

Academic Information

Bachelor's Degrees Offered

Greenville College offers three undergraduate degrees:

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

Bachelor's Degree Requirements

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

- Complete a minimum of 126 credits. These credits consist of courses fulfilling general education, and major requirements, and may include electives as well. Depending upon the choice of major, students may graduate with more than 126 credits.
- Complete the general education requirements. Requirements vary slightly depending on the degree being sought. Majors determine the degree requirements students must complete in order to graduate. For example, students majoring in psychology complete the bachelor of arts degree requirements, whereas students majoring in digital media complete the bachelor of science degree requirements. Some majors allow students the ability to choose which degree they will earn. When available, this option is listed with the descriptions of specific majors in the "Majors & Minors" section of the Catalog (starting on p. 81).
- Complete the requirements for an academic major. At least eight credits in the major must be upper division. See specific majors for the number of credits required.
- Complete a minimum of 38 upper division credits. Upper division credits are those numbered 300 and above.
- Fulfill the residency requirement. Students must either complete three-fourths of the total credits required for graduation or must complete 40 of the last 60 credits at Greenville College. In addition, at least half of all major and/or minor course requirements must be completed at Greenville College.
- Earn a minimum cumulative Grade Point Average (GPA) of at least 2.00. Whereas all coursework taken while enrolled at Greenville College is included in the cumulative GPA, transfer and off-campus semester coursework is not calculated into the cumulative GPA.
- Earn a minimum GPA of 2.0 within the student's chosen major. (Teacher education majors must have a minimum major GPA of 2.75.) The minimum GPA is also required for students opting to complete a minor.

Earning Two Degrees Simultaneously

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

1. All of the regular requirements for the degrees must be met
2. The major for the second degree must be from a different department or the requirements for the second major must be substantially different and lead to a different degree.
3. At least 16 credits must be earned beyond the minimum 126 credits to receive a second degree (for a total of at least 142 credits).

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

Some examples:

- (A) A student wishes to earn a B.A. with a major in psychology and a B.S. with a major in management. The student must complete at least 142 total hours, 126 hours minimally required to receive one of the degrees plus an additional 16 hours. If the student earned fewer than 142 total credits, he or she would not receive both degrees, though both majors would be noted on the transcript.
- (B) A student wishes to earn both a B.A. degree and a B.S. degree with a major in physics. This is not acceptable, because the degrees are not in different majors.
- (C) A student wishes to triple major in mathematics, biology, and chemistry. The student would still earn only a single degree, even if that student earned 142 or more hours, because all three degree programs lead to a single degree, B.A.

Earning a Second Bachelors Degree after Graduation

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

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

Majors Offered

Greenville College's departments are organized into three schools. Students have the opportunity to select and complete study in one or more of the major fields listed below. Students opting to complete multiple majors may select majors from different schools. A student wishing to take advantage of the interdisciplinary strengths of Greenville College's liberal arts curriculum may choose to complete an individually tailored education plan (ITEP) which offers the student an opportunity to design a uniquely personalized college program. Refer to the section on developing an ITEP in the catalog (pg. 87) for more information.

School of Arts and Sciences

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

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

School of Education

- Early Childhood Education
- Elementary Education
- Special Education

School of Professional Studies

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

The selection of a major should generally be made by the end of the sophomore year. However, students interested in majoring in very demanding majors like music education or other secondary education programs would be wise to get started earning major credit earlier in their college career. Students may elect to complete the requirements for more than one major.

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

Policy for Double Majoring

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

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

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

Minors Offered

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

School of Arts and Sciences

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

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

School of Professional Studies

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

Certificates Offered

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

School of Arts and Sciences

- Teaching English to Speakers of Other Languages

General Education

An Orientation to Greenville College's Liberal Arts Focus

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

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

General Education Requirements

The general education requirements for each degree are presented in the table following the explanation of the Core and Distributed requirements (p.38). The table indicates that there are different requirements for students seeking B.A., B.S., and B.M.E. degrees. There are also different requirements for students who come to Greenville College's campus with less than 60 hours of college credit, those with 60 or more hours of credit, and those with an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Arts in Teaching (A.A.T)² degree³. Because different students will have different requirements, they are advised to study the table and read this section carefully. They should also speak with their advisors about their specific general education requirements.

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

Sometimes specific courses are not required. For example, the table shows that a Cross Cultural Course or Experience is required of all students who seek a degree from GC. Students are not required to take one specific course that satisfies the requirement; many courses can. These are explained in the section below.

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

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

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

Core Requirements: Core courses are fundamental to the Christian liberal arts focus of Greenville College. Most students are required to take four Core courses. These include:

- COR 101 Cornerstone Seminar: Foundations in the Liberal Arts Tradition (3 credits)
- COR 102 Introduction to Christian Thought and Life (3 credits)
- COR 302 Science and Christianity (3 credits)
- COR 401 Capstone Seminar: Advanced Integrative Studies (2 credits).

Transfer students who arrive at Greenville College with 60 or more credits or an A.A., A.S., or A.A.T. degree are exempt from taking COR 101 and COR 102. However, these transfer students still must take COR 302 and COR 401. Their first fall semester on campus they must also take COR 301: Liberal Arts and Christian Thought (3 credits). The exception is students who have an Associate's degree and have graduated from high school within nine months of being enrolled at GC will be scheduled to take COR 101T their first term, and will proceed to complete the COR sequence listed above including COR 102, COR 302, and COR 401 in subsequent terms. Any transfer student beginning at GC in the spring semester will complete all four COR courses listed above.

Distributed Requirements: Distributed courses help students develop skills such as critical thinking and provide students with introductions to the humanities, natural sciences, social sciences, and physical fitness.

Required Courses: The faculty requires most students to take five specific general education courses in addition to the Core. These include:

- COM 101 Speech Communication (3 credits)
- ENG 105 Research and Writing (3 credits)¹
- HPR 101 Wellness: Basic Concepts (1 credit)
- HPR 102 Wellness: Physical Fitness (1 credit)
- HST 101 Western Civilization (3 credits).

Students arriving on campus with an A.A., A.S., or A.A.T. degree are *not* required to take these courses. B.M.E. students are not required to take HPR 102 but must take all others.

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

Biblical Studies

All students, except those entering with an A.A., A.S., or A.A.T. degree, must complete the Biblical Studies requirement. They may do so by taking any three credit course designated as a Biblical Studies course, (a course that focuses on a particular Biblical genre, book, or testament of the Bible). The prerequisite for Biblical Studies courses is COR 102.

Currently, the following courses can meet this requirement:

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

1 English Proficiency and Developmental English

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

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

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

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

Other courses (such as BIB 199 or 399 open titled courses) may also fulfill the Biblical Studies requirement. Students interested in these alternative courses should check with the chair of the Department of Philosophy and Religion or the Records Office to ensure that proposed courses will fulfill the Biblical Studies requirement.

Cross Cultural Course or Experience

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

Ideally, CC courses:

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

Minimally, a CC course or experience must meet five of the eight criteria. The CC designation for a course is made by the Director of Cross Cultural and International Programs in conjunction with the Inter-School Academic Affairs Counsel (ISAAC).

Currently, the following courses meet this requirement:

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

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

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

CCEs must be approved by the Director of Cross Cultural and International Programs and the student's faculty advisor at least two months before they occur. In no case will CCE approval be granted after an experience has occurred. The CCE alternative is intended for those who plan to participate directly in a cross cultural setting, in service, work, and study activities. It cannot be met through informal travel or extended tourist activities. Students interested in completing a CCE can get a proposal form from the Director of Cross Cultural and International Programs.

Fine Arts

Students seeking a B.A. or B.S. degree are required to complete the fine arts requirement. Students must complete HUM 211: Fine Arts (3 credits) or any three credit history course in art, theatre, or music. Eligible courses include:

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

Students who enter with an A.A., A.S., or A.A.T. degree are not required to complete the Fine Arts Requirement. B.M.E. students should take MUSG 309 Music History I to fulfill this requirement.

Foreign Language

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

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

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

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

Students should contact the chair of the Language, Literature, and Culture Department for more information about competency testing. Transfer students who have earned an Associate of Arts in Teaching (A.A.T.) degree with a general education core of 40-45 credits are considered to have met the foreign language requirement.

Health, Physical Education, and Recreation Activities (HPRA)

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

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

Students participating in a varsity sport, cheerleading, dance team, or marching band for a complete season may waive a half (.5) activity credit per season up to a maximum of one credit of the activity requirement. Varsity athletes, cheerleaders, and dance team members do not earn HPRA course credit for their athletic participation; they waive the activity requirement. In other words, participation cannot help students accumulate credits towards graduation but can help them fulfill this requirement. The waiver applies only to HPRA credits, not HPR 101 or HPR 102 requirements.

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

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

Literature

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

Courses that fulfill the literature requirement include ENG 201 Introduction to Literary Studies, ENG 243 Global Literature, and ENG 246 Cross Cultural Studies in Literature. Students majoring in early childhood, elementary, and/or special education may take ENG 350 Children's Literature to meet the literature requirement. Students pursuing B.S. degrees in one of eight secondary education programs may fulfill this requirement by completing ENG 351 Literature for Adolescents. Other approved multi-genre literature courses, such as Literary Visions and Fantasy Literature, not listed here may also fulfill the literature requirement; contact the chair of the Language, Literature, and Culture Department for more information.

Mathematics or Quantitative Reasoning¹

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

Natural Science

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

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

Philosophy

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

Psychology

All students except those entering with an A.A., A.S., or A.A.T. degree must complete the psychology requirement. They may do so by taking any three credit psychology course except PSY 202 Statistics. Often students take either PSY 101 General Psychology or PSY 220 Psychology for Living to complete this requirement. Education majors should take either PSY 205 Child Development or PSY 206 Adolescent Development depending on their area of specialization.

Sociology

Students completing a B.A. or B.S degree in an area other than early childhood, special, or secondary education must fulfill the sociology requirement unless they enter Greenville College with an A.A., A.S., or A.A.T. degree. This requirement can be fulfilled by the successful completion of any three credit sociology course except SOC 202 Statistics.

Mathematics Proficiency and Developmental Mathematics

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

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

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

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

Upper Division Writing Intensive Course within a Major

All students must complete an upper division writing intensive (WI) course within their major field of study. These courses fulfill the general education requirement for a Writing Intensive course, but because they fulfill major requirements as well, do not increase the required credit hours for general education.

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

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

The courses listed below are WI courses:

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

- MUSG 310 Music History II
- MUSG 350 Faith, Music, Culture Senior Seminar
- PHL 310 Philosophy of Religion
- PHL 330 Ethics
- PHL 470 Metaphysics Seminar
- PHY 409 Seminar in Physics
- PSY 350 Psychological Systems
- SOC 380 Social Theory
- SPN 355 Gramatica Avanzada y Composicion

| | CREDIT HOURS | Required of new or transfer students arriving at GC with fewer than 60 credits who seek a: | | | Required of transfer students entering with 60 or more credits but no Associates degree who seek a: ⁸ | | | Required of transfer students entering with an Associates or Bachelors degree who seek a: ⁸ | | |
|---|---|--|----------------|----------------|--|----------------|----------------|--|----------|----------|
| | | B.A. | B.S. | B.M.E. | B.A. | B.S. | B.M.E. | B.A. | B.S. | B.M.E. |
| CORE REQUIREMENTS | | | | | | | | | | |
| COR 101: Cornerstone Seminar: Foundations in the Liberal Arts Tradition | 3 | X | X | X | - | - | - | - | - | - |
| COR 102: Introduction to Christian Thought and Life | 3 | X | X | X | - | - | - | - | - | - |
| COR 301: Liberal Arts and Christian Thought | 3 | - | - | - | X | X | X | X | X | X |
| COR 302: Science and Christianity | 3 | X | X | X | X | X | X | X | X | X |
| COR 401: Capstone Seminar: Advanced Integrative Studies | 2 | X | X | X | X | X | X | X | X | X |
| DISTRIBUTED REQUIREMENTS | | | | | | | | | | |
| <i>Required Courses</i> | | | | | | | | | | |
| COM 101: Speech Communication | 3 | X | X | X | X | X | X | - | - | - |
| ENG 105: Research and Writing | 3 | X | X | X | X | X | X | - | - | - |
| HPR 101: Wellness: Basic Concepts | 1 | X | X | X | X | X | X | - | - | - |
| HPR 102: Wellness: Physical Fitness | 1 | X | X | - | X | X | - | - | - | - |
| HST 101: Western Civilization | 3 | X | X | X | X | X | X | - | - | - |
| <i>Required Areas of Study</i> | | | | | | | | | | |
| Activity Classes | 2 | X | X ² | X ³ | X | X ² | X ³ | - | - | - |
| Biblical Studies | 3 | X | X | X ⁵ | X | X | X ⁵ | - | - | - |
| Cross Cultural Course or Experience | 0 - 3 | X | X | X | X | X | X | X | X | X |
| Fine Arts | 3 | X | X | X | X | X | X | - | - | - |
| Foreign Language Competency at Intermediate Level | 0 - 6 ¹ | X | - | - | X | - | - | - | - | - |
| Laboratory Science (One area of science) | 3 - 4 | X | X | X | X | X | X | - | - | - |
| Science course (With or w/o lab component in a 2nd science) | 3 - 4 | X | X ⁴ | - | X | X ⁴ | - | - | - | - |
| Literature | 3 | X | X | X ⁵ | X | X | X ⁵ | - | - | - |
| Mathematics or Quantitative Reasoning | 3 | X | X | X | X | X | X | - | - | - |
| Philosophy | 3 | X | X | X | X | X | X | - | - | - |
| Psychology | 3 | X | X | X | X | X | X | - | - | - |
| Sociology | 3 | X | X ⁷ | - | X | X ⁷ | - | - | - | - |
| Upper Division Writing Intensive Course within Major | - | X | X | X | X | X | X | X | X | X |
| | MINIMUM REQUIRED CREDITS⁶ | 57 | 51 | 40.5 | 57 | 48 | 37.5 | 8 | 8 | 8 |

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

1 Students may fulfill the foreign language requirement by demonstrating proficiency on an examination or by taking college coursework.
 2 Students majoring in education need only one HPR Activity credit.
 3 B.M.E. students are only required to take one half credit of HPRA.
 4 Not required for students majoring in one of the eight secondary education programs leading to the B.S. degree. See the Guide to Teacher Education for more details.
 5 B.M.E. students can take a single Biblical Literature course that satisfies both the Literature and Biblical Studies requirement.
 6 Minimum Credits assumes that the CC requirement was met with a 0-credit experience.
 7 Not required for students majoring in early childhood, special, or secondary education.
 8 Exceptions apply to students who have graduated from high school within the last nine months or entered GC in the spring semester. See pg. 32 of the catalog for details.

Professional and Pre-Professional Curricula

Although the curriculum of Greenville is not organized for specialized technical or professional training and maintains the liberal arts ideal throughout, provision is made for pre-professional study and limited professional specialization in numerous fields. Information concerning professional and pre-professional work in engineering, journalism, law, medicine, social work, human services, teaching, and theology, may be obtained from the appropriate academic departments.

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

Engineering 3/2

A student following the Engineering 3/2 curriculum may receive a B.A. from Greenville College and B.S. with a major in engineering from one of the university engineering schools with which Greenville has a cooperative arrangement. The College established such an arrangement with the College of Engineering at the University of Illinois in 1954 and with Washington University in 1988.

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

The Engineering 3/2 curriculum prepares the student to specialize in any of the following areas: aeronautical, astronautical, agriculture, ceramic, civil, chemical, computer, electrical, industrial, mechanical, metallurgical, nuclear, physics, or robotics. Early in their program at Greenville College, students should consult with the engineering school of their choice to determine if any special courses are needed prior to transfer.

Upon completion of three years of study at Greenville College (see courses below) and two years at the university school of engineering, the student may apply for two degrees. The first is the B.A. degree from Greenville College and the second should be the B.S. degree with a major in engineering from the respective university. The student applies for graduation as outlined in the catalogs from the two institutions.

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

The typical courses for the pre-engineering curriculum are listed below. These should be taken along with the general education requirements of Greenville College (including foreign language). One course of psychology or sociology and COR 401 Capstone Seminar: Advanced Integrative Studies will be waived from the general education requirements.

| | |
|--|---------------------------------------|
| CHM 111 General Chemistry I (4 cr) | MTH 217 Multivariable Calculus (3 cr) |
| CHM 112 General Chemistry II (4 cr) | MTH 218 Differential Equations (3 cr) |
| CIS 210 Programming and Data Structures I (4 cr) | PHY 120 University Physics I (4 cr) |
| ECON 201 Principles of Microeconomics (3 cr) | PHY 210 University Physics II (4 cr) |
| MTH 115 Calculus I (4 cr)* | PHY 220 University Physics III (4 cr) |
| MTH 116 Calculus II (4 cr)* | PHY 318 Theoretical Mechanics (4 cr) |

*A student may go to the next mathematics course by passing a proficiency examination. A student who starts with college algebra and trigonometry will then delay the calculus and physics courses one year.



Engineering
greenville.edu/content/view/393/83

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

Pre-Chiropractic Curriculum

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

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

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

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

Pre-Law Curriculum

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

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

Pre-Medical Curriculum

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

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



Pre-Medicine

greenville.edu/content/view/363/83

| | |
|--|---|
| BIO 110 General Biology I (4 cr) | CHM 111 General Chemistry I (4 cr) |
| BIO 112 General Biology II (4 cr) | CHM 112 General Chemistry II (4 cr) |
| BIO 245 Human Anatomy & Physiology I (4 cr) | CHM 201 Organic Chemistry I (4 cr) |
| BIO 303 Entomology and Parasitology (4 cr) | CHM 301 Organic Chemistry II (4 cr) |
| BIO 305 Genetics (4 cr) | CHM 315 Biochemistry II (3 cr) |
| BIO 340 Cell Biology (4cr) | MTH 115 Introduction to Calculus I (4 cr) |
| BIO 345 Human Anatomy & Physiology II (4 cr) | PHY 120 University Physics I (4 cr) |
| BIO 360 Microbiology (4 cr) | PHY 210 University Physics II (4 cr) |

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

| | |
|---|--|
| BIO 115 Plants and People (4 cr) | CHM 321 Physical Chemistry (4 cr) |
| BIO 330 Developmental Biology (4 cr) | PSY 210 Experimental Psychology (3 cr) |
| CHM 305 Quantitative Chemical Analysis (4 cr) | |

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

Pre-Nursing Curriculum

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



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

Pre-Osteopathic Early Acceptance Program

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

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

Degree Completion Programs

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

Admission Requirements

Adults who have a minimum of three years of full time work experience, and have earned a minimum of 60 transferable semester credit hours, are eligible to apply for admission to an adult degree completion program.

- To be admitted to an adult degree completion program, a student must have:
- A minimum of 60 (maximum 82) transferable semester credits of prior college work with a cumulative grade point average of 2.0 or above.
- A minimum of three years of full time work experience.
- Official transcripts from all colleges/universities attended.
- A writing sample verifying competency in college writing skills.

Types of Admission

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

Transcript Evaluation

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

Credit for Life Experience

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

Academic Review Policy

The unique nature of the adult degree completion program necessitates the College to monitor students' progress.

1. To remain in good standing, students are expected to maintain a cumulative grade point average of at least 2.00.
2. Students with less than a 2.00 grade point average at the end of term 1 maybe be dismissed or placed on academic warning. The student on warning must attain a C or better for all courses in term 2 to continue in the program.
3. Students who miss three consecutive class meetings in a term are subject to administrative withdrawal and must apply for readmission if they wish to complete the program.

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

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

Program Costs

| | 2014-2015 |
|---|-----------------|
| Tuition per credit hour | \$425 |
| Evaluation of Learning Experience Essays | \$100 per essay |
| Posting of PLA ¹ credits to transcript | \$35 per credit |
| CLEP exam administration fee | \$95 per exam |
| Graduation fee | \$125 |

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

Making Changes is Schedules

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

Program withdrawal and refund policy

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

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

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

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

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

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

Degree Requirements

A bachelors degree is earned with a major in health psychology or organizational leadership following the successful completion of the program components that include regular attendance at all scheduled courses, participation in the coursework, and completion of the portfolio and research project. The major requires a total of 120 credits with a minimum of 38 credits taken through Greenville College. Students must achieve a cumulative grade point average of at least 2.00 for all coursework completed at Greenville College to graduate. Major course requirements are listed in the Majors & Minors section of the catalog.

General education requirements may be met through one of the following options:

1. Present a transcript documenting an earned Associate of Arts (A.A.) or Associate of Science (A.S.) from an accredited college.
2. Satisfy the following distributed requirements:
 - i. Humanities – 12 semester credit hours
 - ii. Mathematics or Science – 9 semester credit hours
 - iii. Social Science – 9 semester credit hours
 - iv. Religion – 3 semester credit hours (met in program)
 - v. Communication – 3 semester credit hours (met in program)
 - vi. Philosophy – 3 semester credit hours (met in program)

Student Schedules

Academic Terms

The College has four academic terms each year: fall semester, Interterm, spring semester, and summer term. Under this calendar of study, students normally take fifteen credits each fall and spring semester. The fall semester typically begins the last week of August and ends immediately before the Christmas vacation. Spring semester typically begins the last week of January and ends the third week of May. Fall and spring semesters consist of 14 weeks of instruction and four days for final examination.

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

The summer term functions as an integral part of the academic program of Greenville College. In general, the courses offered correspond closely with those offered during the regular semester. As occasion demands, however, additional courses are provided. Likewise, in order to allow students as wide a selection as possible in certain fields, some courses are given on an alternate year basis. Summer courses are taught online which allows students to have the flexibility to study anywhere students have access to the internet over the summer. The summer term begins on the Monday or Tuesday immediately following Commencement and lasts for twelve weeks. The summer term is divided into two six week blocks. Students are allowed to take a maximum of two courses or seven credits during each six week block. Students wishing to receive an exception to this policy must receive permission from the dean of their school. A summer term course listing is published each year identifying the coursework to be offered during each six week block. Students are also free to propose independent studies in conjunction with faculty members or to pursue internships or practica. Scheduling details for all summer term courses as well as independent studies, etc., are available in the Records Office.

Definition of Academic Credit

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

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

Student Load

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

Classification of Students

Students who have earned:

| | |
|------------|--------------------|
| FRESHMAN: | 0-29.5 credits |
| SOPHOMORE: | 30-59.5 credits |
| JUNIOR: | 60-92.5 credits |
| SENIOR: | 93 or more credits |

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

Scheduling

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

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

Waitlist Policy

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

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

Academic Advising

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

The advisor for all first time freshmen is their professor for their "Cornerstone Seminar," COR 101 Foundations in the Liberal Arts Tradition. This advisor/instructor is specially trained to help the student adapt to GC life. At the end of their first semester, students who have officially declared a major will be assigned a new advisor within that major area. If students are undecided about a major, they will retain their COR 101 instructor as their advisor.

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

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

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

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

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

Making Changes in Schedules

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

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

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

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

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

Adding Courses

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

After the tenth day of the term, students will not be allowed to add a course unless a student generated petition is approved¹. Only under exceptional circumstances such as prolonged illness or death in the family would a petition to add a course after the tenth day of a semester be received favorably. Any student seeking exceptional consideration must complete the petition form and receive approval from the course instructor, the student’s advisor, and the School Dean. The \$25

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

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

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

Dropping or Withdrawing from Courses

Students who wish to be released from a course after a term has begun have two options, depending on the timing of their request. **Dropping** is permitted during the first ten class days in a fall or spring semester. **Withdrawing** is permitted from the eleventh day through the end of the tenth week of the fall or spring semester. After the tenth week of a semester students *may not* drop or withdraw, and must complete a course. If they do not complete the course, students will receive whatever grade the instructor deems appropriate; grades of W will not be automatically granted for students not completing a course after the withdrawal date in any term. The time period in which to drop and/or withdrawal from Interterm (3 weeks) and for the summer term (6 weeks) are noted in the table above. Students taking an online course have five days to complete the Online Learning Agreement or they may be administratively dropped from the course as a non-participant.

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

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

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

Frequently Asked Questions about Drops and Withdrawals

| QUESTION | DROP | WITHDRAWAL |
|---|--|---|
| When can I do this? | First 10 days of fall or spring semester, first two days of Interterm and four days of Summer Term | Day 11 through week 10 of a fall or spring semester, Days 3-10 of Interterm, Days 5 – 20 of Summer Term |
| How do I do this? | Get the "Change of Registration" form from the Records Office. Fill in the appropriate information. Obtain advisor's signature. Turn in the completed form to the Records Office by the drop deadline. | Get the "Withdrawal Form" from the Records Office. Fill in the appropriate information. Obtain advisor's and course instructor's signatures. Turn in the form to the Records Office by the withdrawal deadline. |
| Will the course appear on my transcript? | No | Yes, with a grade of W |
| Will this affect my GPA? | No | No |
| Will it reduce the number of credits for which I am registered? | Yes | No |
| Will this change the amount I am charged for tuition? | Possibly, if no other course is added | No |
| Will this affect my financial aid package? | Possibly | No |
| Will this make me ineligible to play sports? | Possibly, check with your coach | Possibly, check with your coach |

Instructor-Initiated Drops or Withdrawals

Students who have never attended, who cease to attend, or who do not submit required work in an enrolled course may be dropped or withdrawn upon recommendation of the instructor through the first six weeks of the semester. This policy is designed to help remind students of their academic commitments.

The recommendation must be made in writing to the registrar or the dean of the appropriate school when the instructor seriously questions the student's intent to pursue the course, or when disorderly conduct on the part of the student negatively affects the student, others, or the instructional environment. The registrar has the responsibility to approve or to deny instructor-initiated requests for drops or withdrawals. If the registrar approves such a request, the student will be notified of such action in writing.

If the instructor acts within the time allowed for drops the request would be treated as a request to drop a course. Dropped courses are deleted from the student's schedule, will not appear on the transcript, and the student's course load for that semester will be reduced by the appropriate number of credits.

If the instructor acts after the drop date, the request would be treated as a withdrawal. Instructor-initiated withdrawals after the sixth week of a semester (or sixth day of Interterm or twelfth day for the summer term) require a special petition on the part of the instructor. If the student is withdrawn from the course, a grade of W will be listed on the transcript. For more details on drops and withdrawals, see the appropriate sections above.

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

Dropping or Withdrawing from all Courses

Students wanting to drop or withdraw all the courses from which they are enrolled must, unless they qualify for an administrative withdrawal (see next section), personally drop or withdraw from their courses in writing. Students cannot drop or withdraw simply by informing an instructor of their plans or ceasing to attend class. The procedures for this are described in the earlier sections on "To Drop a Course" and "To Withdraw from a Course."

Students who act early enough to drop all courses, no courses for that term will be recorded on the student's transcript. If the student acts after the end of the drop period but before the end of the withdrawal period all courses will be recorded on the transcript with a grade of W. Students leaving school after the withdraw date but before the end of the term will receive the grades for the courses in which they were enrolled as the instructor deems appropriate; grades of W will not be automatically awarded.

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

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

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

Administrative Drops and Withdrawals

Students are sometimes unable to initiate drops or withdrawals because of the following circumstances:

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

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

Drops will be permitted in time frame allowed for drops depending on the length of the course. Withdrawals may be permitted after that period. Note that students receiving financial aid will have obligations to the government and/or lenders even if they attended only a single day of the term. Contact the Financial Aid Office for more information. See also the Catalog section entitled "Student Charges and Payment Information."

Educational Records

Grades

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

A—Superior scholarship

B—Scholarship distinctly above the average

C—Satisfactory achievement

D—Passing quality

F—Failure/Unsatisfactory

Alternative Grades

Audits: Audited courses appear on the transcript with either a grade of T (successful audit) or N (unsuccessful audit). Students who audit courses receive no college credit and grades for audited courses do not affect the student's GPA. See "Auditing" on p. 60 for more information.

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

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

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

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

Grade Points

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

| Grade | Grade Points | Grade | Grade Points |
|-------|--------------|-------|--------------|
| A | 4.0 | C+ | 2.2 |
| A- | 3.8 | C | 2.0 |
| B+ | 3.2 | C- | 1.8 |
| B | 3.0 | D+ | 1.2 |
| B- | 2.8 | D | 1.0 |
| | | F | 0.0 |

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

Grade Point Average

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

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

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

The College GPA is computed only on courses taken in residence at Greenville. For courses that are repeated, only the highest grade received affects GPA. Repeated courses are those with the same course code and name. Two different courses could fulfill the general education requirement (e.g. PSY101 and PSY 220), but only the same course retaken will be marked and calculated as a repeated course. If a course is repeated outside of Greenville College and transferred back, only the grade taken at GC (even if it is lower) will affect GPA. GPA is not influenced by grades in audited or pass/fail courses, those courses currently incomplete, or courses from which students have withdrawn.

Grade Reports

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

Transcripts

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

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

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

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

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

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

Privacy of Student Records – FERPA Disclosure

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

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

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

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

The Act limits students' ability to inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or educational records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student.

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

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

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

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

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

Some educational records are considered confidential. Confidential information is released or accessible only to certain parties. According to FERPA, these confidential records may be released only to the student him- or herself, other parties when a student requests a release of such information in writing, parents who have demonstrated that they claim the student as a dependent on their federal income tax form, or in compliance with a subpoena. Parents desiring access to their student's records must provide a copy of

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

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

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

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

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

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

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

Alternative Credit Policies

Transfer Credit

Greenville College accepts transfer credit from regionally accredited institutions or institutions who are accredited by an accreditor recognized by the Council for Higher Education Accreditation (CHEA). Credit will be accepted from accredited junior and community colleges, four year colleges and universities, and Bible colleges. Students seeking credit for work completed at other colleges or universities must provide official transcripts to Greenville College. They must also provide course descriptions and/or course syllabi for each course before transfer evaluations can be made.

The registrar, in consultation with appropriate faculty members, makes the final decision on what courses will be accepted for transfer credit. Students who have questions about the transfer evaluation process should contact the registrar at 618-664-7025 or via email at records@greenville.edu.

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

Transfer work will not affect the student's Greenville College grade point average. *However, students should be aware that grades in all college courses, even those earned at other institutions whether or not it was accepted in transfer, are used when computing final graduation honors.*

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

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

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

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

Advanced Placement

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

| Arts | | | |
|--|---------|---|---------------------|
| Art History | 3, 4, 5 | 3 | ART 251 |
| Music Theory* | 3, 4, 5 | 4 | MUTH 103, 103E |
| Studio Art: 2-D Design | 3, 4, 5 | 3 | ART elective credit |
| Studio Art: 3-D Design | 3, 4, 5 | 3 | ART 111 |
| Studio Art: Drawing | 3, 4, 5 | 3 | ART 113 |
| *If music placement exam waives additional levels, credit will be given. | | | |
| English | | | |
| English Language and Composition | 3, 4, 5 | 3 | ENG 105 |
| English Literature and Composition | 3 | 3 | ENG 105 |
| | 4, 5 | 6 | ENG 105, 201 |

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

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

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

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

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

College Level Examination Program

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

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

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

Business

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

Composition & Literature

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

History & Social Sciences

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

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

Science & Mathematics

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

World Languages

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

International Baccalaureate

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

Credit by Proficiency

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

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

A credit posting fee may apply for placing credit by proficiency onto a transcript. Proficiency credit will be recorded on the transcript, but no grade is assigned and has no effect on the student's grade point average. Proficiency credit does not count toward the residency requirement.

Placement Examinations

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

examinations should communicate with the heads of the respective departments.

Independent Study

Any student in good academic standing may, with the approval of the instructor and the department chair, enroll for a full or partial course in a given subject matter. A minimum of 40 hours of academic work per credit must be completed under the supervision of a professor. Independent study offers students the opportunity to explore areas that may develop into a departmental honors project. Independent studies are not available to students with less than 30 semester hours completed or with less than a 2.0 GPA.

Cooperative Education

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

The Office of Leadership & Life Calling coordinates all co-ops. The Associate Dean of Leadership & Life Calling can help advise students on effective co-ops and help them find suitable placements. The Office of Leadership & Life Calling also coordinates the Illinois Board of Higher Education Cooperative Education Program Grant which helps to fund co-ops for Illinois resident students working in Illinois. The Associate Dean can be reached at 618-664-6613.

Students must register for at least two credits per co-op experience, and may earn a maximum of 12 co-op credits during their college career. Students must enroll in either the internship/practicum course for their respective academic program (such as COM 395/405, MGT 395/405, PSY 395/405, etc.) or GS298 Cooperative Education, administered by the Office of Leadership & Life Calling. Internship or practica credit must be approved by the appropriate department. Departmental requirements vary; see the Practicum/Internship statement under “Undergraduate Course Listings” on p. 139.

Auditing

Any student may audit a course. Students auditing a course should attend class, but do not have to complete assignments. They receive no college credit and no credit towards graduation is earned. Audited courses appear on the transcript with either a grade of T (successful audit) or N (unsuccessful audit). These transcript codes for audited courses do not affect the student’s GPA. A student who finds it necessary to drop an audited course may do so at any time during the semester, and no record of the audited course will appear on the transcript.

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

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

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

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

Academic Standards

Satisfactory Academic Progress (SAP)

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

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

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

Status Categories

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exceptions to the Satisfactory Academic Progress GPA Standards

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

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

Appeals

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

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

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

Extraordinary Hardship Appeal

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

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

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

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

Satisfactory Progress to Graduation and Eligibility for Intercollegiate Athletics

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

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

Student athletes enrolling as freshmen

1. Prior to competing in the second year of competition, the student athlete shall successfully complete 26 semester credit hours of coursework.
2. Prior to competing in a third year of competition, the student athlete shall successfully complete 52 semester credit hours of coursework with a cumulative grade point average of 2.0 or higher.
3. Prior to competing in a fourth year of competition, the student athlete shall successfully complete 78 semester credit hours of coursework with a cumulative grade point average of 2.0 or higher.

4. Enrollment will be in courses leading towards completion of the general education requirements, one or more majors, and appropriate electives.
5. Student athletes shall progress at a rate that allows completion of degree requirements within no more than 10 semesters of full time enrollment.

Student athletes enrolling as transfer students

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

Exceptions and adjustments to the policy

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

Graduation Policies

Participating in Commencement Ceremonies

Degrees are awarded on the 31st of January, May, August, and December. May graduates will receive their diploma in the mail within four weeks after their degree has been awarded. Those graduating in January, August, or December will receive their diploma in 6-8 weeks. A single commencement ceremony is held in May. Students completing graduation requirements in January may participate in the upcoming May commencement ceremony. Students completing requirements for graduation in August or December may participate in a commencement ceremony the following year with the following exceptions

- Students (other than education majors) who have completed all requirements for graduation but lack four credit hours or fewer of coursework, or who need only to complete a practicum or internship, may participate in commencement if a graduation application has been filed presenting a plan to complete no more than four additional credit hours of coursework, or a practicum or internship of up to eight credits, by August 15th of the same year as commencement. Students presenting this plan must meet the following criteria:
 - All graduation requirements must have been completed with the exception of either
 - a) Four or fewer credits of coursework, or
 - b) A practicum or internship of up to eight credits.
 - Schedule summer work by May 1 of commencement year.
 - Grade point average must be at least 2.0 at the time of commencement.
 - No grade of incomplete from a prior semester may be carried at commencement.
 - All financial obligations to the College must be met no later than two days prior to the commencement ceremony.

- Education students (traditional and off-campus) may participate in commencement and return for the fall semester to complete the professional semester* only, to meet state certification standards. Students presenting this plan must meet the following criteria:
 - All graduation requirements must have been completed with the exception of the professional semester⁵.
 - Schedule the professional semester* by May 1 of the commencement year.
 - Grade point average must be a minimum of 2.75 at the time of commencement.
 - No grade of incomplete from a prior semester may be carried at commencement.
 - All financial obligations to the College must be met no later than two days prior to the commencement ceremony.

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

⁵ Education Professional Internship Definitions:

Elementary Education Majors

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

Special Education Majors

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

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

- EDU 400 Early Experience
- Student Teaching
- Seminar

All academic requirements and financial obligations must be met to receive a diploma. To be eligible for academic honors at commencement, students must have completed all requirements. Students participating in the commencement ceremony who have not completed all graduation requirements will have academic honors reflected on the transcript when all requirements are completed at the next regularly scheduled date for conferral of degrees. Students who have missing grades, incompletes, and/or transfer work on the date of graduation have 30 calendar days to submit their work. If work is not submitted within the one month time frame, the student will have to wait to the next scheduled date for conferral of degrees to receive a final diploma or transcript.

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

Graduation Application Procedures

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

Students complete the graduation application online. Applications are due by Thanksgiving whether students intend to graduate in December, January, May, or August. Students seeking to graduate must submit an application even if they do not plan to participate in commencement ceremonies. Seniors studying off-campus during the fall semester must submit their graduation application prior to departure to their off-campus destination. Students wishing to participate in a ceremony should wait for the following May Commencement Ceremony.

Transcript After Graduation

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

Academic Honors and Awards

Dean's List

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

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

Students enrolled in the Undergraduate Teacher Education Program (UTEP) meeting the stated semester requirements are eligible for semester honors. Successful completion of pass/fail courses (i.e. student teaching) will count in the total hours earned. Students studying off-campus in a program not taught by Greenville College instructors are not eligible for semester honors.

College Scholars

College Scholars are students who have been named to the Dean's List for multiple semesters. Students who have been on the Dean's List three consecutive semesters qualify. Transfer students may qualify for College Scholar recognition after two consecutive semesters on the Dean's List at Greenville College if they were on the honor roll at their previous school. Students who are designated as College Scholars have the privilege of auditing a course without charge each semester they continue their academic achievement.

Departmental Honors

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

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

- a. Maintain a GPA of 3.00 for all college work and work done in their major. Upon recommendation of a department chair, seniors who do not meet this requirement may be permitted to engage in a study with the understanding that honors will not be recorded unless their cumulative quality point average is 3.00 by the time they graduate, or unless they achieve a 3.35 grade point average during their senior year.
- b. Secure the approval of the head of the department chosen for honors work and notify the Office of Academic Affairs of the intention to enroll in departmental honors two weeks after the first day of class of the fall semester of the senior year by filling the appropriate form with the Departmental Honors Coordinator. This program may be initiated only within the candidate's major field of study.
- c. Take at least two semesters of honors thesis credit. Students may begin honors research in the second semester of the junior year by taking **HON 389 Junior Departmental Honors Research**. Seniors take **HON 489 Senior Honors Research** and **HON 490 Departmental Honors Thesis**. The Departmental Honors Thesis Project may be pursued for zero to two (0-2) credits per semester (two credits per semester is preferred). Under some circumstances when students will be away from campus for approved semester experiences, they may begin their Departmental Honors Project sequence a semester early. Expectations of these courses and further details are described in the "Instructions for Preparation of Departmental Honors Theses" available from the Departmental Honors Coordinator or the Greenville College PantherNet website.

- d. Meet all deadlines. By April 1, senior candidates must submit a computer printed thesis on the topic assigned for study and investigation to their thesis committee. In early-to-mid April, students must appear before the committee for an oral examination. Final binding copies are due three weeks prior to graduation. Compliance with all deadlines allows thesis projects and honors to be listed in the Commencement program.

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

Honors Societies

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

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

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

Lambda Pi Eta is the National Communication Honors Society for students who have completed 60 credit hours, have completed 12 hours of communication courses, have a minimum GPA of 3.25 for all courses taken, and a 3.25 GPA in communication courses.

Phi Alpha Theta is an international honor society for students who have a minimum of 12 hours of history, with a grade point average of 3.1 or above in those courses. Phi Alpha Theta promotes the study of history by bringing together students, teachers, and writers of history both socially and intellectually. Over 220 history students have been inducted into Phi Alpha Theta during the past forty years.

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

The McAllaster Scholars Program

In addition to qualifying for individual academic honors, students, regardless of their major, who meet the eligibility criteria,⁶ may apply for admission to The Greenville College McAllaster Scholars Honors Program. This academic program was established in 1995 to provide a “value-added” dimension to the excellent, Christ-centered education students regularly receive at Greenville College. The honors program consists of a blend of enriched sections of several general education

⁶ The eligibility criteria for membership are based on the ACT/SAT score, high school grade point average, class rank and a writing sample. Check with the Director of The McAllaster Scholars Program for the current requirements and an application.

classes⁷, special honors seminars (see HON in the course listing that follows), and experiential learning opportunities offered in an enhanced educational environment that strive for small class sizes to encourage total student participation, facilitate spirited discussion, and promote greater student-faculty interaction. Outside the classroom, the honors programs offers a co-curricular program consisting of diversified cultural, social, and educationally-oriented activities and events developed especially for program members. The honors program encourages its members to be persons with multi-dimensional interests who participate in a wide range of College sponsored events, activities, and organizations.

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

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

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

Honors Awarded at Graduation

Final honors upon graduation are awarded to students who have excelled in academics during their college career. Graduation honors are awarded to bachelor’s degree recipients at three levels of performance as measured by the combined GPA of all coursework attempted at all institutions attended whether or not it was accepted in transfer by Greenville College. **Cum laude** will be awarded to those students who have attained a 3.5-3.84 GPA; **magna cum laude** will be awarded to students who have earned a 3.85 or higher GPA; and **summa cum laude** will be awarded to students who have achieved a 3.95 or higher GPA and have successfully completed a departmental honors thesis. To be eligible for final honors a student must have completed their last four semesters of coursework at Greenville College and have successfully completed at least 12 credit hours per semester for seven semesters of college work. The two years of work at the College may include one semester of coursework in an off-campus study program approved by Greenville College or the CCCU and/or the professional semester for education majors.

Transfer students who have a minimum of 60 hours of Greenville College work are eligible to be considered for all final academic honors. All college level coursework will be considered in computing the GPA for honors eligibility. Students who have met the scholarship standard but not the other requirements, including minimum course load or have completed less than three semesters at Greenville College, may be granted **honorable mention**.

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

⁷ Honors sections of general education courses presently include: COM 101H Honors Speech Communication, COR 102H Honors Christian Thought and Life, ENG 243H Honors Global Literature, HON 105 McAllaster Scholars Foundations Seminar, HST 101H Honors Western Civilization, PHL 250H Honors History of Philosophy I, PHL 251H Honors History of philosophy II, PSY 101H Honors General Psychology, SOC 101H Honors Principles of Sociology. Plans are in process to expand the number of Honors sections to other general education courses. Also, members may earn “honors credit” in a regular course by means of an Honors Option which is a contractual agreement with the instructor to engage in learning activities that qualitatively enrich the content and/or the experiences beyond those expected of other members of the class.

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

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

Student Support Services

Student Success Center

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

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

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

Services for Students with Disabilities

The Student Success Center strives to provide strong academic support services for all students with learning and/or physical disabilities who require specialized accommodations. Once the student self-identifies, the Student Success Center will work in partnership with the student to meet his or her educational goals. This includes all students in the undergraduate and graduate programs.

The Student Success Center can provide the following accommodations for students with special needs:

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

A student who requires these accommodations must have official documentation on file with the Student Success Center. This documentation may be a letter from a physician or qualified professional on letterhead or a report from the student's last psychological evaluation no more than three years old. A list of accommodations that the student has used in the past would be helpful in planning for the student's educational needs.

Leadership & Life Calling

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

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

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

Office of World Outreach & Missions

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

Off Campus Semester Programs

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

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

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

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

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

Individual courses within the off-campus study programs are subject to change. Please consult the program catalogs available from the Director of Cross Cultural and International Programs for current course listings.

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

Greenville College's Study Abroad Semester

Semester in Nicaragua

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

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



Council for Christian Colleges & Universities' Programs

American Studies Program

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

Australian Studies Center

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

China Studies Program

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

Contemporary Music Program

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

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

India Studies Program

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

Latin American Studies Program

Based in San Jose, Costa Rica, the Latin American Studies Program (LASP) introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Through living with local families, students become a part of the daytoday lives of Latin Americans. Students also take part in a practicum/internship and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American studies (offered both fall and spring terms); advanced language and literature (designed for Spanish majors and offered both fall and spring terms); international business (offered only in fall terms); and environmental sciences (offered only during spring terms). Depending on their concentration, students travel to nearby Central American nations. LASP students earn 16-18 semester credits.

Los Angeles Film Studies Center

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

Middle East Studies Program

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

Oxford Summer Programme

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

Scholars' Semester in Oxford

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

Uganda Studies Program

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

Washington Journalism Center

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

Other Affiliated Programs

AuSable Institute of Environmental Studies

AuSable Institute of Environmental Studies, located near Mancelona, Michigan, is designed to

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

Daystar University - Kenya

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

Go-ED – Food for the Hungry

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



Institute for Family Studies - Focus on the Family

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

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

Other Academic Policies

Academic Honesty

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

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

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

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

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

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

Class Attendance Policy

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

Excused Absence Policy

Rationale

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

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

Policy

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

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

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

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

Responsibilities

THE SPONSORING FACULTY MEMBER, COACH OR OTHER COLLEGE EMPLOYEE

- Should think carefully about the effects on the welfare of the students and their work in other departments.
- Consult the on-line campus calendar to avoid scheduling conflicts whenever possible
- Supply a list of affected students to the Records Office within two days following each absence, in order that this list may be distributed to the faculty. The list should include details about when the absence began and ended.
- Plan such offcampus activities so as to avoid examination weeks and the first or last few days of a semester.



- Should try to avoid arranging activities involving two consecutive class meetings in the same course.
- Avoid scheduling events that will take students away from any classes the final two class days before a break or the first day following a break. Any exceptions to this rule must be approved in advance by the provost before any announcements are made to students.

THE STUDENT

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

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

PROFESSORS

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

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

It should be noted

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

Student Surveys and Out-of-Class Tests

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