390 American Christianity Three Credits

A phenomenological study of the interrelation of religion and culture in the American experience. Emphasis is placed on experiencing religion in American life through the reading and discussion of significant modern American literature. Attention is given to the nature and function of both religion and culture. (Offered on demand.)

REL 405 Internship (For description, see page 51.)

Taken for four or eight credits. On-the-scene, supervised experience in an agency such as the church, a Christian school, a mission, a Christian camp, or other focus for practical experience related to ones departmental major.

REL 410 Professional Issues Three Credits

Designed for senior majors who anticipate Christian ministry as a profession. This course will involve a close look at such professional issues as: pastoral ethics, church administration, clergy counseling, legal liability, care giving, relationship building so that the minister sees oneself as a part of the community team of professionals. (Offered Spring semester.)

REL 451 Foundations of Christian Doctrine Three Credits

An historical and philosophical study of the development of Christian theology over the centuries. (Offered Fall semester.)

Prerequisite: Junior Standing, and COR 102 and 201, or COR 301

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 21st century. A consideration of how the student may do theology today. (Offered Spring semester.)

Prerequisite: REL 451

REL 389 Junior Departmental Honors Research One to Two Credits**REL 489 Departmental Honors Research Two Credits****REL 490 Departmental Honors Thesis Two Credits**

(For descriptions, see page 48.)

REL 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

SCIENCE DIVISION COURSES (SCI)

SCI 101 Biological Science Three Credits

This course aims to give students in general an integrated view of the web of life in its enormous perspective from molecule to man, a vivid realization of the essentials of the evolutionary theory, and an appreciation of man's potent but precarious position in nature. It should infuse the values of science, arouse a sense of responsible participation in human progress and develop an appreciation of God as revealed in nature. The course is not open to students who have had other courses in biology, with the exception of Hygiene and Public Health. (Two hours lecture and two hours lab each week.) (Offered every semester.)

SCI 102 Energy and the Environment Three Credits

Principles and ideas from elementary science are applied to the broad topics of energy, pollution, and transportation. The student should gain an awareness of some of the major environmental problems and develop a basis for understanding the complexity of the problems. Introductory physical processes are introduced so that this course not only counts toward a graduation science requirement, but also serves as a foundation for other science courses. (Two hours lecture and two hours lab each week.) (Offered Spring semester.)

SCI 104 The Molecular World Three Credits

The course is designed for non-science majors. Solutions of important problems in our society which require an understanding of molecular change such as air and water pollution, global warming, destruction of the ozone layer, acid rain, and energy sources are central to the course. Chemical principles will be introduced as needed to understand these issues. (Two hours lecture and two hours lab each week.) (Offered Fall semester.)

SCI 105 Planets & Stars Three Credits

A wealth of information has been collected on our Sun and Solar System, surprising us with the richness and variety of geological environments scattered among the planets and their moons. In-depth studies of our Sun reveal a dynamic cauldron of hot plasma that in many ways astronomers are just beginning to understand. In exploring questions about lifecycles of our Sun and Planetary System, students will gain an awareness of both the power and limitations of scientific inquiry. In the laboratory section of this course, students will be introduced to night sky observing, becoming familiar with star maps, the constellations and basic telescope operation. (Two hours of lecture and two hours of evening lab each week.) (Offered every semester.)

SCI 106 Readings in Science Variable – One or Two Credits

This course is an independent reading course to give the student freedom to read from several suggested titles. The course intends to increase scientific ability and awareness by having students read the thoughts of significant authors.

SCI 310 Exploring the Universe Four Credits

Our universe is a wonderfully complex and vast array of stars, galaxies, and exotic objects. Astronomers continue to be amazed at the unexpected behavior of the cosmos, as observed through new and more powerful telescopes. During this course, the full spectra of stars and galaxies will be explored and compared to the current astronomical theories used to describe their behavior. Students will embark on a voyage of scientific discovery as they look at how theories are developed to explain the observations and data collected on these objects. From this background the latest frontiers of astronomy will be explored with a particular emphasis on cosmology. The laboratory section of the course will focus on advanced telescoped observing skills, with students designing and carrying out their own observing programs. (Three hours of lecture and two hours of evening laboratory each week.)

Prerequisite: SCI 105 or permission of instructor. (Offered Fall semester of odd calendar years.)

SCI 350 Physical Science Curricula Study Two Credits

A survey of science 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 physical science teaching majors and is taken in the Spring semester of the senior year.

Prerequisite: Be a physical science teaching major and be admitted to the Teacher Education Program. (Offered Spring semester.)

SOCIOLOGY (SOC)

SOC 101 Principles of Sociology Three Credits

A basic course introducing the student to the concepts, theories, and methods employed in an objective scientific analysis of society, culture, social institutions and organizations, social control, deviancy, and social factors involved in personality development. (Offered every semester.)

SOC 103 Social Problems Three Credits

Expansion of awareness and knowledge of perceived social problems in American society. Problems studied include current social concerns such as alcoholism, drug addiction, mental illness, crime, violence, war, poverty, sexual deviancy, and population. (Offered Fall semester of odd calendar years.)

SOC 112 Introduction to Anthropology Three Credits

The scientific study of man, his origin, fossil forms, and the evolution of his material and non-material culture.

Prerequisite: SOC 101 is recommended. (Offered Spring semester.)

SOC 202 Statistics Three Credits

A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representations, measures of central tendency and dispersion, probability theory and various significant tests of relationship, association, and correlation. (Offered every semester.)

SOC 210 Research Methods Three Credits

A study of problem formulation, data collection, data analysis including descriptive and inferential statistical techniques, and research report writing.

Prerequisite: SOC 101, SOC 202, or consent of the instructor. (Offered Spring semester.)

SOC 240 Multi-Cultural Perspectives Two Credits

The value of a multi-cultural awareness in a pluralistic society is presented. An emphasis is placed on the social factors of race, ethnicity, variant life styles, attitudes and life changes as they affect learning in the classroom. The student is encouraged to develop sensitivity to subcultural perspectives and is provided with alternatives to deal with multi-cultural factors in classroom situations. (Offered on demand.)

SOC 301 Marriage and The Family Three Credits

A study of courtship, marriage, and family in its historical development and many forms. Emphasis is placed on current dating patterns and those factors providing stability or stress to modern marriages.

Prerequisite: SOC 101, SOC 112, PSY 101, or SWK 205. (Offered Spring semester.)

SOC 302 Minority Relations Three Credits (CC)

An investigation of significant dominant-subdominant relationships in Western society

with a major emphasis being given to minority relations in the United States. Historical and contemporary data are examined for social sources tending to generate and perpetuate “minority” status. Techniques for resolving problems as well as patterns of adaptation are considered.

Prerequisite: SOC 101 or consent of the instructor. (Offered Spring semester of even calendar years.)

SOC 303 Crime and Social Deviancy Three Credits

A social and social psychological approach to the study of disvalued persons and behavior. Theoretical approaches to causes and control of deviant behavior are studied with a major emphasis placed on crime and criminals.

Prerequisite: SOC 101 or consent of the instructor. (Offered Fall semester of even calendar years.)

SOC 304 Social Psychology Three Credits

The study of social and psychological factors involved in motivation attitude formation, organization and change, the development of value systems and group norms, as evidenced in the process of interaction between the individual and the group.

Prerequisite: SOC 101 or PSY 101—preferably both—or consent of instructor. (Offered Fall semester.)

SOC 309 Social Stratification Three Credits

In this course, students will study and contrast the rich and the poor, the powerful and the powerless, the have’s and the have-nots. More importantly, it asks important questions such as “Why does such inequality exist in every known society?” It then builds a frame of reference from which to view the social and personal meanings of structured, legitimized social inequality, and to explore Christian responses to injustice and inequity in the world.

Prerequisite: SOC 101 or consent of instructor. (Offered Fall semester of odd calendar years.)

SOC 350 Introduction to Criminal Justice Three Credits

An advanced survey course focusing on the description and interrelationships of the many agencies and institutions which comprise criminal justice; i.e., justice systems, law enforcement, corrections, etc. Agencies and institutions will be studied in their historical and social contexts, and will be further examined by way of major theories and models of criminal justice. The various professional implications of criminal justice will be examined.

Prerequisite: SOC 101 or consent of instructor. (Offered Spring semester of even calendar years.)

SOC 351 Juvenile Delinquency Three Credits

A course designed to investigate delinquency, including juvenile deviancy and juvenile crime. Applicable theories and models of delinquency will be investigated, as will social construction of delinquency. The course is appropriate for students focusing on criminal justice generally, as well as social work. Professional implications will also be examined. Cross-listed with SWK 351.

Prerequisite: SOC 101 or consent of instructor. (Offered Fall semester of odd calendar years.)

SOC 360 Sociology of Cities Three Credits (CC)

This course allows students to study the city as a unique form of social organization and as the highest and most complex product of human civilization. Students will learn about the historical development of cities in global perspective, about the current state of urban affairs, and about the complex interdependencies of ecological, economic, and social systems. One field trip to a nearby city will allow students to see urban systems in action.

Prerequisite: SOC 101, SOC 112, PSY 101, or SWK 205. (Offered Fall semester of even calendar years.)

SOC 365 Social Organization Three Credits

A study of the types of organizational patterns occurring in Western Society, their origin, functions, and structure. The place of the individual in an impersonal organizational system is examined.

Prerequisite: SOC 101 or consent of instructor. (Offered Fall semester of odd calendar years.)

SOC 370/470 Professional Seminar I and II Two Credits Each

The courses provide required experiences for all sociology and social work majors that allow them to review vital content and cultivate important skills in the discipline, and prepare themselves for their professional futures. 370 will focus on content review and synthesis, specialization, career options, internship planning, professional writing and conferences, research and professional service. 470 will focus on content review and synthesis, the senior project, resume development, preparation for the GRE and graduate school, leadership and service opportunities and preparation for the department oral exam.

Prerequisite: Permission of department. May be taken by advanced sophomores, juniors and seniors. (Seminar I offered Fall semester; Seminar II offered Spring semester.)

SOC 380 Sociological Theory Three Credits (WI)

The development of major schools of social thought, major theoreticians and their distinctive contributions, are considered and analyzed for relationships.

Prerequisite: SOC 101 or consent of instructor. (Offered Spring semester.)

SOC 385 Sociology of Religion Three Credits

Students will learn about a variety of American and international religions and religious movements and how these are shaped by culture. Students will contrast the theoretical perspectives of Durkheim, Weber, Marx, and the social constructionists. In addition to the hypothesis that social circumstances shape religion, the converse will be studied: that religious creeds and beliefs can create unique social structures. The course will examine the assertion that when societies believe certain things about God and the universe, that unique cultural arrangements result. The influence of religion in the U.S. will be studied and students will be challenged to examine the cultural underpinnings of their own faith.

Prerequisite: SOC 101, SOC 112, PSY 101, or SWK 205. (Offered Spring semesters of odd calendar years.)

SOC 390 Individual Readings Variable-Two or Four Credits

Selected readings in an area not covered by course offerings. Annotated bibliography, reading notes, and a comprehensive examination required. Open only by special permission and departmental approval.

SOC 405 Internship (For description, see page 112.)

SOC 389 Junior Departmental Honors Research One to Two Credits

SOC 489 Departmental Honors Research Two Credits

SOC 490 Departmental Honors Thesis Two Credits

(For descriptions, see page 48.)

SOC 199, 399 Open-Titled Course One to Four Credits

(For description, see page 112.)

SPANISH (SPN)

SPN 101, 102 Elementary Spanish I and II Four Credits Each

Essentials of Spanish, oral and written: grammar, composition, conversation, and reading.

Prerequisite: SPN 101 must be taken before SPN 102. (Offered Fall and Spring semesters, respectively.)

SPN 150, 250, 350 Directed Readings in Spanish Variable-One or Two Credits

This course may be repeated until the student has acquired four credits. As far as possible each student will be allowed to follow his/her own interest. (Offered every semester.)

SPN 201 Intermediate Spanish Four Credits

Conversation, readings, grammar review.

Prerequisite: SPN 102 or equivalent. (Offered Fall semester.)

SPN 220 Spoken Spanish Three Credits

Practice in listening to spoken Spanish. Oral reports and informal conversation. Phonetics.

Prerequisite: SPN 201 or equivalent. (Offered Spring semester.)

SPN 281/381 Spanish House Variable-One or Two Credits

Spanish House provides an immersion in a controlled academic on-campus context. Selected students sign a pledge to use only the Spanish language and must be currently enrolled in a Spanish class. The chief goals are to improve the speaking, writing and verbal comprehension of students. Additionally students will increase their appreciation for the culture by participating in the cooking and eating of meals and other planned activities. Students enrolling at the 381 level must have successfully completed SPN 281. Spanish House credits do not count toward the Spanish major. (Offered every semester.)

SPN 320 Espana y Su Civilizacion Three Credits (CC)

Discussion and reading in Spanish of history, literature, art, and customs. Meets cross-cultural requirement.

Prerequisite: SPN 201 or equivalent. (Offered Fall semester of even calendar years.)

SPN 321 Latinoamerica y su Civilizacion Three Credits

Discussion in Spanish of history, literature, art, and customs.

Prerequisite: SPN 201 or equivalent. (Offered Fall semester of odd calendar years.)

SPN 351 Spanish Grammar for Bilinguals One Credit

An in-depth study of Spanish Grammar with special attention to weaknesses inherent in the Spanish of American bilingual speakers. Applying intense practice in areas of weaknesses, the course is designed to specifically address the needs of the individual, who has grown up speaking, but not studying, the Spanish language. Required for bilingual majors. (Offered Spring semester of even calendar years.)

SPN 370 La Novela Hispanica Three Credits

Study of the Hispanic novel through reading of selected novels.

Prerequisite: 201 or equivalent. (Offered Spring semester of even calendar years.)

SPN 380 El Drama Hispanico Three Credits (CC)

Study of the Hispanic drama through reading of selected dramas. Meets cross-cultural requirement.

Prerequisite: 201 or equivalent. (Offered Spring semester of even years.)

SPN 199, 399, Open-Titled Course One to Four Credits

(For description, see page 112.)

SPN 405 Practicum (For description, see page 112.)

SPANISH

SPN 389 Junior Departmental Honors Research One to Two Credits

SOCIAL SCIENCES

SPN 489 Departmental Honors Research One or Two Credits

SPN 490 Departmental Honors Thesis One or Two Credits

(For descriptions, see page 48.)

Summer Study in Santiago—Dominican Republic

Each summer the College conducts an advanced language workshop at the Instituto Evangelico located in the city of Santiago, Dominican Republic. Up to six credits of Spanish can be earned for satisfactory completion of either lower or upper division courses during each summer. Those students who are able to benefit from classes taught entirely in Spanish are eligible to participate in upper division credit courses. Most students who have completed two years of college Spanish will be able to profit from the work. Students who have demonstrated proficiency in the aural-oral skill on the elementary level may qualify for participation in the lower division credit course (SPN 201) if they have not already completed six hours of credit in Intermediate Spanish. Native teachers in the Dominican Republic as well as those from the Greenville faculty participate in each summer's workshop. The courses offered in this program are as follows:

SPN 201 Intermediate Spanish Four Credits

Reading, conversation, grammar review, sessions with private tutor.

SPN 310 Intermediate Composition and Conversation Three Credits

Writing of themes, informal conversation, and private session with tutor.

SPN 330 Survey of the Dominican Republic Three Credits

An introduction to the Dominican Republic, its history, geography, customs, literature, and art. Includes field trips.

SPN 360 Latin-American Literature until 1880 Three Credits

Reading and discussion of literature.

SPN 361 Latin-American Literature after 1880 Three Credits

Reading and discussion of literature.

SPN 410 Advanced Composition and Conversation Three Credits

Writing of themes, informal conversation, and practical speaking assignments.

SPN 430 Culture of the Dominican Republic Three Credits

A comprehensive study of the Dominican Republic with emphasis on the biography of heroes, current events and literature including field trips.

SOCIAL SCIENCE DIVISIONAL COURSES (SS)

SS 151 Consumer Economics Four Credits

Analyzes the nature of the American economy and the economic problems of the individual consumer; examines methods by which the consumer acquires goods and services, budgets his money, invests, and obtains consumer information. Recommended for non-majors. (Offered on demand.)

SS 251/351 Social Science Research Methods Four Credits

A study of the methods of inquiry both common among and unique to the social sciences. Designed particularly to serve students in teacher education, in any of the social science disciplines and others interested in the social sciences by permission of the instructor. (Offered on demand.)

SS 301 Professional Communications Two Credits

This applied skills course is intended for people going into professional, rather than academic, post-graduate work. It applies those skills learned in foundational courses to specific professional situations such as proposal writing, staff briefings, and charting of financial information. Cross-listed with MGT 301.

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

SOCIAL WORK (SWK)

SWK 205 Introduction to Social Work Two Credits

The nature, functions and values of social work are explored. Social work is presented as a problem-solving process with wide applicability in the arena of human services; thus, social work is studied within a wide spectrum of situations and institutions.

Prerequisite: SOC 101 or consent of instructor. (Offered Fall semester.)

SWK 208 Social Welfare Agencies and Institutions Two Credits

An introductory course providing basic understanding and knowledge of welfare practices and policies as they have historically developed and are currently employed.

Prerequisite: SOC 101 and SWK 205 or consent of instructor. (Offered Fall semester.)

SWK 305 Fields of Social Work Three Credits

A course designed to develop the student's awareness of alternative methods of treatment available and to help the student develop the skills and techniques that are essential to professional competency in the "helping" processes.

Prerequisite: SWK 205 and 208. (Offered Spring semester.)

SWK 351 Juvenile Delinquency Three Credits (See SOC 351.)**SWK 365 Child Welfare Three Credits**

This course introduces the student to the basic services available under the auspices of child welfare. The major emphasis is on services as offered within the United States; however, brief attention is given to a comparison with other countries. A historical overview of the field is also provided.

Prerequisite: SWK 205 and 208. (Offered Fall semester of even calendar years.)

SWK 370/470 Professional Seminar I and II Two Credits Each

See SOC 370/470

SWK 405 Internship

Each student must successfully complete a minimum practicum of eight semester hours.

Prerequisite: SWK 202, 205, 210; upper division status; approval of department head. (For description, see page 112.)

SWK 389 Junior Departmental Honors Research One to Two Credits**SWK 489 Departmental Honors Research Two Credits****SWK 490 Department Honors Thesis Two Credits**

(For descriptions, see page 48.)

THEOLOGICAL STUDIES (THE)

Note: Theological Studies courses are open only to graduate students enrolled in the LAMP program.

THE 500 The Wesleyan Theological Heritage Three Credits

A systematic study of the Wesleyan theological heritage and method. The biblical doctrines of God, Christ, the Holy Spirit, human nature, sin, salvation and related topics are discussed. Highlights what Wesley and others said on critical issues.

THE 502 Theological Ethics in the Christian Tradition Three Credits

Theoretical and practical problems of moral conduct and proposed solutions are addressed. The basic moral assumptions of society at large and the nature of ethics and virtue are studied from a moral development perspective.

THE 503 Pastoral Theology Three Credits

An examination of pastoral care in both its historical and theological contexts is undertaken. Contemporary approaches and methods are reviewed in light of the development of pastoral care throughout the centuries.

REGISTERS

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Accession

Expiration

1999	V. James Mannoia, Jr., President, Honorary Member of the Board	
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1968	Herbert H. Coates Greenville, Illinois	2004
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1991	Wayne E. Neeley Rock Hill, South Carolina	2004
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1993	Craig W. Tidball Warsaw, Indiana	2005

1994*	Kendell G. Stephens, M.D. Greenville, Illinois	2003
1994	David G. Colgan Bedford, Indiana	2003
1995	William W. Francis Garnerville, New York	2003
1996*	Michael L. Coling Greenville, Illinois	2004
1996	Robert E. Cranston, M.D. Champaign, Illinois	2004
1996*	Paul R. Killinger Dunlap, Illinois	2004
1997*	Kathryn L. Scanland Chicago, Illinois	2003
1999	Jill H. Carter Lake Forest, Illinois	2003
2001	Yoshio D. Gotoh Chicago, Illinois	2004
2001	Leslie L. Krober Greenville, Illinois	2004
2002	J. Richard Schien Carlinville, Illinois	2003
2002	Rebecca E. Smith Mableton, Georgia	2003
2002	Mark D. Whitlock Springfield, Illinois	2003

*Member of the Executive Committee.

(Date following name indicates year service began at Greenville College.)

PRESIDENT'S CABINET

V. James Mannoia, Jr. (1999)

President; B.S., Massachusetts Institute of Technology; M.A., Washington University, St. Louis; Ph.D., Washington University, St. Louis.

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Vice President for Academic Affairs and Dean of the Faculty; B.A., Albion College; M.A., Trinity Evangelical Divinity School; M.A. and Ph.D., The University of Michigan.

Randall C. Comfort (1997)

Dean of Admissions; B.A., George Fox College.

David A. Hoag (1996)

Vice President for College Advancement; B.S., Asbury College; M.S., University of Kentucky.

Will A. Krause (2001)

Associate Vice President for Technology and Planning; B.S., California State University, San Diego.

Thomas D. Morgan (1967)

Director of Retention and Special Assistant to the President; B.S., Greenville College; M.S., Eastern Illinois University; Ph.D., University of Illinois.

Richard K. Rieder (1999)

Vice President for Finance; B.A., Baker University; M.A., Oklahoma City University.

ADMINISTRATIVE STAFF

President's Office:

Tamie Heichelbeck (1984)
Administrative Assistant

Academic Affairs:

Randall S. Bergen (2001)
Dean of Instruction; B.A., Greenville College; M.A., University of Illinois, Champaign;
Ph.D., University of Illinois, Champaign.

Jeff Boele (2000)
Assistant Cross Country and Track Coach; B.S., Greenville College.

Brian Boerboom (1999)
Assistant Football Coach; B.S., University of Nebraska.

Bodenbach, Trudy (2001)
Assistant Director of Marketing/Recruiting-Adult Studies; B.S., Greenville College.

Derrick, Denise (1999)
Director of Marketing/Recruiting-Adult Studies; B.A., Webster University, St. Louis;
M.A., Webster University, Scott Air Force Base.

Jessica Estevez (2000)
Cross Cultural Coordinator; B.A., Mount Holyoke College; M.A., Brandeis University -
Heller Graduate School.

Eileen Harrison (2002)
Registrar; B.A., University of Pittsburgh; B.A., Quincy University; M.A., Indiana
University of Pennsylvania.

Dave Holden (1995)
Dean: Adult and Graduate Studies; B.S., University of Southern California; M.A.,
University of Southern California.

Tonya Holman (1990)
Director: Academic Enrichment Center; B.A., Greenville College; M.A., Southern
Illinois University, Edwardsville.

Steve Holler (1993)
Academic Director: Adult Studies; B.A., Columbia College-Chicago; M.A., University
of South Dakota Adult & Higher Education; Ed.D., University of South Dakota.

Brenda Jackson (2001)
Director of Pre-College Programs; B.A., University of Missouri, St. Louis.

Julie Jobryce (2001)
Assistant Registrar; B.A., Asbury College.

Sandi Laurent (2000)
Administrative Assistant: Adult and Graduate Studies; B.S., Greenville College.

Brian McMahon (2000)
Head Men's and Women's Soccer Coach; B.S., Indiana Wesleyan University.

Dawn M. Mulholland (1986)

Executive Assistant to the Vice President for Academic Affairs; B.A., Taylor University; M.A., Eastern Illinois University.

Mary Pennington (2001)

Administrative Assistant: Adult and Graduate Studies; B.A., Eastern Illinois University; M.A., Virginia Tech.

Michelle Sussenbach (2000)

Assistant Registrar; B.A., Greenville College.

Admissions

Bess Evaul (2002)

Admissions Counselor; B.A., Greenville College.

Barbara Jani (2000)

Admissions Counselor; B.A., Greenville College.

Melissa Kistler (1998)

Coordinator: Campus Visitation/Events; B.A., Anderson University.

Chris Noyes (2002)

Admissions Counselor; B.A., Greenville College.

Karl Somerville (1995)

Director: Student Financial Services; B.A., Spring Arbor College; M.B.A., State University of New York, College at Brockport.

Janice Strothiede (2002)

Assistant Director: Student Financial Aid; B.A., Greenville College.

Rebecca West (2001)

Admissions Counselor; B.A., Greenville College.

Ben Wayman (2002)

Admissions Counselor; B.A., Greenville College

Business Affairs and Support Services

Melissa Cantrill (1995)

Assistant Director: Student Accounts; B.S., Greenville College.

Dana Funderburk (2000)

Controller; B.S., Southern Illinois University, Edwardsville.

Kenny Hampton (1998)

Director of Media and Conferences Services; B.S., Greenville College.

Johnny Matthews (1998)

Computer Support Specialist; B.A., Greenville College.

Rick Murphy (1994)

Computer Support Specialist; B.A., Greenville College

Steve McClure (2000)

Computer Support Specialist; CompTIA A+ Certified PC Technician; CCNA.

Brian Morgan (1997)
Senior Database Administrator; B.A., Greenville College.

Rick Murphy (1999)
Information Technology Help Desk Coordinator; B.S., Greenville College.

Natali Rinderer (2000)
Coordinator of Benefits and Payroll.

Scott Wight (1997)
Computer Support Specialist; B.S., Greenville College.

Christian Wyglendowski (2001)
Computer Support Specialist; B.A., Communication, Malone College.

Paul Younker (1985)
Administrative Systems Analyst/Network; B.S., Greenville College.

Student Development

Leah Christian (2001)
Coordinator of Women's Residence Education; B.A., Cornerstone University.

Nancy Gaines (2000)
Campus Counselor; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville.

Norman Hall (1998)
Dean: Student Development and Leadership; B.A., Greenville College; M.S., Southern Illinois University, Carbondale.

Brandon Hill (1994)
Coordinator of Men's Residence Education; B.S., Greenville College; M.A., Azusa Pacific.

Leslie Lantow (2002)
Director of Career Services; B.S. Northern Illinois University; M.S., Northern Illinois University.

Kate McDaniel (2001)
Coordinator of Residence Education; B.S., Gordon College.

Patrick Miller (1999)
Coordinator of Service Learning; Assistant Dean: Student Development; B.A., Greenville College.

Chris Smith (2001)
Assistant Coordinator of Residence Education; B.S., Greenville College.

George Smith (1998)
Head Campus Counselor; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville.

Pedro Valentin (2001)
Director: Residence Life/Student Activities; B.S., Greenville College.

Office of College Advancement

Janine Boyd (1995)

Stewardship Director: Greenville College Foundation; B.A., Greenville College.

Andrea Comfort (1999)

Manager: Prospect Research; B.S., Greenville College.

David Disch (1994)

Director: Development; B.A., Greenville College.

Robyn Florian (1997)

Interim Director of College Relations and Marketing/Web Communications Manager; B.S., Greenville College.

Renaë Patton (1997)

Director: Advancement; B.S., Greenville College.

Pam Taylor (1972)

Director: Foundation Relations; B.A., Greenville College.

Jenara Willman (1976-1978; 1994)

Executive Assistant: VP Advancement;
Assistant Manager, Conference Services.

DIRECTORS OF SUPPLEMENTARY SERVICES

Darlene Malloy

Manager: Family Christian Stores

Richard Sabatos

Food Services Director: Sodexo

Phil Amos

Director of Physical Plant: Servicemaster; B.S., Regent College; M.S., Troy State University.

THE FACULTY

William B. Ahern (1966)

Professor of Biology; Head, Department of Biology; B.S.Ed., Kansas State Teachers College; M.S., Kansas University; D.A., University of Northern Colorado.

George D. Barber (1999)

Assistant Professor of Physical Education, Head Men's Basketball Coach; B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Kentucky.

Richard O. Beans (1987)

Assistant Professor of Psychology; B.A., Greenville College; M.A., Eastern Illinois University, Ph.D., Kansas State University.

Edwin G. Blue (1994)

Professor of Education and Director of Teacher Education; Head, Department of Education; B.A., Grace College; M.S., Indiana University; Ed. D., Indiana University.

Craig A. Boyd (1990)

Associate Professor of Philosophy; Head, Department of Philosophy and Religion; B.A., Greenville College; M.A., Western Kentucky University; Ph.D., St. Louis University.

James H. Butts (1997)

Assistant Librarian in Public Services and Periodicals; B.A., Asbury College; M.A., The Ohio State University.

Lynn A. Carlson (1997)

Instructor in Physical Education and Recreation; Head Baseball Coach; B.A., Greenville College; M.S., University of Kentucky.

John R. Chism (1983)

Professor of Management; Head, Department of Management; B.A., Greenville College; M.B.A., University of Illinois; M.A., Southern Illinois University, Edwardsville.

K. Deloy Cole (March 1999)

Instructor in Management Information Systems; B.S., Greenville College.

T. Joe Culumber (2000)

Assistant Professor of Religion and Director of LAMP; B.A., Greenville College; M. Div., Asbury Theological Seminary; D. Min., Fuller Seminary.

Sharon E. Davis (2001)

Instructor of Art and Curator of the Bock Museum; B.A., Greenville College; M.A., Webster University.

Mark R. Ehrhardt (2000)

Assistant Professor of Chemistry; B.S., University of Wisconsin-Madison; Ph.D., University of Illinois, Urbana.

Gerald W. Eichhoefer (1998)

Professor of Computer Science; B.A., Greenville College; M.A., Rice University; Ph.D., Rice University.

Edwin F. Estevez (2000)

Assistant Professor of Sociology and Social Work; B.A., Greenville College; M.S.W., Washington University-St. Louis.

Douglas C. Faulkner (1990)

Assistant Professor of Health, Physical Education and Recreation; Athletic Director; B.A., Greenville College; M.Div., Bethel College; M.S. in Ed., Southern Illinois University, Edwardsville.

Lori A. Gaffner (1993)

Assistant Professor of Religion; Chaplain/Director of Spiritual Formation; B.A., Greenville College; B.S., Southern Illinois University, Edwardsville; M.S., Eastern Illinois University.

Donna J. Hart (1989)

Associate Professor of English; B.S., Greenville College; M.A., Southern Illinois University, Edwardsville; Ph.D., Southern Illinois University, Carbondale.

Brian T. Hartley (1993)

Assistant Professor of Philosophy and Religion; B.A., Greenville College; M. Div., Princeton Theological Seminary.

Steve L. Heilmer (1997-1978; 1989-1995; 1998)

Associate Professor of Art; B.A., Bethel College; M.F.A., University of Minnesota, Minneapolis.

Cary L. Holman (1980)

Associate Professor of Communication; B.S., Greenville College; M.S., Southern Illinois University, Edwardsville; Ph.D., School of Journalism at Southern Illinois University at Carbondale.

Jane L. Hopkins (1984)

Director of Ruby E. Dare Library; B.A., Greenville College; M.S.L.S., University of Illinois.

Susan E. Hughey-Rasler (1987)

Professor of Psychology; Head, Department of Psychology; B.A., Greenville College; M.Ed., University of Washington, Seattle; Ph.D., University of Washington, Seattle.

Richard P. Huston (1994)

Associate Professor of History; Head, Department of History; B.A., Greenville College; M.Div., Asbury Theological Seminary; Ph.D., University of California.

Dwight W. Jackson (2001)

Assistant Professor of Sociology; B.A., Greenville College; M.Div., The Southern Baptist Theological Seminary; M.A., Saint Louis University; Ph.D., Saint Louis University

Karlene E. Johnson (2001)

Instructor, Math/Science Education; B.A., Greenville College; M.S., Curtin University of Technology.

Michael J. Johnson (2000)

Assistant Professor of Music; B.S., University of Colorado; M.M., University of Miami; D.M.A., University of Miami.

Robert W. Johnson (1987)

Professor of Health, Physical Education, and Recreation; B.A., Greenville College; M.Ed., Texas Tech University; Ph.D., University of Iowa.

Gene Kamp (1998)

Director: Honors Program; B.S., Greenville College; M.A., University of Illinois, Urbana-Champaign; Ed.D., University of Illinois, Urbana-Champaign.

Cecelia Duncan Keener (1970-73; 1975)

Professor of Communication; Chair, Division of Humanities; B.S., Murray State University; M.S., Murray State University; Ph.D., Southern Illinois University, Carbondale.

Scotty Kessler (2002)

Instructor and Head Football Coach; B.A., Pacific Lutheran University.

Yeeseon Kwon (2002)

Assistant Professor of Music; B.M., Northwestern University School of Music; M.M., Northwestern University School of Music; D.M.A., University of Oklahoma School of Music.

Almeda M. Lahr-Well (1999)

Associate Professor of Spanish; Head: Department of Modern Language; B.A., Southern Illinois University, Edwardsville; M.A., University of Illinois, Champaign; Ph.D., St. Louis University, St. Louis.

James M. Lang (1980)

Professor of Biology; B.A., Arkansas College; M.S., University of Arkansas; Ph.D., Iowa State University.

Arlene J. Larabee (2001)

Associate Professor of Physics; B.S., McMaster University, Hamilton, Ontario; Ph. D., McMaster University, Hamilton, Ontario.

Debra L. Marsch (1996)

Associate Professor of Music; B.M.E., Evangel College, MO; M.M., Temple University, Esther Boyer College of Music, PA.

Dale F. Martin (1967)

Professor of English; Head, Department of English; B.A., Greenville College; M.A., University of Wisconsin; Ph.D., Southern Illinois University, Carbondale.

Rick H. McPeak (1994)

Assistant Professor of Philosophy and Religion; Bachelor of Theology, Aldersgate Bible College; M.A., St. Louis University.

Roy S. Mulholland (1999)

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