



# Graduate

2012-2014 ACADEMIC CATALOG

**GREENVILLE**  
COLLEGE



# Graduate Catalog

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# A CHRISTIAN COLLEGE OF THE LIBERAL ARTS AND SCIENCES

## About the Catalog

This Catalog contains information about Greenville College that is current at the time it is printed. It is a guide for graduate students who enter the College for the first time during the 2012-2013 and 2013-2014 academic years. It should help them in planning their education at Greenville College. Students should regularly consult the Catalog as they prepare to schedule courses and as they choose and plan how they will complete their degree requirements.

The provisions and requirements stated in the Greenville College Catalog do not constitute a contract between the student and Greenville College. Programs occasionally change, courses are added or deleted from the curriculum, and policies are altered. Students who interrupt their education by a period of more than four years who then return to Greenville College must comply with the provisions and requirements in place upon their return. If professional certification requirements change during the time students are absent from the College, they must meet the requirements in place upon their return, even if they have been absent for less than four years. The College will make every effort to match those courses already completed with new requirements. However, when equivalent courses are not found, students will be required to take additional coursework in order to complete the degree.

The College reserves the right to cancel any announced course, change the instructor, mode, or time it will be offered. The College reserves the right to change any provision or requirement at any time within the student's terms of residence. No such change, however, will be applied retroactively so as to extend the time normally required for completion of the student's program.

## Using the Catalog

The Catalog is divided into two major sections. The first includes **an introduction to Greenville College**. This introduction details our purpose, educational and theological foundations, and other information helpful for anyone wanting to learn about our orientation to education.

The second section gives details on the graduate programs. The MAT and MAE programs are both in the area of teacher training. The MAT (Master of Arts in Teaching) program trains students who seek a certificate to teach at the elementary or secondary level or in a special education classroom. The MAE (Master of Arts in Education) program provides a master's degree in education with several different areas of concentration for people who already have teaching certificates. In addition to the graduate degree programs, Greenville College also offers Continuing Education courses for teachers seeking reaccreditation. The Master of Science in Management Practice (MSMP), new in the fall of 2010, is an action learning program designed to help students identify and develop the skills necessary to manage contemporary organizations.

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## NON-DISCRIMINATION POLICY

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

# Educational Foundations

## Purpose

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

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

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

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

## Governance and Control

The Board of Trustees of Greenville College wholly owns the institution and is the final authority on all policy and operational decisions. The College functions within the context of the “free exercise” constitutional interpretation and is chartered by the State of Illinois to operate as a private, independent, Christian liberal arts college.

## Accreditation and Affiliations

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

## Historical Roots

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

In 1892, ministerial and lay leaders of the Central Illinois Conference of the Free Methodist Church purchased the property of Almira College, consisting of “Old Main” and several acres of land, to provide higher education for both men and women under distinctive Christian influences. The

institution was reincorporated as an independent institution under the name of Greenville College Corporation and was authorized to confer the usual degrees.

The College and the Free Methodist Church share a commitment to a Wesleyan theological tradition and have maintained the rich legacy of mutual support in a voluntary relationship since reincorporating in 1893. Wilson T. Hogue, a New York pastor and scholar, was called to be the College's first president. During his administration, he not only taught and directed the College, but also earned his Ph.D. degree. Only eleven individuals have served the College as president during its more than 110-year history.

Since the first graduate in 1898, Greenville College has granted degrees to more than 8,000 students. The quality of our graduates is made clear in their accomplishments. An unusually high proportion have gone on to earn doctorates. Alumni serve with distinction in major professions in government, business, the church, Christian missions, and as faculty of major universities and colleges.

Greenville College is a part of the friendly, Midwestern town of Greenville, Illinois, located near the junction of U.S. Interstate Highway 70 and Illinois Highway 127, about 50 miles east of St. Louis. The town is an attractive residential community of approximately 7,500 people. The eight-acre central academic campus is within two blocks of Greenville's town square and shopping area. Three lakes are located within a few miles of the campus, including Carlyle Lake, the largest recreational lake in Illinois. Though rural, the town enjoys the urban advantages of metropolitan St. Louis with its concerts, sports events, cultural attractions, and large international airport.

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

Our faith commitments and our understanding about the nature of God and creation profoundly shape Greenville College. They are central to all we do. The theological assumptions are foundational for understanding our institutional objectives and program of general education.

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

We have seen that humanity does not live in harmony with God, and we seek to understand why. We believe that God is helping us to gain this knowledge, both through revelation and by discovery in that which God has done in history and has made in creation. Refusing to embrace this revelation and to begin the journey of discovery is at the root of humanity's problem. This problem has traditionally been defined as sin and can be best understood in terms of its consequences: alienation in all relationships, captivity to sin, and a darkened heart and mind. Death is the ultimate experience of this alienation and darkness. We understand that the person of Jesus Christ is the revelation of God, and the work of Christ redeems all creation, dispels the darkness of ignorance, frees people from captivity to sin, and restores all relationships. All this is mediated through the ministry of the Holy Spirit, holding the hope of redemption and life for humankind.

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

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



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

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

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

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

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

## Philosophy of Education

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

### *Reality:*

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

### *Knowledge:*

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

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



*Humanness:*

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

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

*Value:*

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

Regarding *character*, we prize:

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

With respect to *calling*, we embrace:

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

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

- **Seek truth.** Seek it dynamically, integratively, comprehensively, Biblically, and historically, with discipline and scholarship; and seek meaning in truth through recognition that it proceeds from God.
- **Learn to think critically and creatively.** Develop such thinking processes as induction; deduction; problem solving; quantitative reasoning; intuition; communication; interpretation; aesthetic discernment; creative expression; and perceptive reading, viewing, and listening.
- **Understand and value the wholeness of creation.** Integrate knowledge from many areas of study into a comprehensive point of view. Learn to discern truth, goodness, and beauty; take interest in ideas regardless of their immediate utility; and exercise stewardship over one's physical and biological environment.
- **Understand our world.** Know the basic content and processes of the physical and biological world, the human race, our civilization, our society, our technological environment, and other cultures.



- **Respect human life and understand the human condition.** Recognize humankind's best and worst capacities; affirm persons of all ethnic and racial backgrounds as creative bearers of God's image; respond to and love others, and work for reconciliation.
- **Understand and apply basic social structures and processes.** Recognize society's diverse manifestations, develop cultural sensitivity, and communicate effectively and responsibly.
- **Develop self-understanding.** Exercise integrity of character, personal expression, and stewardship of self; appreciate the value of one's own physical and psychological well-being; and recognize learning as a life-long process.
- **Value personal accomplishment.** Recognize talent as from God and accept responsibility for developing creative skills, demonstrate competence in at least one area of study, learn to make sound judgments, and develop a sense of vocation, which gives meaningful direction to one's life.
- **Respond to God's expression.** Understand the Judeo-Christian worldview as made manifest through Scripture, tradition, reason, and experience; fully embrace one's role in the Body of Christ; respond to God's initiating grace; be sensitive to the Spirit of God at work in the individual, the church, and the world; affirm the values of truth, goodness, beauty, and the glory of God; express those values in responsible decisions and action; and join in God's creative and redemptive activity by becoming a servant leader.

## Institutional Goals and Objectives

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

### *Seek truth through critical inquiry and research:*

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

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

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

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

### *Collaborate and communicate:*

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

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

*Engage culture and be creative:*

**Demonstrate cultural awareness.** Describe the essential components of culture, the challenges and opportunities of cultural interaction, and distinctive contributions of Western civilization. Demonstrate knowledge of at least one other culture. (Knowledge)

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

*Demonstrate Faith and Learning in Action:*

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

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

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

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

# Student Charges and Payment Information

## Tuition Charges

Tuition for graduate level courses during the 2012-13 academic year is \$396 per credit hour. Students taking continuing education courses (noted with a CE course prefix) will be charged \$217 per credit hour.

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

Students graduating in the current academic year, regardless if they participate in commencement ceremonies or not will be charged \$115.

## School of Education Fees

### Late Scheduling Fee

Students are expected to sign up for their courses online in a timely fashion. Students have up to three weeks before the beginning of the semester start date to add a class without a late fee. Students wanting to add a course less than three weeks prior to the start of the semester will be charged a \$50.00 late scheduling fee. Any course schedules received less than two weeks before the start of class will not be accepted.

### Course Cancellation Policy

Students who drop or withdraw from classes that have a required field experience on or after the first day of class will be assessed a \$100 Field Experience Drop fee. Students wishing to drop a course before the deadline must notify the School of Education in writing by emailing [barb.tackett@greenville.edu](mailto:barb.tackett@greenville.edu) or [amanda.worker@greenville.edu](mailto:amanda.worker@greenville.edu); by faxing a letter to 618-664-6884 or 618-664-1385, or sending a letter to School of Education at 315 E. College Ave. Greenville, IL 62246. Letters must be received by 4:30 the day before a course begins.

### Professional Internship Cancellation Policy

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

Cancellation by:

February 1 <sup>st</sup>	No Fee
March 31 <sup>st</sup>	\$250
After April 1 <sup>st</sup>	\$600

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

Summary of Costs	2012-2013
Application fee	\$30
Tuition (per credit hour) <sup>1</sup>	\$396
Continuing Education Tuition (per credit hour)	\$217
Graduation Fee	\$115
Late Scheduling Fee (for the School of Education)	\$50
Course Cancellation Fee (for courses with a field experience component)	\$100
Professional Internship Cancellation Policy (fee depends on date)	\$250 or \$600
Textbooks are included in the tuition for students taking CE and EDU courses. Students in the MSMP program must acquire their own texts.	

<sup>1</sup> A one credit hour charge will be assessed if continuing advisement is required after the designated due date for the MAE thesis/project.

### Payment of Semester Charges

Students must pay their accounts in full prior to the beginning of each semester/term of enrollment. This means that all tuition, required fees, and deposits must be paid in advance. Full semester payments are due in no less than thirty days prior to registration for graduate students. Students may use financial aid (scholarships, grants, and loans) as payment as long as annual financial aid documents are on file in the Financial Aid Office prior to the beginning of each term and aid has been approved.

For all charges that are not covered by scholarships, aid, or loans, Greenville College accepts cash, check, money orders (payable to Greenville College), electronic transfers, as well as American Express, Discover, MasterCard, and Diner's Club credit cards. Students may also arrange to use the Tuition Management Systems' (TMS) monthly payment plan. This is a third party service provided in conjunction with Greenville College.

Students may arrange a monthly payment plan administered by the **Tuition Management System (TMS)**. **The cost, less financial aid, is divided into equal payments and payments are** spread over a ten-month period. The student or parent is responsible for contacting TMS to set up and maintain their payment plan. There is no interest charged on this plan but there is an enrollment fee. This service includes 24-hour full interactive access to account information through the TMS web site, toll-free automated account information, and personal account service Monday through Saturday. For more information contact a TMS Education Payment Counselor at 1-800-722-4867 or the web site at [www.afford.com](http://www.afford.com).

Students who qualify for employer reimbursement may use student loans or personal funds to cover the cost of course or term fees, until reimbursement funds are available. Reimbursement dollars may then be applied to subsequent course or terms. Final employer reimbursement dollars can then be used to pay the initial loan (government or personal) in full. Those fees not reimbursable by the company must be paid using one of the payment plans. Students must provide a copy of the company reimbursement policy and verification of eligibility prior to enrollment. The College will work with students and employers to provide additional information needed to facilitate employer reimbursement.

Students who experience difficulties with tuition payment or have a question regarding their outstanding balance should contact the Student Accounts Office at 618-664-7013 as soon as possible. Students may view and pay their bill online at [my.Greenville.edu](http://my.Greenville.edu). Failure to receive a bill does not relieve students of their fiscal responsibilities.

### Statement of Financial Responsibility

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

The College reserves the right to assign any past due accounts to a collection agency. Further, the student agrees to pay any and all costs, including collection, attorney, and litigation costs incurred by the College in efforts to collect, should the student default on their account. In case of bankruptcy by the student, the student waives all access to transcripts and diploma(s) until all amounts are paid to the College.

### Withdrawal and Refund

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

# Financial Aid

Graduate students may borrow to meet full program expenses. Federal Direct Student Loans may be consolidated with other student loans in repayment. Variable terms for repayment are also available to meet your financial needs.



Financial assistance for the graduate student is often available from private, non-government sources. Inquire directly through your employer and with other organizations with which you are affiliate. An excellent free database search of scholarship resources can be found at [www.fastweb.com](http://www.fastweb.com).

Student enrolled in either the MAE or MAT program may qualify for the State of Illinois Future Teacher Corps Program scholarship. Eligible candidates may receive up to \$10,000 per year. For additional information, see scholarships at [www.collegezone.org](http://www.collegezone.org).

## Graduate Student Assistant - Athletics

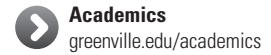
- Anyone wishing to receive a graduate assistantship must apply, receive at least provisional acceptance, and enroll in any of the Greenville College graduate programs before being eligible to be hired as graduate assistants (GAs).
- GAs receive full tuition waiver, as well as a stipend, room, and board. Tuition, room, board, and stipend are subject to applicable taxes.
- The tuition waiver covers the tuition charges in any of the graduate programs offered by Greenville College and in up to two undergraduate courses through Greenville College in both the fall and spring terms. Enrollment in any undergraduate course can occur if the GA's supervisor and graduate advisor approve and his or her total course load for a term does not exceed 12 credits. GAs enrolling in undergraduate independent studies, undergraduate practica or internships, Interterm, or summer term courses will be charged regular tuition.
- Students may maintain graduate assistantships only as long as they are graduate students in GC programs and are making satisfactory progress in those programs.
- GAs are classified as graduate students, not employees of GC.
- GAs should not ordinarily have other employment. They are not eligible to work at any other job on-campus while performing their assistantship duties (usually ten months, August through May). These dates are outlined in the letter they receive from the payroll department.
- GAs can be dismissed from a graduate program and/or assistantship in which they are candidates if they do not meet the standards of the program as described in the respective graduate school handbook.
- Graduate assistants have the right to appeal decisions affecting their work in the graduate program. Graduate assistants should consult the appeals procedure outlined in their respective graduate school handbook.

## Graduate Student Assistant – Coordinator of Residence Education

- Anyone wishing to receive a graduate assistantship must apply, receive at least provisional acceptance, and enroll in any of the Greenville College graduate programs or an approved off-campus graduate program before being eligible to be hired as graduate assistants (GAs).
- GAs attending a [GC graduate program](#) receive a full tuition waiver, as well as a stipend, room, and board. Tuition and the stipend are subject to applicable taxes. On-campus room and board is required in order to fulfill the requirements of the job, and is, therefore, not subject to payroll taxes.
- The tuition waiver for GAs attending a GC program covers the tuition charges in any of GC's graduate programs and in two undergraduate courses through Greenville College in both the fall and spring terms. Enrollment in any undergraduate course can occur if the GA's supervisor and graduate advisor approve and his or her total course load for a term does not exceed 12 credits. GAs enrolling in undergraduate independent studies, undergraduate practica or internships, Interterm, or summer term courses will be charged regular tuition.

- GAs attending a non-GC graduate program will receive partial reimbursement (receipts required) for the cost of the graduate program. A stipend amount will also be provided and is subject to all applicable taxes. On-campus room and board is required and is therefore not subject to payroll taxes.
- GAs are classified as graduate students, not employees of GC.
- GAs are not eligible to work at any other job on-campus while performing their assistantship duties (usually 10 months, August through May). These dates are outlined in the letter they receive from the payroll department.
- Students may maintain graduate assistantships only as long as they are graduate students in GC programs or an approved off-campus graduate program and are making satisfactory progress in those programs.
- GAs can be dismissed from a graduate program and/or assistantship in which they are candidates if they do not meet the standards of the program as described in the respective graduate school handbook.
- Graduate assistants have the right to appeal decisions affecting their work in the graduate program. Graduate assistants should consult the appeals procedure outlined in their respective graduate school handbooks.

# Academic Information



## Master's Degrees Offered

Greenville College offers two graduate degrees:

- Master of Arts (M.A.)
- Master of Science (M.S.)

The School of Education offers two different programs both leading to a Master of Arts degree. The Master of Arts in Education (MAE) program is designed for educators and professionals who wish to continue their professional development by earning an advanced degree and/or completing an additional endorsement. The Master of Arts in Teaching (MAT) program is designed for individuals who possess a bachelor's degree from an accredited college or university (in a field other than education) and who want to prepare for a career in teaching.

The MAE and MAT programs follow an accelerated learning model where students take one class at a time. Day hours are required of MAT seekers for field experiences and student teaching.

Continuing education (CE) courses are also available for certified teachers.

The School of Professional Studies offers the Master of Science in Management Practice (MSMP). This is an action learning program designed to help students identify and develop the skills necessary to manage contemporary organizations. The MSMP program is taught fully online.

## Student Load

Academic credit is measured in semester hours. A minimum of 6 credits during a semester constitutes full time enrollment for that term. For purposes of financial aid, a student taking 6 credits is considered full time. Students wishing to enroll for more than 12 credits must have a GPA of at least 3.00 and special permission of the Dean of the School in which the student is majoring. Faculty advisors consult with every student at least once each semester to ensure that they are making satisfactory academic progress and to help plan their course of study.

## Academic Advising

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

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

This Catalog is a very important tool for students. It should serve as the first source when students have questions about courses, or graduation requirements. Students may also find helpful information about programs in departmental guides or handbooks. If a departmental guide or handbooks and the Catalog disagree, students and advisors should seek clarification about the official requirements from the registrar.

## Making Changes in Schedules

Those students who must change their schedules after a term has begun are permitted to do so, but only during prescribed periods. Before requesting schedule changes, students must consult with and receive the signature of their academic advisor and relevant course instructors. *Faculty members may facilitate the schedule change process, but the student is ultimately responsible for making sure the schedule on file with the Records Office is accurate.*



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

	Length of Class				
	3 Weeks	5 Weeks	6 Weeks	7 Weeks	15 Weeks
Last day to add a class without instructor permission	--	--	--	--	5 Days
Last day to add a class with approved petition	2 Days	3 Days	4 Days	5 Days	10 Days
Last day to drop a class	2 Days	3 Days	4 Days	5 Days	10 Days
Last day for Instructor-Initiated Withdraws	6 Days	10 Days	13 Days	15 Days	30 Days
Last day to withdraw from a class	10 Days	17 Days	20 Days	25 Days	50 Days

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

Courses that are dropped do not appear on the student's official transcript. Withdrawn classes will appear on the transcript with a grade of W, but it will not affect the student's GPA.

### Continuing Enrollment Course

All graduate students who are not otherwise enrolled in the spring or fall semesters of any academic year will be required to enroll in either EDU 585 or MGT 585 Continuation Class. Concurrent enrollment with any other course is NOT allowed. Summer enrollment is not required for MAE or MAT students.

Students registering for the Continuation Class must have all Greenville College accounts in good standing, and will be required to pay a fee of \$75.00. No additional tuition will be charged. EDU 585 and MGT 585 are non-credit courses.

The privilege and requirement to enroll in the Continuation Class ends when a student passes the seven years to complete the Master's Degree program they have been accepted into.

Students whose program of study is only offered in the summer will not be required to enroll during the spring and fall terms. MAE-Special Educations students who fail to enroll in EDU 585 for the summer term in which they are not enrolled in other courses must re-apply for admission into the MAE-Special Education program and will be required to meet all current program requirements for re-admission.

Students who do not enroll in either EDU 585 or MGT 585 during any term in which they do not take other classes must make application to be considered for readmission to the program before they will be able to enroll in additional coursework. Any application fees will apply. The Greenville College Teacher Education degree programs continually evolve in response to changing state requirements. Students reapplying to the Teacher Education program will be required to meet all revised program requirements to complete the Master's Degree.

To reapply after withdrawing from the program, the student must complete a new application and provide two letters of recommendation from Greenville College faculty. In addition, a letter indicating a plan to successfully complete the graduate program in a timely fashion is required.

Students reapplying within one year of dismissal from the program must meet the checkpoint requirements issued at the time of their first admission to the MAT Program. Students reapplying after one year must meet all current entrance requirements and required checkpoints.

### Participating in Commencement Ceremonies

Degrees are awarded on the 31<sup>st</sup> of January, May, August, and December. May graduates will receive their diploma in the mail approximately four weeks after their degree has been awarded. Those graduating in January, August, or December will receive their diploma in 6-8 weeks. A single commencement ceremony is held in May. Students completing graduation requirements in August and have nine or fewer hours to complete, may participate in the commencement prior to graduation with an approved graduation plan submitted to the Records Office, December and

January graduates may participate in the May commencement ceremony following the completion of degree requirements.

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

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

### **Graduation Application Procedures**

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

Students can acquire a graduation application from either the Records Office. Graduation applications are due on different dates depending on the actual date a degree will be conferred. January and May graduates must have their application returned to the Records Office December 1<sup>st</sup> prior to graduation. August graduates must have their application submitted by August 1<sup>st</sup>, and December graduates applications are due October 15<sup>th</sup>. Extensions may be granted in extremely rare instances. Please contact the Records Office to apply for an extension.

## **Educational Records**

### **Grades**

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

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

Graduate programs do not award grades of D or offer +/- associated with other grades.

### **Alternative Grades**

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

Any student may audit a course. Students auditing a course should attend class, but do not have to complete assignments. A student who finds it necessary to drop an audited course may do so at any time during the semester, and no record of the audited course will appear on the transcript. Financial obligations still apply.

Students may not audit courses in which individual instruction from a faculty member is fundamental to the class. Courses that may not be audited include, but are not limited to: Independent Studies, Practica or Internships, Research, Thesis, or Student Teaching.

Incompletes: A student may request or faculty may assign grades of I when work for a course is incomplete at the end of the term and the cause of the delay was out of the student's control (i.e. illness, accident, family emergency, etc.). The awarding of an I is not given for simple negligence or inability to complete the work on time. Incompletes may only be given when the instructor and the student have arrived at a plan for work to be completed. A Grade Completion Contract, a written

plan for completion of all work, must be submitted to the Records Office at the end of the term. The grade may be changed to any other grade by the end of the following semester or term. Unless the instructor submits another grade based on previously submitted coursework, a grade of F will automatically be assigned.

Students have one semester to complete work from a prior term. (Incompletes granted at the end of the spring semester are due at the end of the summer term, etc.) The registrar must approve extensions beyond the close of the following term. Extensions beyond a second semester require documentation of extenuating circumstances which maybe include a letter from a doctor or an obituary.

Pass/Fail Courses: Some courses such as student teaching or other practica are graded on a pass/fail basis. Students may also elect to take other courses on a pass/fail basis. This option may be used in only one course per year, and the course may not be a general education requirement or part of the student's major. To take a course on this basis, a form must be filled out in the Records Office during the first two weeks of the semester.

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

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

### Grade Points

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

<u>Grade</u>	<u>Grade Points</u>
A	4.0
B	3.0
C	2.0
F	0.0

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

### Grade Point Average

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

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

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

The College GPA is computed only on courses taken in residence at Greenville. For courses that are repeated, only the highest grade received affects GPA. If a course is repeated outside of Greenville College and transferred back, only the grade taken at GC (even if it is lower) will affect GPA. GPA

is not influenced by grades in audited or pass/fail courses, those courses currently incomplete, or courses from which students have withdrawn.

## Transcripts

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

A student may also request a copy of their transcript by mail (see address in table below), or in person at the Records Office. When ordering a transcript by mail please include proper payment for the services requested (see table below). Checks and money orders are accepted for requests received by mail. Cash will be accepted for students ordering transcripts in person. Students wishing to pay by credit card must order online.

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

	On the web <a href="http://www.getmytranscript.com">www.getmytranscript.com</a>	By Mail Records Office Greenville College 315 E. College Ave. Greenville, IL 62246	In Person in the Records Office
24 Hour Processing and Overnight Shipping (Former and Current Students)	\$37	\$37	\$37
Processing within 5 days (Former Students)	\$10	\$10	\$10
Processing within 5 days (Currently Enrolled Students)	\$10	\$5 <sup>2</sup>	\$5 <sup>1</sup>

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

## Privacy of Student Records – FERPA Disclosure

Greenville College maintains educational records on all individuals who have been or are current students at the institution. Educational records may include but are not limited to grades; application materials; honors, probation, or dismissal records; records of judicial proceedings; and other information that may be accumulated during the student's educational process. Educational records do not include student health or counseling records; employment records; alumni records; or records created by administrative or instructional personnel or agents of the College that are personal in nature, in the sole possession of the maker, and not accessible to any other person.

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

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

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

The Act limits students' ability to inspect and review financial information submitted by their parents; confidential letters and recommendations associated with

1, 2 The \$5 fee is good for 30 calendar days after the students last date of attendance.

admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or educational records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student.

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

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

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

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

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

Some educational records are considered confidential. Confidential information is released or accessible only to certain parties. According to FERPA, these confidential records may be released only to the student him- or herself, other parties when a student requests a release of such information in writing, parents who have demonstrated that they claim the student as a dependent on their federal income tax form, or in compliance with a subpoena. Parents desiring access to their student's records must provide a copy of their federal tax form to the Financial Aid Office annually. Evidence that a parent claims a student as a dependent expires on April 15<sup>th</sup> of each year.

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged

failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

## Academic Honors and Awards

**Kappa Delta Pi** is an international education honors society for students who have completed 31 credit hours; have completed or have programmed 12 hours of Professional Education courses; and have a minimum GPA of 3.25 for all courses taken. The purpose of the society is to promote excellence in and recognize outstanding contributions to education by hosting monthly activities such as guest lecturers.

## Academic Standards

### School of Education Academic Standards

1. Graduate degree candidates are in academic probation when their cumulative GPA is below 3.0. Candidates in academic probation will be allowed to complete the currently enrolled term and must raise their cumulative GPA to the required 3.0 during the next term in which they are enrolled. Concurrent enrollment in coursework is prohibited during academic probation. Written notification of academic probation will be issued to the candidate by the School of Education. Failure to raise the cumulative GPA to 3.0 by the end of their probationary period will result in dismissal from the program. Only one academic probation period is allowed per candidate.
2. A grade point average below 3.0 for a second time will result in dismissal.
3. Once dismissed due to low GPA, students may not reapply to the program.
4. It is the candidate's responsibility to monitor academic standing.
5. The candidate must not be enrolled in coursework beyond the end of the probationary period until the GPA is confirmed by the School of Education as meeting the requisite 3.0. Therefore, students may miss a class in their plan while awaiting final grades of coursework taken during the probationary period. It is the student's responsibility to reschedule any missed courses in their program.
6. Specific graduate programs require compliance to checkpoints which may be impacted by an academic probation.
  - a. MAT: The professional internship placement will be canceled or postponed due to academic probation when applicable. Candidates will not be admitted to the professional internship if the requisite 3.0 GPA is not attained.
  - b. MAE Reading: Exit from the program will be jeopardized if the requisite 3.5 program GPA is not attained.
  - c. MAE: Candidates on academic probation will not be allowed to participate in the Capstone Project.

### School of Professional Studies Academic Standards

Graduate students have a responsibility to demonstrate the ability to complete graduate-level coursework. Accordingly, graduate students are expected to maintain a minimum grade point average (GPA) of 3.0 in the MSMP program. Students falling below a cumulative GPA of 3.0 will be placed on academic probation.

The MSMP Program Director will review cumulative GPAs of all MSMP students at the conclusion of each course. Students placed on probation will be informed in writing within approximately three weeks after the end of a course. Those placed on probation must show progress by earning



a grade of B or higher in the next class in which they receive a grade, and must have at least a 3.0 GPA at the end of the second full probationary term in which they receive any grades. For example, a student placed on probation at the end of any summer course must earn a B in the next course taken and have a 3.0 GPA or higher by the end of the spring term. Students will be removed from probation when their cumulative GPA is at least 3.0. Those not achieving the minimum GPA will be dismissed. Note, too, that students cannot graduate while on academic probation (see “Degree Requirements” section above).

## Other Academic Policies

### Academic Honesty

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

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

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

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

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

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



If a second instance of academic dishonesty occurs, the student will normally receive a failing grade for the course, and the case will be forwarded to the Provost for review and possible further disciplinary action. If cheating or plagiarism is discovered after grades have been posted, it is within the discretion of the instructor to change the final grade. A student may be expelled from the institution for repeated or extreme violations of academic integrity. Appeals can be handled through the normal judicial process.

## Graduate Programs in Education and Teaching (MAE and MAT)

*Preparing teachers to serve in a culturally diverse world* is the mission of the School of Education who offers both the Master of Arts in Education (MAE) and the Master of Arts in Teaching (MAT) programs.

### Master of Arts in Education (MAE)

The master of arts in education program is designed for teachers who wish to continue their professional development by earning an advanced degree and/or completing an additional endorsement. Admission is contingent upon graduation from an accredited institution of higher learning.

### Admission Requirements

To be admitted to the MAE program, an applicant is required to submit:

1. A bachelor's degree from an accredited undergraduate institution.
2. A completed Greenville College graduate program application and \$30 application fee.
3. Official transcripts from **all** previously attended educational institutions.
4. Two letters of reference.
5. Copies of all currently held teacher certificates.
6. A written statement of educational philosophy.

### Types of Admission

- Full Admission: Student has met all requirements.
- Provisional Admission: Students who have not met all admissions requirements may be provisionally admitted at the discretion of the Committee on Teacher Education (COTE). Students who are provisionally admitted will be allowed to continue enrollment up to six semester credit hours.

### Transfer Credit

Students may apply to transfer a maximum of six semester credits into the MAE program as long as the student:

1. Earned at least a B in the course
2. The course was completed at an accredited institution
3. The course was taken at the 400 or above level
4. The course corresponds to the specific course under consideration,
5. The course was not part of the student's undergraduate degree, and
6. Was completed within the past five years.

All students will be required to do field experience hours for all classes that are transferred in from another institution if no documentation exists supporting field experience in the class or if the documentation does not specifically match Greenville College field experience requirements. These field experiences will require an additional fee. The required number of field hours for each course must be met thus, those transferring in field hours may be required to complete additional hours to meet the required field hours for a course. Applications for transfer credits must be approved by graduate academic advisors.

### Degree Requirements

The master of arts in education degree consists of a 30 - 35 semester hour program. Students completing the Reading endorsement must maintain a minimum cumulative GPA of 3.5 while students completing any of the other master of arts majors must maintain a cumulative GPA of 3.0 to remain in their program.

### Coaching (33 cr)

EDU 500E Master of Arts in Education Orientation (0cr)

EDU 532 Foundations of Graduate Studies in Education (3 cr)

EDU 543 Managing Learning Technologies (3 cr)

EDU 566 Trends and Issues in Education (3 cr)  
EDU 574 Equity in School and Society (3 cr)  
EDU 583 Capstone Project (3 cr)  
HPR 505 Organizational Leadership in Sports Administration (3 cr)  
HPR 508 Faith Development through Sports (3 cr)  
HPR 510 Coaching Character (3 cr)  
HPR 512 Sport Skill Analysis (3 cr)  
HPR 516 Advanced Sport Coaching Methodology (3 cr)  
HPR 520 Coaching Evaluation (3 cr)

**Curriculum and Instruction** (30 cr)

EDU 500E Master of Arts in Education Orientation (0cr)  
EDU 532 Foundations of Graduate Studies in Education (3 cr)  
EDU 543 Managing Learning Technologies (3 cr)  
EDU 551 Managing Change in Education (3 cr)  
EDU 553 Literacy for Today's Society (3 cr)  
EDU 561 Assessment for Learning (3 cr)  
EDU 565 Instructional Methods and Program Evaluation (3 cr)  
EDU 566 Trends and Issues in Education (3 cr)  
EDU 568 Curricular Design (3 cr)  
EDU 574 Equity in School and Society (3 cr)  
EDU 583 Capstone Project (3 cr)

**Literacy Instruction** (30 cr)

EDU 500E Master of Arts in Education Orientation (0cr)  
EDU 529 Early Literacy Skills Instruction (3 cr)  
EDU 531 Comprehension Skill Instruction (3 cr)  
EDU 532 Foundations of Graduate Studies in Education (3 cr)  
EDU 533 Assessment Based Literacy Instruction (3 cr)  
EDU 535 Literacy Intervention Strategies (3 cr)  
EDU 537 Literacy Practicum (3 cr)  
EDU 543 Managing Learning Technologies (3 cr)  
EDU 566 Trends and Issues in Education (3 cr)  
EDU 574 Equity in School and Society (3 cr)  
EDU 583 Capstone Project (3 cr)

**Reading** (35 cr)

EDU 500E Master of Arts in Education Orientation (0cr)  
EDU 504 Theoretical Foundations in Literacy (3 cr)  
EDU 507 Trends and Issues in Literacy (3 cr)  
EDU 508 Emergent/Primary Literacy (3 cr)  
EDU 509 Intermediate Literacy (3 cr)  
EDU 510 Secondary Literacy – Content Area Reading (3 cr)  
EDU 521 Diagnostic Assessment (3 cr)  
EDU 523 Advanced Diagnostic Assessment and Instruction (3 cr)  
EDU 528 Assessment and Advancement of Literacy (2 cr)  
EDU 575 Practicum I: Primary/Intermediate (4 cr)  
EDU 577 Practicum II: Middle/Secondary (4 cr)  
EDU 579 Literacy Specialist (4 cr)

**Special Education** (33 cr)

EDU 500E Master of Arts in Education Orientation (0cr)  
EDU 511 Special Education Methods and Materials (4 cr)  
EDU 513 Person Centered Planning (3 cr)  
EDU 514 Characteristics of Students with Disabilities (4 cr)  
EDU 517 Special Education: From Law to Practice (3 cr)  
EDU 518 Diagnostic Assessment for Special Education (3 cr)  
EDU 532 Foundations of Graduate Studies in Education (3 cr)

EDU 543 Managing Learning Technologies (3 cr)  
EDU 566 Trends and Issues in Education (3 cr)  
EDU 574 Equity in School and Society (3 cr)  
EDU 583 Capstone Project (3 cr)  
EDU 595 Practicum in Special Education (1 cr)

**Teaching English as a Second Language (33 cr)**

EDU 500E Master of Arts in Education Orientation (0cr)  
EDU 532 Foundations of Graduate Studies in Education (3 cr)  
EDU 543 Managing Learning Technologies (3 cr)  
EDU 566 Trends and Issues in Education (3 cr)  
EDU 574 Equity in School and Society (3 cr)  
EDU 583 Capstone Project (3 cr)  
ENG 514 Theoretical Foundations of Second Language Development and Teaching (3 cr)  
ENG 515 Linguistics for Teaching English as a Second Language (3 cr)  
ENG 517 Methods and Materials for Teachers of English as a Second Language (3 cr)  
ENG 518 Cross Cultural Studies for Teaching English as a Second Language (3 cr)  
ENG 519 Assessment and Evaluation for Teaching English as a Second Language (3 cr)  
ENG 520 Clinical Experience for Teaching English as a Second Language (3 cr)

**Continuing Education Courses**

The School of Education offers continuing education courses in *Adolescent Growth and Development* and in *Middle/Secondary School Curriculum*. These two courses and 18 hours of additional coursework in an endorsement area must be completed to satisfy State of Illinois regulations for middle school endorsement. For additional information, contact the School of Education Office.

## Master of Arts in Teaching (MAT)

This program is designed for individuals who possess a bachelor's degree from an accredited college or university (in a field other than education) who desire to prepare for a career in teaching at the elementary or secondary level or in special education. The curriculum is designed to prepare candidates for Illinois state certification.

### Admission Requirements

To be admitted to the MAT program, an applicant needs:

1. A bachelor's degree from an accredited undergraduate institution;
2. A completed Greenville College graduate program application and \$30 application fee;
3. Official transcripts from **all** previously attended educational institutions,
4. Two letters of reference;
5. Satisfactory results of a criminal background check
6. Passing scores from the Illinois Certification Testing System (ICTB) Test of Academic Proficiency (TAP) test.

### Probationary Admission

A student's past academic performance may be weak enough (i.e., GPA less than 3.0) to require a probationary entrance period. If the student has completed **all other admission requirements** (including, but not limited to the Illinois Certification Testing System (ICTS) TAP Test), the student may complete the first two courses (EDU 501 and 539) during the probationary entrance period. Students must earn a "B" or higher in the first two courses to be removed from the probationary status and be fully admitted.

### Transfer Credit

Students may apply to transfer a maximum of six semester credits into the MAT program as long as the following requirements were met.

1. A grade of B or higher must have been attained.
2. The course must have been completed at an accredited institution.
3. The course was taken at the 300 or above level with the exception of Exceptional Child which would have been taken at the 200 level.
4. The course content must be comparable to a specific course in the program, meeting the course goals and objectives
5. Credit hours of the transfer course must be, at the minimum, equal to the Greenville College course.
6. The course was not part of the student's undergraduate degree, and
7. The course must have been taken within the past five years.

All students will be required to do field experience hours for all classes that are transferred in from another institution if no documentation exists supporting field experience in the class or if the documentation does not specifically match Greenville College field experience requirements. These field experiences will require an additional fee. The required number of field hours for each course must be met thus, those transferring in field hours may be required to complete additional hours to meet the required field hours for a course. Applications for transfer credits must be approved by graduate academic advisors.

### Professional Internship Cancellation Policy

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

Cancellation by:

February 1 <sup>st</sup>	No Fee
March 31 <sup>st</sup>	\$250
After April 1 <sup>st</sup>	\$600

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

## Degree Requirements

Both the elementary and secondary certification tracks require 44 and 43 semester hours respectively. The Special Education track requires 70 semester hours. All majors lead to a master of arts in teaching degree. Students must maintain a minimum cumulative GPA of 3.0. Required courses include:

### Elementary Education (44 cr)

EDU 500T Master of Arts in Teaching Orientation (0 cr)  
EDU 501 Issues in Education (2 cr)  
EDU 505 Early Experience (1 cr)  
EDU 516 Teaching Reading and Writing (3 cr)  
EDU 520 Corrective Reading and Writing (3 cr)  
EDU 522 Teaching Fine Arts (2 cr)  
EDU 524 Teaching Social Studies (3 cr)  
EDU 539 Adolescent Growth and Development (3 cr)  
EDU 540 Student with Exceptionalities (3 cr)  
EDU 542 Diversity and Schools (3 cr)  
EDU 544 Technology and Teaching (3 cr)  
EDU 546 Elementary Student Teaching (9 cr)  
EDU 548 Behavioral Management (3 cr)  
EDU 555 Teaching Mathematics-Elementary and Middle School (3 cr)  
EDU 557 Teaching Science-Elementary and Middle School (3 cr)

### Secondary Education (43 cr)

EDU 500T Master of Arts in Teaching Orientation (0 cr)  
EDU 501 Issues in Education (2 cr)  
EDU 505 Early Experience (1 cr)  
EDU 539 Adolescent Growth and Development (3 cr)  
EDU 540 Students with Exceptionalities (3 cr)  
EDU 542 Diversity and Schools (3 cr)  
EDU 544 Technology and Teaching (3 cr)  
EDU 548 Behavioral Management (3 cr)  
EDU 550 Measurement and Design (4 cr)  
EDU 552 Teaching Middle/Secondary Students (4 cr)  
EDU 556 Middle/Secondary School Curriculum (4 cr)  
EDU 558 Reading/Writing in Content Area (4 cr)  
EDU 560 Secondary Student Teaching (9 cr)

### Special Education (70 cr)<sup>2</sup>

EDU 500T Master of Arts in Teaching Orientation (0 cr)  
EDU 501 Issues in Education (2 cr)  
EDU 511 Special Education Methods and Materials (4 cr)  
EDU 514 Characteristics of Students with Disabilities (4 cr)  
EDU 516 Teaching Reading and Writing (3 cr)  
EDU 518 Diagnostic Assessment for Special Education (3 cr)  
EDU 520 Corrective Reading and Writing (3 cr)  
EDU 522 Teaching the Fine Arts (2 cr)  
EDU 524 Teaching Social Studies (3 cr)  
EDU 526 Secondary/Post Secondary Programming for Special Education (3 cr)  
EDU 527 Adaptive Strategies for Special Education (3 cr)  
EDU 536 Adapted Recreation and P.E. for Students with Disabilities (3 cr)  
EDU 538 Special Education (3 cr)  
EDU 539 Adolescent Growth and Development (3 cr)  
EDU 540 Students with Exceptionalities (3 cr)

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<sup>2</sup> The special education certificate takes three years to complete. Students interested in earning a special education endorsement or subsequent certification in special education may contact the School of Education for more information.

EDU 542 Diversity and Schools (3 cr)  
EDU 544 Technology and Teaching (3 cr)  
EDU 548 Behavioral Management (2 cr)  
EDU 555 Teaching Mathematics-Elementary & Middle School (3 cr)  
EDU 557 Teaching Science-Elementary & Middle School (3 cr)  
EDU 546SP Student Teaching – Elementary Special Education (7 cr)  
EDU 560SP Student Teaching – Secondary Special Education (7 cr)



# Graduate Program in Management Practice

## Admissions Requirements

Applicants for the Master of Science in Management Practice must meet the following admission requirements:

- Possess an earned baccalaureate degree from a regionally accredited institution in the US or other recognized institution from another country.
- Be employed (or active in another organization) in a position that has enough responsibility to be suitable for an action learning project.
- Have a minimum grade point average of at least 3.0 in the last 60 hours of undergraduate work
- Submit an up-to-date resume
- Submit an essay outlining the type of organizational problems that the student would be interested in addressing in their action learning project.
- Submit two letters of recommendation
- Complete and submit the program application form with a \$30 application fee.

The focus of the program is on the development of management practice. There are therefore no formal prerequisites to the program. However, the students who will benefit most from the program will be those who are actively involved in day-to-day managerial and/or administrative duties and who have adequately prepared themselves for graduate studies.

## Transferring Credits

Students can petition to transfer up to 9 credit hours of comparable coursework toward the degree. The coursework cannot have been a part of the student's undergraduate degree. When credit transfers are approved, students will need to incorporate this prior learning into their action learning project to keep pace with the cohort.

## Degree Requirements

The MSMP is earned by completing 33 semester hours comprised of 10 taught courses and three action learning project courses.

ECON 522 The Economic Way of Thinking for Managers (3 cr)  
 FIN 508 Business Analysis and Valuation using Financial Statements (3 cr)  
 MGT 501 Strategic Management (3 cr)  
 MGT 510 Organization Theory and Practice (3 cr)  
 MGT 525 Human Resource Strategies (3 cr)  
 MGT 528 Information Technology for Managers (3 cr)  
 MGT 540 Project Management (3 cr)  
 MGT 545 Managing Change (3 cr)  
 MGT 550 Managing Cultural Differences (3 cr)  
 MGT 570 Action Learning Project I: Orientation Paper (1 cr)  
 MGT 575 Action Learning Project II: Literature Review (0.5 cr)  
 MGT 580 Action Learning Project III: Final Thesis (1.5 cr)  
 MKT 512 Strategic Marketing Management (3 cr)

# Graduate Course Listings

## CONTINUING EDUCATION (CE)

**CE 539 Adolescent Growth and Development** **Three Credits**  
Explores human growth of typical and exceptional youth from the onset of puberty through late adolescence.

**CE 556 Middle/Secondary School Curriculum and Instruction** **Three Credits**  
Examines the principles and practices of curriculum planning, design, implementation, and evaluation for the middle grades. Middle School methods and instruction are included in the course.

## ECONOMICS (ECON)

**ECON 522 The Economic Way of Thinking for Managers** **Three Credits**  
For managers to manage effectively requires an understanding of how the business world works and how businesses may be made more efficient and profitable. This course introduces managers to the economic way of thinking and examines the principles of rationality in organizations, economics and group behavior, the role of incentives in organizations, consumer demand and choice, production costs and consumer decisions, economics and organization strategy, and different types of labor markets. Finally, students will critically reflect on the economic way of thinking from a Judeo-Christian ethical framework.

## EDUCATION (EDU)

Undergraduate Education (UTEP) Courses are included in the Undergraduate Course Listings. The course offering times are for traditional on-campus students which are inaccurate for UTEP students.

**EDU 500E Master of Arts in Education Orientation** **Zero Credits**  
An introduction for guest students to the requirements for the master of arts in education graduate program coursework with beginning instruction on the technology used to access class information and graduate level writing expectations. (Offered every semester.)

**EDU 500T Master of Arts in Teaching Orientation** **Zero Credit**  
An introduction to the requirements for the master of arts in teaching program with beginning instruction on the technology used to access class information and graduate level writing expectations. Must be passed prior to enrollment in graduate level coursework. (Offered every semester.)

**EDU 501 Issues in Education** **Two Credits**  
Introduces graduate students to issues of professionalism including the agencies and entities that impact education. Reviews school law that relates to the practice of teaching.  
**Prerequisite:** EDU 500T. (Field experience required.)

**EDU 502 Foundations of Special Education** **Three Credits**  
A comprehensive overview of the laws, litigation and historical perspective of Special Education will be addressed. A level of knowledge and skill in terms of Service Delivery models will be included.

**EDU 504 Theoretical Foundations in Literacy** **Three Credits**  
Theoretical Foundations examines the theoretical models underpinning reading instruction historically and their impact on current methodology. It also examines the role of reading research on instructional practice. It also includes current state and national standards.  
**Prerequisites:** Admission to Master of Arts Reading Program

**EDU 505 Early Experience** **One Credit**  
After candidates receive student teaching placement, they will attend the fall workshop and opening attendance days in their assigned classrooms. (Offered fall semester.)

**EDU 507 Trends & Issues in Literacy****Three Credits**

This course briefly examines the history of literacy instruction in America. The major emphasis is on the current issues and trends in instructional approaches, methods, materials, assessment and research. It also examines the impact of political initiatives in literacy instruction.

**EDU 508 Emergent/Primary Literacy****Three Credits**

This course is designed for classroom teachers to explore the teaching and learning of reading (preschool through third grade). The major topics include preschool literacy, oral language development, assessment of early literacy, shared reading, guided reading, balanced literacy, and reading workshop. Literacy and literature across all ages (children's literature) is the focus. Students will also pursue particular topics of interest.

**Prerequisite:** Professional Membership in Reading Organization

**EDU 509 Intermediate Literacy****Three Credits**

This course focuses on reading instruction that meets the various needs within a classroom. Topics emphasized in this course include literature circles, reading/writing connections, comprehension strategies, motivation, children's literature, reader's workshop management, and differentiation of instruction to meet individual student's needs. Literacy and literature across all ages (children's literature focus) is included.

**Prerequisite:** EDU 508

**EDU 510 Secondary Literacy – Content Area Reading****Three Credits**

This course examines the difficulties a student encounters when reading content area text. Participants will examine content texts to determine the challenges. The course focuses on improvement of comprehension instruction. This includes the major categories of comprehension and the instructional tools and techniques teachers use to enhance comprehension. Literature across all ages is included (focus on adolescent literature).

**Prerequisites:** EDU 508 and 509

**EDU 511 Special Education Methods and Materials****Four Credits**

Course will focus on the planning for instruction; learning environment; instructional delivery; foundations, collaboration, professional conduct/leadership, and reflection/professional growth for students with disabilities ages three to 21. This course will include the use of ILS, IPTS, Greenville College Outcomes and Dispositions in conjunction with the LBSI Standards.

**EDU 511EC Early Childhood Special Education Methods & Materials****Four Credits**

The course focus is on concepts, materials, and strategies for facilitating all areas of development in young children with special needs (birth to age eight). Various deliveries of service will be investigated.

**EDU 513 Person Centered Planning****Three Credits**

This course will focus on the planning elements for elementary and secondary school service delivery models. Students will understand the importance of a process-oriented approach to develop programs focused on the independence and choices to empower students with disabilities. Community-based education planning, transition planning, and individual education planning will all be addressed.

**Prerequisite:** EDU 532.

**EDU 514 Characteristics of Students with Disabilities****Two to Four Credits**

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students (ages 3-21). Therefore, EDU 514 will focus on the characteristics of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act: learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic, multiple disabilities or other health impairment.

**EDU 516 Teaching Reading and Writing****Three Credits**

Addresses the processes of reading and writing development, emphasizing methods and materials for

teaching literacy skills in elementary and middle schools. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 517 Special Education: From Law to Practice** **Three Credits**

This course is an overview of laws, litigation, and the historical perspective of special education. Students will understand the connection between compliance with the law and outcomes based education. Moderate to intensive support systems will be studied including research based interventions, co-teaching, assistive technology devices and various adaptive strategies for the classroom.

**Prerequisite:** EDU 532.

**EDU 518 Diagnostic Assessment for Special Education** **Three Credits**

Course will focus on children ages three to 21 and will develop the conceptual and procedural foundations for assessment. The course content will include: the assessment process, terminology, strategies, interpretation, alternative assessments, procedure, accommodations and modifications, recommendations, ethical/legal responsibilities, and communication assessment results.

**EDU 518EC Early Childhood Special Education Assessment** **Three Credits**

Course will focus on children from birth to age eight and will develop the conceptual and procedural foundations for assessment. The course content will include: the assessment process, terminology, strategies, interpretation, alternative assessments, procedure, accommodations and modifications, recommendations, ethical/legal responsibilities, and communication assessment results.

**EDU 520 Corrective Reading and Writing** **Three Credits**

Explores strategies for meeting the needs of individual students through the use of commercial reading materials and development of teacher prepared materials. (Field experience required.)

**Prerequisite:** EDU 516 or concurrent enrollment.

**EDU 521 Diagnostic Assessment** **Three Credits**

This course examines formal and informal assessment procedures used in educational settings. It provides students with a large repertoire of tools for evaluating student learning as well as examining each tool for validity, reliability, appropriateness, and freedom from bias.

**Prerequisites:** EDU 504, 508, 509, and 510

**EDU 522 Teaching Fine Arts** **Two Credits**

Provides student exposure to the techniques for teaching art and music to elementary and middle school students. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 523 Advanced Diagnostic Assessment and Instruction** **Three Credits**

This course emphasizes classroom based assessment. Assessment tools include formal and informal reading inventories, constructed response measures, portfolio based assessments, students self-evaluations, work/performance samples, observations, anecdotal records, and journals. This course includes case studies involving administration of the assessments, miscue analysis, and development of an instructional plan for a struggling reader based on interpretation of the assessments. Administer and use information from norm-referenced and criterion referenced tests.

**Prerequisites:** EDU 504, 508, 509, and 510

**EDU 524 Teaching Social Studies** **Three Credits**

Provides students the opportunity to develop teaching methods and strategies to integrate social studies with other content areas at the elementary and middle school level. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 526 Secondary/Post Secondary Programming for Special Education** **Three Credits**

This course will provide candidates with a comprehensive overview of past, present and future educational programming for students at the secondary and post secondary level. Course content

will include: Historical perspective of Special Education, Analysis of Educational Legislation, Examination of Specialized Delivery Systems, Secondary Program Planning and Implementation (Transition Plans/Lesson Plans), Career Education, Transition Planning and Post Secondary Alternatives.

**EDU 527 Adaptive Strategies for Special Education**

**Three Credits**

This course will focus on multiple and diverse support systems (methods and materials) for Special Education students (ages 3-21). Course content will include: Review of historical, philosophical and legal foundations of special education; Design and delivery of moderate to intensive support systems to students – via IEP; Principles of instruction in community-based education; Adaptive strategies, equipment and materials; Augmentative/assistive technology devices; Augmentative and Alternative communication; Health Concerns and delivery of service; Curricular design and delivery of service; Lesson Planning: Inclusion; Resource; Instructional; Community Based; Classroom design; Collaborative planning/scheduling; Assessment of student progress/achievement – including Alternate Assessment.

**EDU 528 Assessment and Advancement of Literacy**

**Two Credits**

This course focuses on administration and advanced analysis of running records. This analysis involves miscue analysis, strategy analysis, and comprehension. The assessment results provide a basis for planning instruction for struggling readers. This capstone assessment course will prepare the candidate for a successful practicum experience.

**Prerequisites:** EDU 504, 508, 509, and 510

**EDU 529 Early Literacy Skills Instruction**

**Three Credits**

The course will explore methods used to study the process of classroom teaching and learning including observation, use of questionnaires and interview, think-aloud processes, and case study. Mixed method designs are discussed, along with how different sources of data, both quantitative and qualitative, can be combined for interpretive purposes. Students will complete and action research project as part of the course requirements.

**Prerequisite:** EDU 532.

**EDU 530 Behavior Management for Special Education**

**Two Credits**

Examines current research and application of learning theory to the management of environments and students with exceptionalities.

**EDU 531 Comprehension Skill Instruction**

**Three Credits**

Students will explore online and hybrid methods of delivery of instruction, appropriate assessment techniques, and teaching strategies to engage learners with content, the teacher, and classmates. The use of social networking within a learning environment and using a variety of technologies will be included in the learning process. A research based approach to learning with technology will be utilized through this course to create a research to practice environment for the development of advanced teaching skills.

**Prerequisite:** EDU 532.

**EDU 532 Foundations of Graduate Studies in Education**

**Three Credits**

This course is designed to assist the graduate student in understanding the impact of pursuing a master's degree and to assist professional educators with the creation and management of the types of learning experiences needed by students in our rapidly changing world. Understanding how to design and implement effective learning experiences requires comprehending how profoundly teachers impact society. Learning to manage a vision for a learning, promote advocacy and nurturing of students of all ages, collaborating with internal and external partners, and understanding the impact of technological, political, social, and economic factors is critical in today's environment. Overall, acting with integrity and fairness is at the core of developing skills needed by graduate students today.

**Prerequisite:** EDU 500E.

**EDU 533 Assessment Based Literacy Instruction**

**Three Credits**

This course will examine the impact of social contexts of families, schools and the greater community with shape individuals. Development of individuals' intellectual and interpersonal capacities, preferences, and goals are shaped by their social contexts. Assessment of student's current

reading and writing development will be examined. The combined results of these assessments will serve as a basis for creating a classroom climate that promotes learning and instructional focused lessons that accelerate learning.

**Prerequisite:** EDU 532.

**EDU 536 Adapted Recreation and P.E. for Students with Disabilities** **Three Credits**

This course is designed to provide prospective teachers with experience in screening and assessment, formulating individualized performance objectives, key teaching and therapy skills, and programming for specific problems in organization and administration in physical education/recreation of students with disabilities.

**EDU 535 Literacy Intervention Strategies** **Three Credits**

This course will investigate uses of strategic learning activities and strategies that embed assessment for learning throughout a curriculum. Special focus will be given on developing skills in instructional design that includes solid outcome assessment as an integral component of learning.

**Prerequisite:** EDU 532.

**EDU 537 Literacy Practicum** **Three Credits**

This course will provide a 500 minute tutoring practicum in literacy. The student will demonstrate techniques and strategies through practical application of strategies learned in previous courses. These planned and video-taped lessons will be critiqued by the student. The critique and video will be submitted through the learning management system for final review by the practicum instructor. An additional 500 minutes is required to analyze assessments, write reflections, and plan lessons.

**Prerequisite:** EDU 532.

**EDU 538 Special Education** **Three Credits**

Focuses on the educational needs of exceptional children and youth who deviate from normalcy in their emotional, intellectual, social, or communication abilities. Introduces the legal, historical, and social foundations of special education. (Field experience required.)

**EDU 539 Adolescent Growth and Development** **Three Credits**

Explores human growth of typical and exceptional youth from the onset of puberty through late adolescence. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 540 Students with Exceptionalities** **Three Credits**

Examines the process of identifying children whose intellectual, physical, or emotional development deviates from normalcy in order to create strategies to accommodate them. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 542 Diversity and Schools** **Three Credits**

Provides an introduction to the history, politics, issues, and approaches to educating a culturally and linguistically diverse student population. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 543 Managing Learning Technologies** **Three Credits**

This course investigates the impact technology has on teaching and learning. Students create a plan to manage, design, and implement technology that supports learning an organization. Research to practice in use of learning technologies will be a significant component of this class experience.

**EDU 544 Technology and Teaching** **Three Credits**

Investigates the impact technology has on teaching and learning. Students design and implement technology based curriculum for use in the classroom. (Field experience required.)

**Prerequisite:** EDU 501.

**EDU 546 Elementary Student Teaching** **Nine Credits**

Offers students the opportunity to participate full time in a supervised teaching assignment in an appropriate elementary school environment. (Requires 14 weeks of clinical practice.)

**Prerequisite:** Successful completion of Illinois State content test.



- EDU 546SP Student Teaching – Elementary Special Education** **Seven Credits**  
Includes a student teaching assignment within an elementary, special education classroom.  
**Prerequisite:** Successful completion of Illinois State content test.
- EDU 548 Behavioral Management** **Three Credits**  
Examines the application of learning theory to the management of both exceptional and typical school populations. (Field experience required.)  
**Prerequisite:** EDU 501.
- EDU 550 Measurement and Design** **Four Credits**  
Explores the evaluation of student growth as an integral part of instruction. Also addresses professional, social, ethical, and philosophical implications. (Field experience required.)  
**Prerequisite:** EDU 501.
- EDU 551 Managing Change in Education** **Three Credits**  
This course will review the change process and how it effects instruction in the schools. Theories of change management will be explored in conjunction with education and policy administration. A focus on the effectiveness of managing change through coaching will be explored.  
**Prerequisite:** EDU 532.
- EDU 552 Teaching Middle/Secondary Students** **Four Credits**  
Introduces instructional planning and teaching methodology appropriate for middle/secondary students. (Field experience required.)  
**Prerequisite:** EDU 501.
- EDU 553 Literacy for Today's Society** **Three Credits**  
This course will review the theories and current practices of literacy development and explore research based practices in development of literacy (reading, math, technology) at fundamental levels for all students. Topics examined will include theory into practice, literacy learning for culturally and linguistically diverse populations, and literacy development across content areas, strategies for remaining current in literacy development, and literacy assessment.  
**Prerequisite:** EDU 532.
- EDU 555 Teaching Mathematics-Elementary and Middle School** **Three Credits**  
This course examines effective strategies for teaching mathematics to elementary and middle school students. The focus will include: math instruction, inquiry-oriented, problem solving classroom environment, lesson planning, and assessment. The course will seek to provide pre-service teachers with instructional tools to help children learn mathematics. (Field experience required.)  
**Prerequisite:** EDU 501.
- EDU 556 Middle/Secondary School Curriculum** **Four Credits**  
Examines the principles and practices of curriculum planning, design, implementation, and evaluation. (Field experience required.)  
**Prerequisite:** EDU 501.
- EDU 557 Teaching Science-Elementary and Middle School** **Three Credits**  
This course examines effective strategies for teaching science to elementary and middle school students. The students will be exploring the nature of inquiry and strategies for promoting, supporting, and assessing students' scientific inquiry. The course will seek to provide pre-service teachers with instructional tools to help children learn science. (Field experience required.)  
**Prerequisite:** EDU 501.
- EDU 558 Reading/Writing in Content Area** **Four Credits**  
Provides orientation to the processes of reading and writing, emphasizing methods and materials appropriate to instruction within the appropriate subject area in middle/secondary school.(Field experience required.)  
**Prerequisite:** EDU 501.



**EDU 560 Secondary Student Teaching** **Nine Credits**

Offers students the opportunity to participate full time in a supervised teaching assignment in an appropriate secondary or middle school environment. (Requires 14 weeks of clinical practice.)

**Prerequisite:** Successful completion of Illinois State content test.

**EDU 560SP Student Teaching – Secondary Special Education** **Seven Credits**

Includes a student teaching assignment within a secondary, special education classroom.

**Prerequisite:** Successful completion of Illinois State content test.

**EDU 561 Assessment for Learning** **Three Credits**

This course will investigate uses of strategic learning activities and strategies that embed assessment for learning throughout a curriculum. Special focus will be given on developing skills in instructional design that includes solid outcome assessment as an integral component of learning.

**Prerequisite:** EDU 532.

**EDU 563 Disciplined Inquiry in Education** **Three Credits**

Introduces graduate students to research methods in education, analysis of research reviews, and applying research results in educational settings.

**EDU 564 Teacher Leadership and School Improvement** **Three Credits**

Examines alternative approaches to instructional leadership in K-12 schools with special attention to problems of curriculum development, supervision and evaluation of teaching, assessment of student learning, and the design and implementation of school improvement plans.

**EDU 565 Instructional Methods and Program Evaluation** **Three Credits**

This course will focus on instructional issues and challenges. The course will provide teachers and curriculum leaders with a process for assessing the origins of an instructional problem and the development and management of an instructional research based plan to address problems that impede student achievement.

**Prerequisite:** EDU532.

**EDU 566 Trends and Issues in Education** **Three Credits**

This course investigates the impact technology has on teaching and learning. Students create a plan to manage, design, and implement technology that supports learning an organization. Research to practice in use of learning technologies will be a significant component of this class experience.

**EDU 568 Curricular Design** **Three Credits**

This course provides the students with an introduction to the general and special education programs which comprise the public school curriculum. Teacher leaders need to understand the concepts, practices and applications of the curriculum in order to effectively teach and lead improvement in the teaching of curricular content. The program faculty recognize that all schools, and their curricula, are unique. The basic principles that govern the design and structure of curriculum are presented in this course to provide the teacher leaders the professional background necessary to make decisions about school curricula. Students enrolled in this course will study instructional design models, mapping of curriculum, and the scope and sequence of curriculum development needed to support the approaches of general and special education for the K-12 setting.

**EDU 571 Capstone Research Project** **Three Credits**

This course provides an experience in preparing a research study for a building or district. Reflective thought aligning best practices in action research are applied to a project in a building or district that will affect student teaching and learning. Multiple methods for data collection and analysis are discussed and a project is planned, implemented, and analyzed for resulting outcomes through the lens of a teacher leader using a variety of action research tools.

**EDU 572 Middle School Mathematics Methods** **Three Credits**

Examines effective strategies for teaching mathematics to middle school students, and explores methods to assess students' progress. Pre-service teachers will be provided instructional tools

including questioning strategies, mini-lessons, investigations, format of lessons, formative and summative assessment strategies, meeting students' diverse needs, and methods of eliminating gender and ethnic/racial biases in mathematics instruction. Field experiences required for MAT students only. Offered as an on-line class with open enrollment (9 months completion).

**Prerequisite:** Admission to the Teacher Education Program (MAE/MAT) or Guest application (CE with Teacher Certification).

**EDU 573 Special Education Research**

**Three Credits**

Covers methods used to study the process of classroom teaching and learning. Multi-method designs are discussed, along with how different sources of data, both quantitative and qualitative, can be combined for interpretive purposes. Current Special Education research is the focus for the course.

**EDU 574 Equity in School and Society**

**Three Credits**

Focuses on gender, ethnicity, and cross cultural differences from an educational perspective. Examines how different social and psychological characteristics of classroom/school milieus influence individual achievement and personal development.

**EDU 575 Practicum I: Primary/Intermediate**

**Four Credits**

The first Practicum includes working with small groups and individuals on a regular basis in a clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. The major focus of the practicum is on interpretation of the assessments, development of an instructional plan, and implementation of the instructional plan with elementary students. A secondary focus of the experience includes exposure to and participation in the literacy program elements of administration, supervision and organization.

**Prerequisites:** EDU 504, 508, 509, 510, 521, 523, and have a minimum GPA 3.5

**EDU 576 Action Research**

**Two Credits**

This course provides an experience in preparing to do a research study inside a classroom. Reflective thought that aligns with best practices in action research are applied to a small project in a classroom that will affect teaching and learning. Multiple methods for data collection and analysis are discussed and an authentic project is planned, implemented, and analyzed for resulting outcomes through the lens of a teacher leader using PDSA tools. Students must be concurrently enrolled in EDU 564 Teacher Leadership and School Improvement. **Prerequisite:** EDU 563.

**EDU 577 Practicum II: Middle/Secondary**

**Four Credits**

The second Practicum includes working with small groups and individuals on a regular basis in a clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. They will develop a plan of instruction with appropriate strategies for middle/secondary students. A secondary focus of the experience includes exposure to and participation in the literacy program elements of administration, supervision and organization.

**Prerequisites:** EDU 504, 508, 509, 510, 521, 523, and a minimum GPA 3.5

**EDU 579 Literacy Specialist**

**Four Credits**

This course is designed for personnel managing literacy instruction at a building or district level. Course components will include the elements of needs assessment, program planning, staff development, curriculum development, communication appropriate to various audiences and overall program evaluation. Additional areas of focus include organization, adjustments to instruction for diverse learners, finding and organizing resources, conducting action based research, modeling/coaching/mentoring, and collaboration. The internship component of the Literacy Program provides authentic opportunities for completion of course assignments.

**EDU 580 Master's Thesis**

**Nine Credits**

Provides students the opportunity to conduct original research.

**Prerequisite:** EDU 563 and 576.

**EDU 582 Reflective Studies**

**Nine Credits**

This field based study offers the opportunity to assess one or more educational programs to determine their efficacy. Formal presentation given at the conclusion of the project.

**Prerequisite:** EDU 563 and 576.

**ENG 583 Capstone Project****Three Credits**

The Capstone Project requires students to demonstrate the knowledge and skills acquired through the program by leading the design and implementation of an improvement effort in their school district or organization. It requires students to demonstrate an intrinsic understanding of the theme of the School of Education at Greenville College: To prepare teachers to serve in a culturally diverse world.

**Prerequisite:** EDU 532, 543, 566, and 574.

**EDU 585 Continuation Class****Zero Credits**

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

**EDU 590 Thesis/Reflective Study****Six Credits**

Provides students the opportunity to conduct original research or a field based study to assess one or more educational programs to determine their efficacy. Formal presentation given at the conclusion of the project.

**EDU 591 Comprehensive Overview for Special Education****Six Credits**

Provides the student an opportunity to prepare a comprehensive response to multiple and diverse special education queries related to their MAE -Special Education coursework.

**EDU 595 Practicum in Special Education****Variable One to Six Credits**

Offers students the opportunity to participate in a supervised teaching assignment in an appropriate special education environment.

**ENGLISH (ENG)****ENG 514 Theoretical Foundations of Second Language Development and Teaching****Three Credits**

This course is an introduction to the linguistic, psychological, and educational theories and models that try to explain the processes involved in acquiring a first and second language. Other aspects that will be studied include the sociological and political variables that may affect an individual's language learning experience. The course will also provide students with an overview and history of the different methods used in foreign/second language teaching since the beginning of the 20<sup>th</sup> century. This course is designed to provide the ESL teacher with an understanding of the basic concepts and theories related to teaching English language learners. Students will develop specific skills and techniques needed to effectively teach English language learners. Implications for language acquisition will be connected to classroom strategies. This course may be repeated one time for a total of six credits.

**ENG 515 Linguistics for Teaching English as a Second Language****Three Credits**

This course is designed to provide the ESL teacher with a broad context of linguistics, including understanding the theory of modern linguistics and application of linguistic theory in the ESL classroom. Students will develop an understanding of the basic concepts relating to linguistics in relationship to the ESL classroom. This course may be repeated one time for a total of six credits.

**ENG 517 Methods and Materials for Teachers of English as a Second Language****Three Credits**

The course is designed to give prospective ESL/EFL instructors a foundation in the numerous practices and principles of interactive language learning and teaching. This foundation will allow them to accomplish their teaching objectives confidently and effectively in any TESL/TEFL situation in which they may find themselves. They will also be able to evaluate materials and decide on the material's effectiveness for a particular age group, subject/skill area, or lesson. Theory in ESL teaching and learning with an emphasis in SLA research will be connected to practices in the ESL classroom. This course may be repeated once for a total of six credits.

**ENG 518 Cross-Cultural Studies for Teaching English as a Second Language** **Three Credits**

The course is designed to provide ESL teachers with an understanding of cultural values systems, norms, and expectations. ESL teachers will demonstrate cross-cultural teaching and learning skills and strategies. The ESL teacher will demonstrate an understanding of teaching content area curriculum for the multi-cultural classroom. This course may be repeated once for a total of six credits.

**ENG 519 Assessments and Evaluation for Teaching English as a Second Language** **Three Credits**

This course is designed to provide the ESL teaching with an understanding of the impact of assessment in the classroom by developing and understanding of current ESL instrument, administration, and interpretation. Additionally, linguistic and cultural aspects of standardized testing will be discussed. The ESL teacher will understand the differences between assessment of learning and assessment for learning as a result of this course. The course also offers suggestions and examples on how to assess, formally and informally, the different language skills in the ESL classroom. This course may be repeated once for a total of six credits.

**ENG 520 Clinical Experience for Teaching English as a Second Language** **Three Credits**

This course will provide a 100-hour clinical experience in an ESL classroom environment. The ESL teacher will demonstrate techniques and strategies through authentic classroom experiences. These planned and supervised experiences must be worked out amount the faculty coordinator, on-site supervisor, and student. This class may not be required for all students who have met the clinical experience requirement of the Illinois State Board of Education for English as a Second Language Letter of Approval/Endorsement. This course may be repeated once for a total of six credits.

**FINANCE (FIN)****FIN 508 Business Analysis and Valuation using Financial Statements** **Three Credits**

Financial statements are the basis for a wide range of business analysis, and effective management practice is impossible without an understanding of how to analyze and interpret these statements. This course helps students analyze any company's financial statements to reveal its true condition and value. This introduces a four-step framework for analyzing a company's financial statements. It begins with business strategy analysis, focusing on understanding the firm's competitive position within its industry, its key success factor and its risks. The second stage is accounting analysis examining how effectively the company's financial statements reflect business economics and strategy. Next, the course explores financial ratios and cash flow measures to examine operations and financial performance. Managers will learn how to conduct prospective analysis to construct meaningful forecasts and valuations. Finally, managers will critically reflect on Christian ethics in finance and accounting.

**HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPR)****HPR 505 Organizational Leadership in Sports Administration** **Three Credits**

This course provides insight into the principles of management as they apply to sport organizations (amateur and professional) and coaching. Successful sports administrators have a working knowledge of issues unique to conducting sport. They employ that knowledge to design solutions based on the art and science of sport management. Emphasis will be placed on the discovering solutions in organizational planning, implementation, personnel, leadership, and control aspects of sport administration.

**Prerequisite:** EDU 532.

**HPR 508 Faith Development through Sports** **Three Credits**

This course will introduce students to creative concepts of integrating the Christian faith and worldview development in the various aspects of coaching – away from the sport mentoring, teaching sport specific skills and within competing vs. the opposition. It is the design of this course practice to think deeply about how our faith should inform and impact our philosophy and application of sport.

**Prerequisite:** EDU 532.

**HPR 510 Coaching Character****Three Credits**

Coaches will recognize how sports provide a unique and valuable environment for an individual to develop their identity. In this course, coaches will explore and apply key principles from philosophy, personal development and sport psychology principles to the athletic environment. The role of character in athletics is linked to how coaches use their communication skills and the sport to promote motivation, collaboration, emotional growth while reducing emotional anxiety.

**Prerequisite:** EDU 532.

**HPR 512 Sport Skill Analysis****Three Credits**

To maximize performance in sport related activity it is necessary that exercise, rest, and nutrition are well planned and correctly implemented. This course is designed to examine how the human body functions during and following exercise and use this knowledge to critically evaluate existing training and nutritional practices and to structure safe and effective sport-specific training programs for implementation.

**Prerequisite:** EDU 532.

**HPR 516 Advanced Sport Coaching Methodology****Three Credits**

This course is designed to assist the prospective coach with gaining competence in applying competitive tactics and strategies appropriate to the sport environment. Particular emphasis will be placed on developing effective game/match/meet preparation procedures (including scouting), conducting efficient practice sessions, utilizing game management strategies, and skills analysis.

**Prerequisite:** EDU 532.

**HPR 520 Coaching Evaluation****Three Credits**

Students will identify the key components of coaching, define various levels of competency and methods for self-evaluation and assessing assistant coaches both during (formative evaluation) and at the end (summative) of the season.

**Prerequisite:** EDU 532.

**MANAGEMENT (MGT)****MGT 501 Strategic Management****Three Credits**

Effective management practice is centered on attaining both long and short term strategic goals and objectives. This course will help practicing managers critically evaluate their organization's strategic goals and objectives. During the course, managers will examine their organization's vision and mission, prepare a thorough external environment analysis, conduct an internal analysis that examines their organization's resources and competitive position, help craft a strategy and predict possible problems and pitfalls that their organization might encounter during strategic implementation. Finally, managers will begin their program long reflection on Christian business ethics and what it means to be "called" into business.

**MGT 510 Organization Theory and Practice****Three Credits**

Effective leaders and managers must become skilled in the art of "reading" the situation they are attempting to organize or manage. They have developed the ability to suspend immediate judgments while they evaluate different readings of the situation. Effective managers also recognize that different interpretations of organizational reality will tend to give rise to different solutions. This course helps managers to penetrate their organizations more deeply in two ways. First, managers are introduced to action learning as a methodology for developing effective management practice. Secondly, managers will learn how to examine their organizations through different metaphorical lenses. By employing this two-pronged approach to organization analysis, managers will gain a far richer appreciation of what is going on in their organization and help them avoid immature analyses of the organizational challenges that they face. Finally, students will critically reflect on Christian business ethics and organizational life.

**MGT 525 Human Resource Strategies****Three Credits**

One determinant of effective management practice is the ability to successfully manage human resources. This course helps managers evaluate how effectively human resources are used within their organizations. It begins by demonstrating why human resources can provide a unique source of

competitive advantage. It shows how to align human resource systems with organizational strategy. It helps managers to predict the behavior patterns of peers and subordinates. In so doing, managers will evaluate how effectively motivation programs, staffing systems, rewards and compensation, employee development, and performance management systems are used within their organization. Managers will learn how to audit the fit between the external environment, organization strategy and their human resource strategy through constructing a domain statement. Finally, managers will critically reflect on Christian business ethics and human resource management.

#### **MGT 528 Information Technology for Managers**

**Three Credits**

Information technology enables managers in any industry to accomplish short and long term strategic goals and objectives. This course surveys the major content areas of information technology management domains including information technology management, security, networking, Web, database, programming, systems development, and outsourcing. During the course, managers will evaluate their organization's use of information technology systems and the role of the manager with respect to information systems in their organization. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels. Finally, managers will critically reflect on Christian business ethics and technology.

#### **MGT 540 Project Management**

**Three Credits**

Businesses use project management to achieve unique or complex outcomes when faced with limited resources and under tight time constraints. This course will help practicing managers become familiar with and understand project management practices and skills, as well as recognize both how and why project management is distinct from strategic or operations management. Further, this course will focus on the factors necessary for successful project management including project management concepts, the project life-cycle, the project manager position requirements, needs identification, effective project teams, project organization, project communications, project planning, risk assessment and management, task and resource scheduling, controlling, cost performance, reporting, and an overview of project management software. Finally, students will critically reflect on Christian business ethics and their personal call into business.

#### **MGT 545 Managing Change**

**Three Credits**

Action learning in organizations typically results in planned organization change. This might include changes to strategy, structure, processes and/or people. This course helps managers learn theories and techniques for managing planned change in their organizations. It begins by helping managers to diagnose what needs to be changed in their organization. It then helps managers to identify the individual, organizational and environmental forces for and against their planned change and to estimate the relative strength of each force. It introduces managers to a number of practical models that can guide them in planning, implementing, monitoring and evaluating planned organization change. It helps managers to examine both first order and second order change and discusses ways to avoid and/or manage resistance to change. The course helps managers to consider what needs to be done to 'refreeze' their organization in their new state, while at the same time keeping it responsive to continuous change. Finally, managers will reflect on Christian business ethics and moral leadership in organizations.

#### **MGT 550 Managing Cultural Differences**

**Three Credits**

Contemporary organizations are increasingly global in nature. Even small organizations may well have overseas suppliers and/or buyers while large organizations have truly global supply chains. Organizations are becoming more culturally diverse and the measure for effective management practice must now include an understanding of how to lead and manage in more culturally diverse organizations and environments. This course offers an in-depth examination of effective leadership and management practice in culturally diverse contexts. It begins by exploring the characteristics of culture and proceeds to examine global leadership and communications, global leadership and negotiations, global leadership and knowledge culture, women as leaders in global business, how to manage diversity in global organizations and how to create synergy in global organizations. Finally, the course will facilitate a critical examination of Christian business ethics and international business.



**MGT 570 Action Learning Project I: Orientation Paper****One Credit**

In the first part of their action learning project, students will write and present a comprehensive and integrated analysis of their organizations that will include an evaluation of the organization's environment, strategy, financial performance, marketing performance and future prospects. In the light of this analysis, students will identify a major action learning project that they will address during the remainder of the Management Practice Program. Students will justify the selection of their project and sketch out their initial impressions of how the project might unfold. The selected project must be challenging but doable, require a balance of "action" and "learning", and have realistic expectations. The written part of this assignment will provide the first draft of the early chapters of their final action learning thesis (see MGT 580: Action Learning Project III: Final Thesis). A panel comprising both academics and experienced managers will evaluate, ask questions and provide constructive comments about the student's PowerPoint presentation.

**MGT 575 Action Learning Project II: Literature Review****Half Credit**

The second stage of the action-learning project is for managers to identify relevant literature to help guide them in their change initiatives. To this end, managers will select and present a written summary of sixteen books or academic journal articles that offer significant insights or techniques to help them implement their action learning change initiative. Managers will evaluate the claims and arguments presented in this literature and clearly identify how the literature has helped (or will help) them in the planning and/or implementation of their action learning change initiative.

**MGT 580 Action Learning Project III: Final Thesis****One and One-Half Credit**

The final stage of the action-learning project is for managers to write and present their final thesis. The thesis will include a history of their organization, a comprehensive and integrative environmental and business analysis, an introduction to the action learning project, a review of the literature that has helped them analyze their action learning, an evaluation of what action they took to address the problem, an assessment of the planned and unanticipated outcomes, a summary of further action/ learning that needs to be conducted, some reflection on what the student has learned about their organization, themselves, and about the integration of faith in their workplace.

**MGT 585 Continuation Class****Zero Credits**

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

**MARKETING (MKT)****MKT 512 Strategic Marketing Management****Three Credits**

All organizations, both profit and non-profit, have customers, clients or members. Understanding and reaching more customers, clients or members is the focus of strategic marketing management. This course introduces managers to strategic marketing analysis, approaches to analyzing marketing capability, market segmentation, customer and competitor analysis. The course explains how marketing strategies are developed and how organizations determine their product, pricing, promotional and distribution strategies. The course discusses the necessary elements to establish effective marketing evaluation and control systems. Finally the course gives students the opportunity to critically reflect on contemporary marketing practices from a Christian ethical standpoint.

# COLLEGE PERSONNEL

## BOARD OF TRUSTEES

### Officers

Rebecca E. Smith	Chair
Craig W. Tidball	Past Chair
Jerry A. Hood	Vice Chair
David G. Colgan	Secretary
Mark D. Whitlock	Treasurer

### Members Emeriti

Sandra M. Boileau	Champaign, Illinois
Jay G. Burgess	Wadsworth, Illinois
James W. Claussen	Lakeland, Florida
Herbert H. Coates	Greenville, Illinois
Michael L. Coling	Greenville, Illinois
Robert E. Cranston	Champaign, Illinois
Donald B. Goldsmith	Naples, Florida
Yoshio D. Gotoh	Lake Barrington, Illinois
Duane E. Hood	Black Mountain, North Carolina
Donald M. Joy	Wilmore, Kentucky
M. Kenneth Kaufmann	Clearwater, Florida
Lowell L. Kline	Seminole, Florida
Pearson L. Miller	Greenfield, Indiana
Wayne E. Neeley	Bowling Green, Kentucky
Wesley F. Phillips	Kernersville, North Carolina
Ernest R. Ross, Jr.	Seminole, Florida
Marjorie R. Smith	St. Louis, Missouri
Kendell G. Stephens	Nappanee, Indiana
Robert E. Stroud	Prairie Village, Kansas
Barry J. Swanson	Denver, Colorado
R. Ian VanNorman	Calgary, Alberta, Canada

### Accession

### Expiration

2012	Randall S. Bergen, Acting President Honorary Member of the Board	
1981*	Lloyd G. Ganton Spring Arbor, Michigan	2014
1988*	David S. Fisher Brookfield, Wisconsin	2014
1993*	Craig W. Tidball Warsaw, Indiana	2014
1994*	David G. Colgan Bedford, Indiana	2015
1996*	Paul R. Killinger Dunlap, Illinois	2013
2002	J. Richard Schien Carlinville, Illinois	2015
2002*	Rebecca E. Smith Marietta, Georgia	2015
2002*	Mark D. Whitlock Springfield, Illinois	2015
2003*	Jerry A. Hood Great Falls, Montana	2014



2004	Patricia A. Burd Gainesville, Georgia	2013
2004	Douglas M. Newton Greenville, Illinois	2015
2005	Robert W. Bastian, M.D. Downers Grove, Illinois	2013
2005	Dan R. Denbo Indianapolis, Indiana	2013
2006	Dennis L. Fenton Greenville, Illinois	2015
2006	Melissa A. Westover Estes Park, Colorado	2015
2010	Howard Costley, Jr. Winfield, Illinois	2013
2010	Donald D. Wolf Morrison, Colorado	2013
2011	Jeffrey P. Johnson Midwest City, Oklahoma	2014
2012	Rex E. Bennett Greenwood, Indiana	2013

\*Member of the Executive Committee.

(Date preceding name indicates year service began at Greenville College.)

## PRESIDENT'S CABINET

### **Randall S. Bergen** (2001)

Acting President; B.A., Greenville College; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

### **Walter Fenton** (2010)

Vice President for College Advancement; B.A., Greenville College; M.Div., Yale University; M.A., Vanderbilt

### **Dana T. Funderburk** (2000)

Vice President for Finance; B.S., Southern Illinois University, Edwardsville

### **Norman D. Hall** (1998)

Vice President for Student Development; B.A., Greenville College; M.S., Southern Illinois University, Carbondale; Ed.D., Pepperdine University

### **Michael J. Ritter** (1999-2001, 2003)

Vice President for Enrollment; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign; ABD, Anderson University

### **S. Bradley Shaw** (1991)

Interim Vice President for Academic Affairs and Dean of the Faculty; B.A., Greenville College; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

# ADMINISTRATIVE STAFF

## President's Office

**Tamie Heichelbeck** (1984)  
Senior Assistant to the President

**Alyssa Arcaya** (2011)  
Receptionist and Coordinator of College Travels and Events;  
B.A., Greenville College

## Academic Affairs

**Thomas Ackerman** (2004)  
Director of Conferences Services and Head Volleyball Coach;  
B.S., Greenville College

**Brett Brannon** (1997)  
Head Coach: Men's Tennis; B.A., Greenville College

**Thomas Broomfield** (2010)  
Manager of the Fitness Center and Assistant Track Coach;  
A.S., Pratt Community College

**Pam Craig** (1994)  
Head Coach: Women's Tennis; B.S., Greenville College

**Elizabeth de la Garza-Ahern** (2008)  
Director of Multicultural and Cross Cultural Programs; B.A.,  
Greenville College; M.B.A., Saint Louis University

**Tarra Grant** (2010)  
Assistant Coach for Track and Cross Country; B.S., Eastern  
Illinois University; M.S., Eastern Illinois University

**Rhonda Gregory** (2006)  
Online Learning Program Coordinator; B.S., DeVry Institute  
of Technology; M.A., Greenville College

**Steve Holler** (1993)<sup>1</sup>  
Academic Director of Adult Studies; B.A., Columbia College-  
Chicago; M.A., South Dakota State University; Ed.D.,  
University of South Dakota

**Tenequa Martin** (2011)  
Senior Women's Athletic Administrator and Head Coach for  
Softball; B.B.A., Lyon College; M.B.A., Oklahoma Wesleyan  
University

**Julie Mason** (2000)  
Assistant Registrar; B.A., University of Iowa

**Robert J. McColl** (2012)  
Head Coach for Men's Soccer; B.A., Trinity International  
University; M.S., Roberts Wesleyan College

**Aaron Mingo** (2009)  
Assistant Head Coach for Football, J.V. Head Coach; B.S.,  
Greenville College; M.A., Greenville College

**Pam Potts** (2002)  
Assistant Registrar; B.S., Greenville College

**Andrew Rode** (2010)  
Assistant Coach for Football, Special Team Coordinator; B.A.,  
Wabash College; M.A., Greenville College

**William J. Schneck III** (2001)  
Director of Athletic Event Management and Sports  
Information; B.A. Greenville College; M.S.Ed., Southern  
Illinois University, Edwardsville.

**William R. Schomaker** (2010)  
Assistant Coach: Football—Offensive Coordinator; B.A.,  
Trinity International University; M.A., Trinity International  
University

**Michelle Sussenbach** (1998)  
Registrar; B.S., Greenville College

**Bryson Taylor** (2005)  
Assistant Coach for Track and Cross Country; B.S., Greenville  
College

**Jeff Wardlaw** (2010)  
Director of Soccer Operations; B.A., Mid America Nazarene  
College; M.A., Greenville College

**Amanda Worker** (2008)  
Director of Field Experience; B.S., Greenville College

## Business Affairs

**Melissa Cantrill** (1995)  
Director of Student Account Services; B.S., Greenville College

**Kelly Richardson** (2008)  
Director of Accounting and Tax; B.S., Southern Illinois  
University, Edwardsville

**Natali Rinderer** (2000)  
Director of Payroll and Benefits; B.B.A., Baker College

**Barbara Sands** (2004)  
Coordinator of Finance

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<sup>1</sup> Holds Faculty Status

**Andrea Thies** (2003)

Director of Donor Restricted Accounting; B.S., Southern Illinois University, Carbondale.

**Enrollment Management**

**Nathan Brewer** (2009)

Director of Marketing; B.S., Southern Illinois University, Edwardsville

**Janice Chapman** (2007)

Senior Admissions Coordinator; B.S.E., Missouri Baptist University

**Christine Claudson-Shaw** (2011)

Admissions Counselor for Education Programs; B.S., Southern Illinois University, Edwardsville

**Philip A. Eppard** (2000)

Graphic Design Specialist; B.A. Greenville College

**Kelsey Groves** (2011)

Admissions Counselor; B.A., Greenville College

**Emily Iler** (2011)

Transfer Admissions Counselor; B.A., Southwest Baptist University

**David Kessinger** (1994-2002, 2007)

Associate Director of Financial Aid; B.A., Greenville College; M.B.A., Lindenwood University.

**Melissa Kistler** (1998)

Coordinator: Campus Visitation/Events; B.A., Anderson University

**Marilae Latham** (2008)

Director of Financial Aid; B.S., John Brown University

**John R. Massena** (2005)

Director of Undergraduate Admissions; B.A., Greenville College; M.A., Aquinas Institute of Theology

**Noah Metzger** (2011)

Admissions Counselor; B.S., Greenville College

**Pamela Miller** (2007)

Financial Aid Advisor

**Marci Nauman** (2011)

Marketing Communication Specialist;

**Tina Parker** (2011)

Admissions Counselor; B.A., Warner Pacific College

**Ann Peterson** (2011)

Admissions Specialist; B.A., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville; M.A., Asbury Seminary

**Jordan Schneider** (2011)

Admissions Counselor; B.A., Greenville College; B.S., Greenville College

**Ginnifer Smith** (2002)

Marketing Content Developer; B.A., Greenville College; M.A., Webster University

**Student Development**

**Emily Bishop** (2005)

Assistant Dean of Women's Residence Education; B.A., Greenville College

**Timothy Caldwell** (2011)

Assistant Dean of Men's Residence Education; B.S., Huntington College; M.A., Ball State University

**Dustin Fenton** (2007)

Director of Leadership Development; B. S., Greenville College; M.A., Azusa Pacific University

**J. Marcos Gilmore** (2006)

Dean of Student Success; B.A., Greenville College; M.A., University of Iowa; M.A., Greenville College

**Michael Lennix** (2012)

Director of Campus Safety and Security; B.A., Greenville College; M.S., Chicago State University

**Patrick Miller** (1999-2003, 2010)

Associate Dean of Leadership and Life Calling; B.A., Greenville College; M.A., Geneva College

**George Smith** (1999)

Campus Counselor; B.S., Southern Illinois University, Edwardsville; M.A., Southern Illinois University, Edwardsville

**Pedro Valentin** (2001)

Associate Dean for Campus Life; B.A., Greenville College; M.A., University of Illinois at Chicago

**David Yan** (2011)

Director of the Intensive English Language Program; B.A., University of Indianapolis; M.A., Indiana University

**Support Services**

**Matthew Bernico** (2011)

Help Desk Support Technician; B.A., Greenville College

**Kenny Hampton** (1998)  
Director of Media Resource Center; B.S., Greenville College

**Kenneth Heppermann** (2009)  
Network Administrator; A.A.S., Vatterott College

**Abdiel Louis** (2008)  
Network Administrator; B.S., Hannibal-LaGrange College

**Johnny Matthews** (1998-2005, 2008)  
Assistant Director of Information Technology and Software Development; B.A., Greenville College

**Rick Murphy** (1999)  
Assistant Director of Information Technology; B.S., Greenville College

**Jared Smith** (2005)  
Web Applications Developer; B.S., Greenville College

**Kris Truitt** (2007)  
Web Application Developer; B.S., Greenville College

**Scott Wight** (1997)  
Voice and Data Network Engineer; B.S., Greenville College

**Paul Younker** (1985)  
Director of Information Technology; B.S., Greenville College

### **College Advancement**

**Brianne Cook** (2006)  
Coordinator of Research and Processing; B.A., Greenville College

**Heather Fairbanks** (2012)  
Coordinator of Communication and Events; B.A., Randolph-Macon Women's College; M.P.S.A., Texas A&M University

**Carla Morris** (2011)  
Managing Editor of Advancement Publications; B.A., Greenville College; Ed.M., Oregon State University

**Pam Taylor** (1972)  
Director of Alumni Relations; B.A., Greenville College

### **DIRECTORS OF SUPPLEMENTARY SERVICES**

**Christopher Kester** (2006)  
Director of Facilities and Support Services; B.A., Ozark Christian College

**Mark Owens** (2011)  
Director of Property Management; B.S., Illinois State University

**Jason Schmitz** (2011)  
Supervisor for Grounds Maintenance; B.S., University of Illinois at Urbana-Champaign

**Todd Siebert** (1998)  
Supervisor: Maintenance

### **THE FACULTY**

**Lesley Allen** (2008)  
Assistant Professor of English; BSE., Emporia State; M.A., Emporia State University; Ph.D., University of Illinois at Urbana-Champaign

**Jacob Amundson** (2007)  
Assistant Professor in Art and Digital Media; B.A., Greenville College; M.A., Webster University; M.F.A., Azusa Pacific University

**Lisa Amundson** (2010)  
Instructor of Special Education; B.S., Greenville College; M.A.E., University of Missouri, St. Louis; ABD, University of Missouri, St. Louis

**George D. Barber** (1999)  
Professor of Physical Education and Head Men's Basketball Coach; B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Kentucky

**Richard O. Beans** (1987)  
Associate Professor of Psychology; B.A., Greenville College; M.A., Eastern Illinois University, Ph.D., Kansas State University

**Lynn A. Carlson** (1996)  
Instructor in Physical Education and Recreation and Head Baseball Coach; B.A., Greenville College; M.S., University of Kentucky

**Jorge A. Casas** (2007)  
Artist in Residence and Instructor of Music; B.M., University of Miami

**John R. Chism** (1983)  
Professor of Management; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign; M.A., Southern Illinois University, Edwardsville

**K. Deloy Cole** (1999)  
Assistant Professor of Computer and Information Systems and Chair of the Digital Media Department; B.S., Greenville College; M.S.CMIS, Southern Illinois University, Edwardsville

**Jared Cole** (2012)  
Visiting Assistant Professor of Manager of the Factory Theatre; B.A., Greenville College; M.F.A., Wayne State University

**Vickie S. Cook** (2009)

Associate Vice President for Innovation and Technology and Associate Professor of Education; B.A., Western Illinois University; M.S., Capella University; Ph.D., Capella University

**Suzanne Davis** (2012)

Assistant Professor of Management; B.A., Greenville College; M.B.A., University of Illinois at Urbana-Champaign; J.D., University of Illinois at Urbana-Champaign

**Eugene A. Dunkley Jr.** (2001)

Department Chair and Associate Professor of Biology; B.S., Fordham University; M.Phil, Mt. Sinai School of Medicine; M.A., Greenville College; D.Phil, Mt. Sinai School of Medicine

**Kent Dunnington** (2007)

Assistant Professor of Philosophy and Religion and Director of the McAllaster Scholars Program; B.S., Southern Nazarene University; M.A., Texas A & M University; M.Th., Duke University; Ph.D., Texas A & M University

**Gary Erickson** (2007)

Assistant Professor of Music; B.S., Mankato State University, M.M., Mankato State University; M.F.A., Minnesota State University Mankato.

**William Z. Fairbanks III** (2010)

Director of the Bands; B.M.Ed., West Texas State University; M.Div., Boston University; M.M., Stephen F. Austin State University; D.M.A., Boston University.

**Douglas C. Faulkner** (1990)

Athletic Director and Associate Professor of Health, Physical Education, and Recreation; B.A., Greenville College; M.Div., Bethel College; M.S.Ed., Southern Illinois University, Edwardsville; Ph.D., St. Louis University

**Kathie Filby** (2009)

Instructor of Modern Language; B.A., Trinity College, Dublin; M.A., Trinity College, Dublin

**Lori A. Gaffner** (1993)

Dean of Chapel and Director of Spiritual Formation and Assistant Professor of Religion; B.A., Greenville College; B.S., Southern Illinois University, Edwardsville; M.S., Eastern Illinois University

**Karen Gallacci** (2012)

Assistant Librarian in the Ruby E. Dare Library; B.Lib.St., Southern Illinois University, Edwardsville; M.L.I.S., University of Wisconsin, Milwaukee

**Shani Golovay** (2008)

Assistant Professor of Biology; B.S., University of Illinois at Urbana-Champaign; M.S., Mississippi State University; Ph.D., Mississippi State University

**Sharon E. Grimes** (2001)

Assistant Professor of Art and Curator of the Bock Museum; B.A., Greenville College; M.A., Webster University; Ph.D., St. Louis University

**Brian T. Hartley** (1993)

Interim Dean of the School of Arts and Sciences, and Professor of Philosophy and Religion; B.A., Greenville College; M. Div., Princeton Theological Seminary; Ph.D., St. Louis University

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