School of Education

Master of Arts in Teaching
Guide to Teacher Education

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Program Information available at: www.panthernet.greenville.edu/ics/School_of_Education/

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I. College Identity and Mission

Greenville College is a Christian community committed to excellence in higher education and grounded in both the liberal arts tradition and a rich Wesleyan heritage. We seek to transform students for lives of character and service through a Christ-centered education in the liberating arts and sciences.

II. Teacher Education Mission Statement

Greenville College teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

III. Teacher Education Program Theme

“Preparing Teachers to serve in a culturally diverse world.”

IV. Overview of the Conceptual Framework

The conceptual framework represents the philosophical basis of the Teacher Education Program. The elements of the framework are noted below.

A. Introduction

The current Framework represents the tenth rendition since the 1999 institutional review. After creating the initial framework in 1998, Unit faculty, candidates, and P-12 advisory councils have worked and reworked the document in order to address institutional strategic initiatives, and new national and State standards. Although the Unit does not anticipate major revisions prior to the next fifth year review, elements of the document will be under constant scrutiny.

B. Vision and Mission of the Institution

The conceptual framework is the impelling force behind all aspects of both the undergraduate and graduate programs. Its intent derives from the institutional mission and expresses the Unit’s philosophy, purposes, and goals; knowledge bases; candidate proficiencies aligned with professional, state, and institutional standards; and the assessment system. The framework conjoins all program activities into a single meaningful set of related activities in order to assure compliance with state and NCATE standards and to provide all candidates opportunity to demonstrate knowledge, skills, and dispositions to maximize student learning.

C. The Unit’s philosophy, purposes, and goals

The Conceptual Framework represents the philosophical basis of the teacher education program. It emanates from the institutional and program missions and reflects the conceptual framework theme “Preparing teachers to serve in a culturally diverse world.” The theme is an organizing feature of all undergraduate and graduate programs and ensures all programs will prepare candidates to have knowledge, skills, and dispositions necessary to create effective learning environments sufficient to help all students learn. The framework embraces an incremental approach to providing candidates opportunity to progress from foundational and developmental studies to specific applications of learning theories. The purposes and goals of the Program stem from the knowledge bases with related theories, and experiences noted within the document.
D. Knowledge bases, including theories, research, the wisdom of best practice, and education policies

Elements of the framework include: (1) a knowledge base that informs the program elements; (2) a set of five beliefs about the fundamental nature of persons that provide clues for candidates to create appropriate learning environments for all students; (3) definitions of five knowledge domains related to culture, society, inquiry, methodology, teaching, learning, theory, knowledge, skills, and the rapid advance of technology; (4) eight candidate dispositions that identify the human predilections considered essential for successful teaching; (5) twelve outcomes that require candidates to be well-grounded in general, content, pedagogical, and professional studies; and a bibliographical knowledge base from which Unit faculty used to create the document.

E. Alignment with Professional, State, and Institutional Standards

The framework expresses a commitment to prepare candidates who demonstrate knowledge, skills and dispositions to help all students learn through sets of outcomes and dispositions that support the institutional and program missions. The outcomes indicate that candidates will

1. be able to state the concepts and structure basic to their subject matter specializations, articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners;
2. be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate teaching strategies;
3. be able to create positive learning environments for students from varied cultural milieus;
4. be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments;
5. be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques;
6. be able to use a variety of assessment strategies and techniques in order to assure positive student development;
7. be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments;
8. be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession;
9. assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice;
10. exemplify in planning and demonstrate in practice the dispositions articulated by Unit faculty as necessary for all teacher education candidates;
11. be able to communicate effectively in both spoken and written modes with all constituents;

12. be a model of hope – consistent with the mission of Greenville College to be a “Christ-centered” college in the liberating arts and sciences.

In addition, the framework identifies eight **dispositions** to be manifested by candidates. These note that candidates will be

1. Reflective – Candidates who manifest this disposition are disposed to think deeply about the processes of teaching and how one’s own attitude, values, beliefs, and behaviors influence teaching.

   Effective teaching environments use the innate gifts and unique temperaments of students as they plan, carry out, and assess learning. (Gardner, 1999)

2. Cooperative – Candidates manifest a spirit of cooperation and collegiality in their interpersonal relationships with colleagues.

   Student outcomes are optimized through cooperative approaches to learning. (Johnson and Johnson 1987)

3. Enthusiastic – Candidates display energy and maintain positive attitudes toward their teaching assignments, their students, and their interactions within classrooms and the schools where they serve.

   Creating classroom environments in which students develop an intrinsic motivation to learn. (Doyle, 1990)

4. Accepting – Candidates understand and value the unique contributions of students from a variety of backgrounds, abilities, and orientations in order to enhance learning.

   Demonstrating an inclusive approach to students, classrooms, schools, communities, and cultures improves the quality of instruction for all students. (Grant and Sleeter, 1994).

5. Compassionate – Candidates demonstrate concern for all students as they face the vagaries of physical, emotional, intellectual, and spiritual growth and development.

   Demonstrating concern and believing that students can surmount the obstacles they confront provide impetus for them to succeed. (Phenix, 1961)

6. Confident – Candidates manifest a sense of self-efficacy in order to foster effective learning in the classroom, and respond positively to the multitude of persons involved in school environments.

   Promoting the notions of self-efficacy, and self-determination that are necessary to develop the will to succeed. (Maslow, 1973)

7. Creative – Candidates demonstrate the innovative use of a multitude of pedagogical techniques and technologies.
Unique approaches to instruction and the uses of technology and improving instruction. (Schwartz and Beicher, 1999)

8. Professional – Candidates have a passion for their students to learn; they also manifest a positive work ethic and have a desire to be a “life-long learner.”

Creating a profession of teaching in which teachers have opportunity for continual learning is the likeliest way to inspire greater achievement for children, especially for those for whom education is the only pathway to survival and success. (Darling-Hammond, 1997)

F. The system by which candidate performance is regularly assessed

Matrices included in the conceptual framework align the twelve program outcomes to NCATE, and Illinois Professional Teaching and Content Area Standards. Transition points for candidate admission and continuation in the Program, admission to the professional internship, and program completion are also described in the framework. Assessment methods show how data are used for program improvement. Program reports using state approved guidelines were previously submitted for review by professional panels. These are designed to demonstrate compliance with state standards.

V. Overview: Master of Arts in Teaching

The Program

The MAT degree requires completion of 34 hours of coursework for Elementary majors or 33 hours of coursework for secondary majors followed by a 10 credit hour professional internship. Additional content area coursework for certification may be required for those seeking secondary certification in grades 6-12 or special K-12 certification. A minimum of 32 semester hours of coursework that meets the standards for the content area for certification at the secondary or special K-12 level is required for certification. Those seeking an elementary certificate may want to complete additional coursework for endorsements at the middle school level.

Program Communication

Clear, reliable communication with students is a high priority of the School of Education faculty and staff. Because of this, a Greenville College email system is in place for all students. All college email from the School of Education, Billing, Records, Financial Aid, and Professors must be sent to and received from the student’s Greenville email account. Emails from other accounts will be considered unofficial and unacceptable. Regular updates from the School of Education will be emailed to the students at this account. See the policy on college email for more details.

Current program calendars, important updates and announcements, and other program details and links can also be found on http://panthernet.greenville.edu by logging in with the personalized username and password and clicking on the School of Education tab.
## Masters of Arts in Teaching – Elementary Certification

**All courses require field experiences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits / FE Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 501</td>
<td>Issues in Education</td>
<td>Introduces graduate students to issues of professionalism including the agencies and entities that impact education. Reviews school law that relates to the practice of teaching. 2 credits / 12 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 516</td>
<td>Teaching Reading and Writing</td>
<td>Addresses the processes of reading and writing development, emphasizing methods and materials for teaching literacy skills in elementary and middle schools. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 520</td>
<td>Corrective Reading and Writing</td>
<td>Explores strategies for meeting the needs of individual students through the use of commercial reading materials and development of teacher-prepared materials. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 522</td>
<td>Teaching Fine Arts</td>
<td>Provides students exposure to the techniques for teaching art and music to elementary students. 2 credits / 12 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 524</td>
<td>Teaching Social Studies</td>
<td>Provides students the opportunity to develop teaching methods and strategies to integrate social studies with other content areas. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 539</td>
<td>Adolescent Growth and Development</td>
<td>Explores human growth of typical and exceptional youth from the on-set of puberty through late adolescence. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 540</td>
<td>Students with Exceptionalities</td>
<td>Examines the process of identifying children whose intellectual, physical or emotional development deviates from normalcy in order to create strategies to accommodate them. Introduces the legal, historical, and social foundations of special education. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 542</td>
<td>Diversity and Schools</td>
<td>Provides an introduction to the history, politics, issues, and approaches to educating a culturally and linguistically diverse student population. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 544</td>
<td>Technology and Teaching</td>
<td>Investigates the impact technology has on teaching and learning. Students design and implement technology based curriculum for use in the classroom. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 548</td>
<td>Behavioral Management</td>
<td>Examines the application of learning theory to the management of both exceptional and typical school populations. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 555</td>
<td>Teaching Mathematics</td>
<td>This course examines effective strategies for teaching mathematics to elementary and middle school students. The focus will include: math instruction, inquiry-oriented, problem solving classroom environment, lesson planning, and assessment. The course will seek to provide pre-service teachers with instructional tools to help children learn mathematics. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 557</td>
<td>Teaching Science</td>
<td>This course examines effective strategies for teaching science to elementary and middle school students. The students will be exploring the nature of inquiry and strategies for promoting, supporting, and assessing students’ scientific inquiry. The course will seek to provide pre-service teachers with instructional tools to help children learn science. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 546</td>
<td>Student Teaching</td>
<td>Offers students the opportunity to participate full-time in a supervised teaching assignment in an appropriate school environment. Requires one semester (approx. 15 weeks) of clinical practice. 10 credits / Full Time Daily Commitment</td>
<td></td>
</tr>
</tbody>
</table>
Master of Arts in Teaching – Secondary Certification  
*All courses require field experiences*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits/FE Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 501</td>
<td>Issues in Education</td>
<td>Introduces graduate students to issues of professionalism including the agencies and entities that impact education. Reviews school law that relates to the practice of teaching. 2 credits / 12 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 539</td>
<td>Adolescent Growth and Development</td>
<td>Explores human growth of typical and exceptional youth from the onset of puberty through late adolescence. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 540</td>
<td>Students with Exceptionalities</td>
<td>Examines the process of identifying children whose intellectual, physical or emotional development deviates from normalcy in order to create strategies to accommodate them. Introduces the legal, historical, and social foundations of special education. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 542</td>
<td>Diversity and Schools</td>
<td>Provides an introduction to the history, politics, issues, and approaches to educating a culturally and linguistically diverse student population. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 544</td>
<td>Technology and Teaching</td>
<td>Investigates the impact technology has on teaching and learning. Students design and implement technology based curriculum for use in the classroom. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 548</td>
<td>Behavioral Management</td>
<td>Examines the application of learning theory to the management of both exceptional and typical school populations. 3 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 550</td>
<td>Measurement and Design</td>
<td>Explores the evaluation of student growth as an integral part of instruction. Also addresses professional, social, ethical, and philosophical implications. 4 credits / 16 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 552</td>
<td>Teaching Middle/Secondary Students</td>
<td>Introduces instructional planning and teaching methodology appropriate for middle/secondary students. 4 credits / 20 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 556</td>
<td>Middle/Secondary School Curriculum</td>
<td>Examines the principles and practices of curriculum planning, design, implementation, and evaluation. 4 credits / 20 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 558</td>
<td>Reading/Writing in Content Area</td>
<td>Provides orientation to the processes of reading and writing, emphasizing methods and materials appropriate to instruction within the appropriate subject area in middle/secondary school. 4 credits / 20 FE Hours</td>
<td></td>
</tr>
<tr>
<td>EDU 560</td>
<td>Student Teaching</td>
<td>Offers students the opportunity to participate full-time in a supervised teaching assignment in an appropriate school environment. Requires one semester (approx. 15 weeks) of clinical practice. 10 credits / Full Time Daily Commitment</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the above coursework, a minimum of 32 semester hours of coursework that meets the standards for the content area in which the candidate is seeking certification is required. In order to meet the state standards for the content area a candidate may need to complete more than the minimum of 32 semester hours. A transcript evaluation completed by the certification officer will determine the deficient areas of coursework. The content area coursework for secondary majors must be completed prior to student teaching.
VI. Admission to the Program Procedure

Because of the design of the program, students apply to the college and register for the program before the first class meeting. All necessary forms for admission to the College should be completed before the student is able to register for the first class.

To be admitted to the Master of Arts in Teaching, an applicant needs:

1. a bachelor's degree from an accredited undergraduate institution,
2. a completed Greenville College Master of Arts in Teaching application and $30.00 application fee,
3. official transcripts from ALL colleges and universities attended reflecting a GPA of 3.0 or higher from the degree granting institution(s),
4. two letters of reference (one academic and one personal),
5. a favorable criminal background check (some field placements also require a fingerprint background check), and

Once admitted to the program, an appointment must be scheduled for orientation to the program with the Academic Advisor.

VII. Conditional Admission

Conditional admission to the MAT program is offered for students who meet one of the following two conditions:

1. The student who has completed all other admission requirements with the exception of the Illinois Certification Testing System (ICTS) Basic Skills Test may complete three courses. The student must have passing scores on the ICTS Basic Skills Test in the School of Education office prior to registering for the fourth course of the program.

OR

2. The student's past academic performance may be weak enough (i.e., GPA less than 3.0) to require a probationary period for the student. If the student has completed all other admission requirements (including, but not limited to the Illinois State Certification Testing System (ISCTS) Basic Skills Test), the student may complete the first three courses during the probationary period. Students must earn a “B” or higher in the first three courses to be removed from the conditional admission status and be fully admitted.

VIII. Declaration of Certification Program and Transcript Evaluation

During the admissions process the student will request a transcript evaluation by completing the Transcript Evaluation Request for Elementary or Secondary Certificate form (see Appendix A, page A4). Once the transcript evaluation request has been received and processed the student will receive the results and be required to declare their intended certification program by completing the Declaration of Certification Program form (see Appendix A, page A2). The Declaration will be reviewed for approval by the Director of the program. Upon approval, a Transcript Evaluation Record (see Appendix A, page A5) and a copy of the Declaration of Certification Program will be sent to the student for their records.
The transcript evaluation documents the coursework that is deficient for a secondary certification concentration area and/or desired endorsements. Those completing a secondary certification program must send official transcripts reflecting the completion of all deficient coursework for their area of concentration to the School of Education prior to beginning student teaching. Those completing middle school or secondary endorsements as an add on to their certificate must send official transcripts reflecting the completion of all deficient coursework to the School of Education prior to completing student teaching.

Change of Certification Track

Students who wish to change their certification track must complete the Change of Certification Track form (see Appendix A, page A3). Changing from Elementary Education to Secondary Education will result in additional hours of completion in the chosen concentration area. If the Change of Certification Track occurs after the application for the Professional Semester is completed, the guidelines below will be followed:

- Change in Certification Track by February 1 ......................... No Fee
- Change in Certification Track February 2 – March 31 ................ $250.00
- Change in Certification Track AFTER April 1* ...................... $600.00

*Student Teaching placement will be cancelled for the original year applied. A new application must be completed by December 15 of the next academic year for placement the following academic year.

IX. Registration

Continuing Students

1. Registration forms will be sent twice a year to cover all program classes. This will assist students who are co-enrolled at multiple sites.

2. Registration forms are due 3 weeks prior to the start of the first class. Any registrations received 2 to 3 weeks prior will be charged a $50.00 late registration fee. Any registrations received less than 2 weeks before the start of class will not be accepted.

3. If taking additional classes not marked on the initial registration form, students must contact the MAT office allowing enough time to receive and submit registration for the class prior to the 3 week deadline.

New Students

After admission to the program, new students can register for their first class no less than 1 month prior to the start of class sessions.
X. Accelerated Plans

1. Accelerated plans may be requested once a student is fully admitted to the MAT program.

2. Accelerated plans will not be permitted for those who have failed courses, taken incompletes, or have withdrawn from courses.

3. Accelerated plans will be discontinued for students who have a plan and then fail, take an incomplete, or withdraw from a course.

XI. Transfer Credits and Substitutions

Transfer Credit Policy

Students may apply to transfer a maximum of 6 credits into the Master of Arts in Teaching Program.

A petition for transfer credit must adhere to the following guidelines:

• Course work must have been completed at a regionally accredited institution.
• A grade of "B" or higher must have been attained.
• Course content must be comparable to a specific course in the MAT program, meeting the course goals and objectives.
• Extension, continuing education and non-credit undergraduate courses as well as partial credit will NOT be considered.
• Course must have been taken during the last five years.

MAT students will be required to do field experience hours for all classes that are transferred in from other institutions if no documentation exists supporting field experiences in the class. These field experiences will require an additional fee. The required number of field hours for each course must be met. Thus, those transferring in field hours may be required to complete additional hours to meet the required field hours for a course.

Documents needed for transfer credit petition:

1. Completed petition form (see Appendix A, page A6).
2. Photocopy of catalog course description from exact year course was taken.
   (Transferring institution will provide this upon request from their Records’ office.)
3. Course syllabus, upon request.

Approved undergraduate courses from Greenville College are considered transfer credits and count toward the maximum 6 credit hour transfer limit.

All applications for transfer credits must be approved by the Co-Director of Graduate and Partnership Programs in Education.

Substitution Credit Policy

Students may also apply to substitute a maximum of six (6) credits into the Master of Arts in Teaching (MAT) Program from the Greenville College Master of Arts in Education (MAE) program. MAT students will be required to do field experience hours for all education classes that are substituted from the MAE program. All applications for course substitution credits must be approved by the Co-Director of Graduate and Partnership Programs in Education.
XII. Academic Policies

Grading

A grade point average (GPA) is calculated on all graded work and is applied toward all graduate degrees. A 4-point system is used to calculate the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>superior graduate work</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>satisfactory graduate work</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>work that is barely adequate as graduate level performance</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>work that is unsatisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>incomplete work</td>
<td>---</td>
</tr>
</tbody>
</table>

Grades of Incomplete, Withdraw, or Transfer Credit from other approved graduate programs are not used in calculating the GPA. There are no academic honors awarded at the graduate level upon degree completion.

Grade Reports

Grade reports are released no less than 21 days following the completion of a course.

Incomplete Coursework

A student may request an incomplete at the end of a course if the circumstances warrant (i.e., illness, accident, family emergencies, or unexpected job changes). The awarding of an “I” is at the discretion of the instructor and is not given for simple negligence or inability to complete the course assignments and activities on time. The following policies have been established for assigning an “I”:

1. The student should contact the instructor to request the incomplete.
2. If circumstances warrant, the instructor will submit a Grade Completion Contract Form (see Appendix A, page A7) with the Grade Report Form for the class.
3. The Grade Completion Contract Form will reflect the due dates and will show the work to be completed as agreed upon by the student and the instructor. The work must be completed within the timeframe determined by the instructor. That work will be completed within 30 days after the last class session. The final grade will be recorded on the student’s transcript.

Dropping or Withdrawing from Courses

Students who wish to be released from a course after enrollment has been processed have two options, depending on the timing of their request.

Dropping is permitted for graduate students before the first session of the course. All drop requests must be made by written request to the School of Education at least 24 hours before the course begins. Tuition charges will be reversed for students who drop a course and no record or grade will be recorded on their transcript.

Withdrawing is permitted as follows: for summer sessions courses by the end of the 1st day of class for a 3 credit course or by noon of the 2nd day of class for a 4 credit course; for courses that meet once per week prior to the 3rd session of a 2 credit course, prior to the 5th session of a 3 credit course or prior to the 7th session of a 4 credit course Students who withdraw from a course will be charged tuition and the course will appear on the transcript with a grade of “W.”
Students can withdraw from a practicum, research project, or thesis course 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.

**Withdrawing from the Program**

Students who electively withdraw from the Master of Arts in Teaching program for a personal or professional emergency will complete the *Program Withdrawal Form* (see Appendix A, page A10). The readmission policy will apply should the student wish to rejoin the program at a later time.

**Leave of Absence**

Students who wish to continue within three months of their withdrawal must complete the *Leave of Absence Policy* form (see Appendix A, page A6). Failure to complete the form and re-enroll within three months of withdrawal will result in the student following the readmission guidelines. **This option does not apply to students who are administratively withdrawn or who have not met program checkpoints.**

**Timeline for Program Completion**

Students will have a maximum of 7 years to complete the MAT degree. However, a petition may be made for an extension of no more than 1 year from the ending date of the 7 years and must be made prior to the end date of the 7 years.

**Dismissal**

Students who fail to meet a program checkpoint may be administratively dismissed from the Master of Arts in Teaching program. Those students dismissed for reasons other than a low GPA may reapply to the MAT Program. Students dismissed from the program as a result of a low GPA and have completed more than two courses will not be reinstated. Students completing only one or two courses may reapply. The School of Education will only allow a student to be reinstated once in the Master of Arts in Teaching Program.

**Readmission**

To reapply after withdrawal, the student must complete a new application and provide the School of Education with two letters of recommendation from MAT professors. In addition, a letter indicating a plan to successfully complete the MAT program in a timely fashion is required.

Students reapplying within one year of dismissal from the program must meet the checkpoint requirements issued at the time of their first admission to the MAT Program.

Students reapplying after one year must meet all entrance requirements and the required checkpoints for the desired point of entrance into the program. A new criminal background check must also be obtained.

Upon receipt of the application and verification of meeting the above criteria, a student will be considered for readmission. However, program readmission is not guaranteed.
XIII. Academic Review Policy

Graduate students have a responsibility to demonstrate the ability to complete graduate-level coursework, including the ability to write clearly and succinctly. Graduate students are expected to maintain a grade point level of 3.0 (B) or higher.

- Students with less than the requisite 3.0 cumulative grade point average will be dismissed from the program (see Dismissal Policy).
- Conditionally admitted students who have a weak academic performance will be able to complete the first three courses. If the student has earned an “A” or “B” in each course they will be fully admitted (see Conditional Admission Policy).
- Students who receive “F” grades for two or more courses will be dropped from the program.

XIV. Attendance and Deadlines

Attendance at all class meetings is mandatory, since a large portion of the learning is dependent on class activities. Any exceptions must be approved by the instructor. Students who miss part or all of a class must make arrangements with the instructor to make up time missed.

- Students who miss more than eight hours of class time in one course receive a grade of “F” and are expected to retake the course unless they officially withdraw from the course with the School of Education office prior to the withdrawal deadline for the course.
- Students who miss three consecutive class meetings in a term may be dropped from the program and must reapply for admission if they wish to complete the program.

It is the responsibility of the student to adhere to deadlines. When deadlines are not followed, delays in grading will result, including the possibility of delayed graduation.

XV. Academic Support Services

The Faculty

It is expected that all instructors will be wholesome influences on the social, physical, spiritual, cultural, and intellectual development of the students. Each instructor is approved by the Co-Directors for Graduate and Partnership Programs in Education and the Dean of the School of Education. Staff for the MAT program will consist of a combination of current faculty and qualified adjuncts.

Library Resources

All students have access to Ruby E. Dare Library which affects opportunity to access material for use within the various academic disciplines. The library houses 123,000 volumes, subscribes to 378 periodical titles, and has access to over 10,000 electronic journal titles and 2,300 electronic books. The library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), a consortium of 65 Illinois academic libraries that share resources. With the I-Share Online Catalog automated database, the holdings of the Greenville Library and 64 other libraries can be searched to borrow materials. A reference librarian is available to MAT students by calling (618) 664-6603. To use the Greenville College online library catalog or other databases, visit www.greenville.edu.
Academic Advising

An Academic Advisor is available to MAT students for counseling on their academic progress, and the fulfillment of coursework. Students with advisement questions should contact the Academic Advisor for Off-Campus Teacher Education Programs at (618) 664-6761.

Career Services / Job Placement

Job placement information is located in the School of Education Project Room, Marston Hall Room M304, at Greenville College and through the Career Services Department at Greenville College. All students have access to the Career Services Center at Greenville College. Career Services offers assistance in resume and cover letter writing and other job search skills. Career Services can be reached at (618) 664-6613.

XVI. Inclement Weather Policy

In cases of inclement weather, the Co-Directors for Graduate and Partnership Programs in Education will decide on the cancellation of classes. This decision will be made by 3:00 p.m. on the day of the class, and students will be notified of the cancellation. If the class session is canceled, the instructor and students, in consultation with the Co-Directors will reach an agreement on a make-up session. In many cases the class will simply meet the following week and use a future break as a make-up date.

Early dismissal of class is sometimes necessary due to inclement weather. The instructor should use their judgment in determining when this is necessary.

XVII. Standards for Admission

Admission to the Teacher Education Program

Admission to the Program allows students to continue in Teacher Education. Admission is contingent upon meeting the five standards noted below.

1. successful completion of a bachelor’s degree from an accredited institution
2. a minimum 3.0 grade point average for undergraduate coursework
3. passing scores on Illinois Certification Basic Skills (Math, Writing, Reading & Grammar)
4. positive recommendations from an academic and personal reference
5. favorable criminal background check (fingerprint check required by some sites)

Consideration for admission may include other factors such as the ability to
1. manifest the eight program dispositions, and
2. function appropriately in areas deemed important for successful teachers.

Admission to the Professional Internship

Application for the Professional Internship (student teaching) must be made to the School of Education Office by December 15 of the year prior to the academic year in which the student wishes to student teach. The Professional Internship includes the following:
1. Early Experience: This experience takes place in the public schools at the beginning of the fall public school term for a minimum of three days.

2. EDU 546 or EDU 560 – Professional Internship: All majors complete a minimum of one semester (approximately 16 weeks) of student teaching under the supervision of a cooperating teacher and a college consultant.

All candidates will complete their professional internship at a public or accredited private school.

**Admission to the Professional Internship is contingent upon:**
1. maintaining a minimum grade point average of 3.0
2. completion of all coursework
3. completion of all required field experiences
4. receipt of one favorable recommendations from a program professor
5. receipt of the advisor checklist and recommendation form
6. receipt of passing scores on the Illinois Content Area Certification Test(s)
7. approval by the Committee on Teacher Education

The Committee on Teacher Education has authority to terminate programs of candidates falling below standard.

**Student Teaching Placement Cancellation Policy**

If the School of Education finds it necessary to cancel the student teaching placement, the following dates and fees will apply:

- Cancellation by February 1…………………………………….No Fee
- February 2 – March 31………………………$250.00
- After April 1……………………………………$600.00

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

**XVIII. Degree Requirements**

To earn the Master of Arts in Teaching degree, the student must:

1. Have a bachelor’s degree from an accredited undergraduate institution.
2. Successfully complete 44 hours of course credit (Elementary) or 43 hours of course credit (Secondary) which includes student teaching.
3. Achieve a cumulative grade point average of at least 3.00 for all graduate course work completed at Greenville College.
4. Complete all Program and State certification requirements for teacher certification.
   **OR**
5. Complete a 10-12 hour Master’s Thesis for non teacher certification. AND
6. Complete a degree application form (available from the Records Office) by the stated deadline
Graduation Application and Awarding of Degrees

Degrees are granted in May, August, December, and January. The deadlines for submitting the degree application are as follows:

<table>
<thead>
<tr>
<th>Degree Date</th>
<th>Degree Application Due</th>
<th>Commencement Participation</th>
<th>Degree Requirement Completion Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>September 15</td>
<td>May of current year</td>
<td>April 1</td>
</tr>
<tr>
<td>August</td>
<td>June 1</td>
<td>May of following year</td>
<td>August 1</td>
</tr>
<tr>
<td>December</td>
<td>September 15</td>
<td>May of following year</td>
<td>November 1</td>
</tr>
<tr>
<td>January</td>
<td>September 15</td>
<td>May of current year</td>
<td>January 1</td>
</tr>
</tbody>
</table>

The submission of a Graduation Application form is required for students seeking approval to receive their degree from Greenville College. It is also necessary to complete this form in order to receive approval to participate in commencement. All students are charged a graduation fee, regardless of participation in commencement. The Graduation Application is available from the Records Office.

Commencement Participation

A single commencement ceremony is held each May. All students are expected to participate in commencement. 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. Students may only participate in commencement once they have completed all program requirements. The deadlines for completion of all degree requirements are listed in the chart above. Students should receive confirmation of acceptance of their graduation application from the Records Office.

Receiving a Diploma

Students must meet these conditions in order to receive a diploma:

1. Meet all the degree requirements listed in the MAT Guide to Teacher Education and the Greenville College catalog.

2. Provide official transcripts from all colleges attended verifying the completion of any transfer work that applies toward degree requirements.

3. Meet all financial obligations to Greenville College, including the return of any library books or other materials/equipment on loan from the college and the payment of the graduation fee.

May graduates who meet the above conditions will receive their diploma at Commencement. The College will mail diplomas to August and December graduates and May graduates who are unable to meet the above criteria or are unable to attend commencement.
XIX. Program Checkpoints

Admission to the College does not assure admission to the Teacher Education Program. The program requisites are significantly more rigorous than requirements for other college majors.

1. **Admission to the Program:** Admission is contingent upon (1) successful completion of a bachelor’s degree from an accredited institution, (2) a minimum 3.0 grade point average for undergraduate coursework, (3) passing scores on Illinois Certification Testing System Basic Skills Test (Math, Writing, Reading & Grammar), (4) receipt of one positive academic recommendation and one personal recommendation, (5) receipt of a favorable criminal background check*, and (6) approval by the Committee on Teacher Education.

   *some sites require a fingerprint background check

2. **Admission to the Professional Internship:** Application for the professional internship must be made by mid-December prior to the academic year for which application is made. Admission is contingent upon (1) maintaining a minimum grade point average of 3.0, (2) completion of all required coursework, (3) completion of all required field experiences, (4) receipt of one favorable recommendation from a program professor, (5) receipt of the academic advisor checklist and recommendation form, (6) receipt of passing scores on the Illinois Content Area Certification Test(s), and (7) approval by the Committee on Teacher Education.

3. **Exit from Professional Internship:** Candidates must (1) make and present a showcase Portfolio, (2) receive passing scores on the Illinois Certification Testing Assessment of Professional Teaching Skills (APT), and (3) receive exit approval by the Committee on Teacher Education.

4. **Exit from the Program:** Candidates must (1) fulfill all program, institutional, and Illinois State Certification Board requirements, and (2) receive exit approval by the Committee on Teacher Education.
## Program Checkpoints

<table>
<thead>
<tr>
<th>Checkpoint 1</th>
<th>Checkpoint 2</th>
<th>Checkpoint 3</th>
<th>Checkpoint 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the Program</td>
<td>Admission to the Professional Internship</td>
<td>Exit from Professional Internship</td>
<td>Exit from the Program</td>
</tr>
<tr>
<td>Requirements</td>
<td>Requirements</td>
<td>Requirements</td>
<td>Requirements</td>
</tr>
<tr>
<td>1. successful completion of a bachelor's degree from an accredited institution</td>
<td>1. maintaining a minimum grade point average of 3.0</td>
<td>1. make and present a showcase Portfolio</td>
<td>1. fulfill all program, institutional, and Illinois State Certification Board requirements</td>
</tr>
<tr>
<td>2. minimum grade point average of 3.0 for undergraduate coursework</td>
<td>2. completion of all required coursework</td>
<td>2. receive passing scores on the Illinois Certification Testing Assessment of Professional Teaching Skills (APT)</td>
<td>2. exit approval by the Committee on Teacher Education</td>
</tr>
<tr>
<td>3. passing scores on Illinois Certification Testing System Basic Skills Test (Math, Writing, Reading &amp; Grammar)</td>
<td>3. completion of all required field experiences</td>
<td>3. exit approval by the Committee on Teacher Education</td>
<td></td>
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<tr>
<td>4. receipt of one positive academic recommendation and one personal recommendation</td>
<td>4. receipt of one favorable recommendation from program professors</td>
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<tr>
<td>5. receipt of a favorable criminal background check (fingerprint check required by some sites)</td>
<td>5. receipt of the academic advisor checklist and recommendation form</td>
<td></td>
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</tr>
<tr>
<td>6. approval by the Committee on Teacher Education</td>
<td>6. receipt of passing scores on the Illinois Content Area Certification Test(s)</td>
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<tr>
<td></td>
<td>7. approval by the Committee on Teacher Education</td>
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</tr>
<tr>
<td><strong>NOTE:</strong> A second criminal background check may be required if required by the public school district where student teaching is completed.</td>
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<td></td>
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</tbody>
</table>
XX. Exit from the Professional Internship

Exit from the Professional Internship is contingent upon:

1. presentation of a showcase Portfolio,
2. receipt of passing scores on Illinois Certification Testing Assessment of Professional Teaching Skills (APT),
3. approval by the Committee on Teacher Education.

XXI. Exit from the Program

Exit from the Program is contingent upon

1. fulfillment of all program, institutional, and Illinois State Certification Board requirements. Candidates completing secondary or K-12 certification must complete the courses required for their field of study. A transcript evaluation determines the additional coursework needed for a secondary or K-12 candidate’s content area.
2. approval by the Committee on Teacher Education.

XXII. Policies and Regulations

Field Experiences and Clinical Practice

Field experiences and clinical practice are vital components to the MAT program. Important deadlines for applications and cancellations apply. Please refer to the Guide to Field Experience and Clinical Practice for complete guidelines and assistance within those program components. All MAT students are responsible for the material supplemented in that portion of this Guide to Teacher Education.

Portfolio Process Policy

Course based assignments, reports and experience papers are collected in an electronic portfolio via LiveText, a computer based interactive program whereby a student can align each project or piece of work with Illinois Teaching Standards. The instructor will access the assignments and grade work through LiveText.

Students will purchase LiveText during program orientation. The product fee will be billed to the student’s account. In addition, the candidate will complete and present a showcase portfolio via LiveText. This portfolio is completed during the professional internship. The college consultant will provide the evaluation of the showcase portfolio.

Certification Policy

Candidates that have completed all degree requirements and certification requirements as dictated by the program, institution and Illinois State Certification Board will be recommended to the Illinois State Certification Board through the entitlement process for certification. Once the Greenville College School of Education has entitled the candidate for certification with the Illinois State Certification Board the candidate may apply for certification.
Credentials

Application for credentials should be made through the Certification Officer at the beginning of the professional internship. Included in the credentials packet are a finalized candidate statement, cooperating teacher and college consultant final student teaching evaluations, an outline of courses and grades, and degree completion date. Credentials files, which are confidential, are maintained in the School of Education office and will be shared with potential employers upon request of the candidate. Six requests will be filled at no charge. Additional requests will be filled for a nominal fee of $2.00 (up to 10 pages).

College Email Policy and the Student ID Card

During orientation to the program, each student will have a photo taken for his/her unique student identification card. This card and a letter from the Greenville College Information Technology (IT) staff will be mailed to the student detailing his/her personal email account information and instructions. For student security, the college ID card contains the student’s personal ID number which should be used on all forms and documents submitted to the college instead of the student’s social security number. The ID number is also required for use in the Library databases.

Each student is assigned a Greenville College email account upon admission. Upon notification of account activation, all email communication must only be transmitted through this official email account with Greenville College faculty and staff. Personal email accounts will no longer be used once the GC account is in place. Students are strongly encouraged to check their email accounts often to stay informed on important program information.

College Catalog

Please note that the Greenville College catalog is online at www.greenville.edu. Each student is responsible for consulting the catalog for information regarding college policies, fees, and tuition.

Financial Aid

For Financial Aid advisement, please refer to http://www.greenville.edu/financialaid/ or call the financial aid office at 618-664-7110. The School of Education is unable to answer financial questions or concerns.

Change in Personal Information

Students must notify the School of Education office in writing of any change of address, telephone number, or name. Name changes require official documentation (i.e., marriage license, etc.). Please use the form found in Appendix A, page A11.

Lifestyle Issues

MAT students are required to abide by the Greenville College Lifestyle Statement when attending class or studying on the Greenville College campus. For classes meeting away from the Greenville College campus, students are expected to follow the lifestyle statement during the class sessions.
No Smoking Policy

Greenville College has established a smoke-free environment on campus. Smoking is prohibited at all Greenville College classroom locations. When classes are being held away from the Greenville College campus, smoking policies at the various locations (outside of the classroom) will be announced prior to the initial class session. Refusal to comply may result in dismissal from the college.

Alcohol and Firearms

Alcoholic beverages and firearms are not permitted on Greenville College premises, including rented classrooms and any building or parts of buildings owned or operated by Greenville College. Any student or faculty member whose profession requires him or her to carry a firearm during class time must first notify the School of Education Office and obtain permission from the Co-Directors of Graduate and Partnership Programs in Education. Refusal to comply may result in dismissal from the college.

Use of Profanity

Students are requested to refrain from use of profanity in all MAT class locations and in classroom placements. Refusal to comply may result in dismissal from the college.

Attire

As an adult, your decision about dress and personal appearance reflects the principles of modesty and appropriateness. In keeping with Greenville College community standards, one should wear decent attire which does not advocate the use of illegal drugs, the purchase of alcohol or tobacco, or the participation in “immoral activities.” Such dress as described above should not be worn while participating as a student at Greenville College in a class or while studying in the library or other areas of campus. Attire during class sessions is casual. Attire while attending field experiences should be professional and should follow the guidelines of the host school one is visiting.
XXIII. Appeals Procedure

Candidates have the right to appeal decisions affecting any aspect of their work in teacher education. The steps in this process include:

#1 attempting to resolve the problems with the faculty member involved;
#2 attempting to seek a solution by conferring with the appropriate program coordinator or director, if the matter is not resolved;
#3 appealing, in writing to the Committee on Teacher Education. The Committee chairperson will convene the Committee at the next regularly scheduled meeting. If a more timely decision is required, the chairperson will convene a representative body of COTE. In both cases, a decision will be rendered within 5 working days of the meeting.
#4 appealing, in writing to the Dean of the School of Education within three work days following notification of COTE decision. The Dean will render a decision within 3 working days of receipt of written appeal and will communicate his/her decision to the Vice President of Academic Affairs within 3 working days.
#5 appealing, in writing, decisions made by the Dean of the School of Education to the Vice President of Academic Affairs within 3 working days. The Vice President of Academic Affairs will render a decision within 5 working days of receipt of the appeal and will communicate his/her decision to the President within 5 working days
#6 appealing, in writing, decisions made by the Vice President of Academic Affairs to the President within 5 working days. The President will render a decision and respond in a timely manner.

Send appeals to: Attn: Appeal Consideration
Dean of the School of Education
Greenville College
315 E. College Ave.
Greenville, IL 62246

or fax to: Attn: Appeal Consideration
Dean of the School Education
Greenville College
Fax: 618-664-1385
XXIV. Harassment

General Statement of Policy

Greenville College is committed to providing a quality education in an educational and employment environment free from all kinds of harassment. Greenville College considers such goal consistent with its educational and Christian mission. Any behavior by a student or employee of Greenville College that constitutes sexual or other harassment is a form of misconduct that may result in disciplinary action up to and including termination of employment for employees and expulsion for students. Greenville College thus prohibits any form of sexual or other unlawful harassment. It shall be a violation of this policy for any student, employee or other representative of Greenville College to harass a student, employee or representative through conduct or communication in a sexual manner or in any other manner prohibited by law. Greenville College will act promptly to investigate all complaints, formal or informal, verbal or written, of sexual or other unlawful harassment and to discipline any person who sexually or otherwise unlawfully harasses another within the jurisdiction of Greenville College.

Scope of Policy

This policy prohibiting sexual and any other unlawful harassment governs all matters over which Greenville College has jurisdiction. Board members, administrators, faculty, associates, staff, students, vendors, and any others having business or other contact with Greenville College and who are subject in any way to its governing jurisdiction, are covered by this policy and are prohibited from participating in sexual or other unlawful harassment.

Sexual Harassment Defined

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when: (1) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or participating in any college-sponsored educational program or activity; (2) Submission to or rejection of that conduct or communication by any person is used as a factor in decisions affecting that person’s employment, education or participation in educational programs or activities; or (3) That conduct or communication has a purpose or effect of substantially or unreasonably interfering with a person’s employment, education, or participation in an educational program or activity, or of creating an intimidating, hostile, or offensive employment or educational environment.

This definition is not meant to restrict or limit what constitutes sexual harassment, but rather to express in general terms the prohibited conduct or communication. In addition to the above, sexual harassment may, by way of example, include, but is not limited to the following:

1. Verbal harassment or abuse;
2. Subtle pressure for sexual activity;
3. Inappropriate patting, pinching, or touching;
4. Use of power inherent in interpersonal relationship to threaten, coerce, or intimidate another person to accept such sexual harassment;
5. Demanding sexual favors; and
6. Any sexually motivated unwelcome touching.

Sexual harassment includes the definitions in Article 2 and Article 5A of the Illinois Human Rights Act addressing Employment and Higher Education, respectively. (775 ILCS 5/2-101 (3) and 5/5A-101 (E).
Reporting Investigation and Appeal

Any person who believes he or she has been the victim of sexual or other unlawful harassment or any person with knowledge or belief of conduct that may constitute such harassment prohibited by this policy should report the alleged acts immediately to the designated Greenville College compliance officer as set forth below. Greenville College encourages the reporting party or complainant to use the written report forms available in the offices of Student Development, Business Affairs and Academic Affairs.

The President of Greenville College will, from time to time, designate a Compliance Officer under this policy. Such person shall receive reports or complaints of sexual or other unlawful harassment and to promptly investigate such reports or complaints. In the event any complaint is directed toward the compliance officer, such complaint shall be filed directly with the College President.

Upon receipt of a report or complaint alleging sexual or other unlawful harassment, the compliance officer shall initiate an immediate investigation, and may designate other college employees to assist in such investigation, as circumstances shall recommend. The compliance officer and/or such designee(s) shall conduct interviews and obtain statements, and shall offer to meet with the person who is alleged to have committed the act or acts of harassment in order to obtain such person’s statement of relevant facts. Such person may be accompanied by any representative of his or her choice during any meeting or hearing under this policy, and may produce such witnesses and testimony as are appropriate to the complete investigation of the complaint.

Upon completing the investigation, the compliance officer shall make a written report of findings and disciplinary recommendation, if any to the President, and the compliance officer and President will thereafter determine whether further investigation is warranted. Upon completion of all investigative activities, the President shall take appropriate disciplinary action. Regardless of whether disciplinary action is recommended or taken, the compliance officer shall report a summary of investigative findings to the Complainant.

If either the Complainant or the person alleged to have committed the act or acts of sexual or other unlawful harassment is not satisfied with the results of the investigation or the recommended disciplinary action, then either party may seek review of the matter before a committee of the Board of Trustees which shall be appointed by the Chairperson of the Board. The committee shall promptly review the entire matter and shall conduct a hearing if requested by either party. Upon completion of its review, the committee may direct the compliance officer and President to amend the investigative report, and direct the President as to appropriate action.

In the event the President or a member of the Board of Trustees shall be accused of an act or acts of sexual or other unlawful harassment hereunder, then the compliance officer shall report findings and make disciplinary recommendations, if any, directly to said committee of the Board, and disciplinary action may thereafter be taken by the entire Board.

In the event alleged misconduct under this policy is of such severity as to reasonably suggest ongoing damage to the Complainant and/or College community, and preliminary findings support the truth of the alleged act or acts of sexual harassment, then the person alleged to have committed such act or acts may be suspended by the President pending completion of the investigative process.
Confidentiality

All reasonable efforts shall be made by the College to maintain the confidentiality of the complainant and alleged offender. Due to the necessity of conducting a complete and thorough investigation, complete confidentiality may be impractical or impossible, however.

Discipline

If any complaint under this policy shall be found to have a valid basis, the disciplinary action taken by the President or Board of Trustees, as the case may be, shall be appropriate to all relevant facts and circumstances, including but not limited to, the nature of the offense, and the detrimental impact of the offense upon the Christian and educational mission of the College. Disciplinary action may range from warning letters or letters of reprimand up to and including a suspension without pay or dismissal of a college employee or expulsion of a Greenville College student.

Education and Training

The commitment of Greenville College to providing a Christian and educational atmosphere free from sexual and other unlawful harassment shall be advanced by annual training and awareness programs regarding harassment. Copies of this policy shall be made available to college departments and representatives of the student body.

Greenville College will discipline any individual who retaliates against any person who reports alleged sexual or other unlawful harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing in connection with a harassment complaint.

False and Frivolous Complaints

A false and frivolous complaint is one in which the accuser brings the complaint to accomplish some end other than stopping harassment. It does not refer to a charge made in good faith which cannot be proven. Given the seriousness of the consequences for the accused, a false and frivolous complaint is a severe offense that can itself result in disqualifying action, up to and including termination of employment for employees and expulsion of students.

Harassment Last updated: October 10, 2002