

Academics

Curriculum

The Greystone curriculum is engineered to meet the academies recommendation and expectation for students reapplying for an appointment. Based on the academies input, Greystone created a challenging curriculum focused on the need for students to demonstrate their scholastic capability at the college level in a college environment. The objective is for students to sustain a high level of academic performance throughout the entire duration of their Schreiner freshman year.

The Greystone curriculum is also flexible to meet the academic needs of each student. Through the affiliation with Schreiner University, Greystone students are enrolled as full-time Schreiner freshmen. They have complete access to all student facilities, activities and programs on campus. The Greystone academic curriculum provided by Schreiner utilizes the significant academic capabilities of the university - meaning, for a given subject, there is a selection of courses to choose from that can be matched to the individual student's abilities. Regardless of the course matching, the Greystone curriculum is directly applicable to the most challenging first-year courses at the academies.

The academic curriculum concentrates on the study of calculus, chemistry with lab, history and English composition & rhetoric; historically the most challenging freshmen courses at the academies. Academy faculty reviewed the syllabus for each of the courses provided by Schreiner to ensure the content was consistent with the academy syllabus. Accurate academic exposure is essential to the overall success Greystone students enjoy upon entering the academies. Completion of the Greystone curriculum will afford students entering the academy opportunity to either validate (test-out) courses or retake courses for an improved grade. Whether students validate courses and free their academic matrix or retake the course for an improved grade, Greystone students will less likely encounter traditional first-year academic difficulties and can therefore apply their efforts elsewhere to maximize their academy experience.

Like the academies, professors (not teaching assistants or graduate students) provide instruction for Schreiner courses. The vast majority of faculty members have their PhD as well as an average of 17 years college-level teaching experience. In addition to classroom sessions, Schreiner students have access to their professor outside of the classroom as well as individual tutoring provided through the Teaching and Learning center. Like most college students, Greystone students can expect to have academic difficulty periodically throughout the semester. Academic oversight provided by Greystone will assist students so they can recognize academic problems early on and begin the steps necessary to minimize the extent of the problem before it becomes insurmountable. Students must develop this extremely important ability before they enter the academy where problems can easily overwhelm a first-year student.

In the event that a Greystone student is unsuccessful obtaining an academy appointment, they will not have wasted their time. Completion of the Greystone program provides students with a college education "back-up plan". Unlike other academy preparatory school students, Greystone students will have earned up to 36 college credits from Schreiner University. Because of their college-level experience, they can proceed with their college education at the sophomore level rather than having to start the process as a freshman. Greystone also provides students with college academic options. Students may elect to reapply to the academy and remain at Greystone as a sophomore, continue their college education as a Schreiner sophomore or transfer to another college/university. The most important feature of the back-up plan is that it affords Greystone students options to continue their college education.

Greystone is committed to ensuring students maximize the return for their investment in academy preparatory education. Greystone helps to restore academic confidence and dignity to students reapplying to the academies through a college-level program that is both challenging and meaningful to their future. The Greystone academic program is specifically designed to improve academic credentials and overall competitiveness through a demonstration of a student's capability to successfully engage college-level academics at a fully accredited university. Through the close

affiliation with Schreiner University, Greystone students maximize their future academic options and opportunities whether they are at the academy or not. For academy-bound students, Greystone is not time wasted, but rather time invested wisely.

Accreditation

Schreiner University is a Texas non-profit corporation and is independently governed. The institution is accredited by the Commission of College of the Southern Association of College and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097) to award masters, baccalaureate and associate degrees. As a fully accredited institution of higher education, Greystone students will earn up to 36 college credits from Schreiner upon completion of the Greystone program.

The University holds membership in the following organizations: the American Association for Higher Education, The American Council on Education, the Association of Presbyterian Colleges and Universities, the National Association of Independent Colleges and Universities, the Association of Texas Colleges and Universities, and the Independent Colleges and Universities of Texas.

Grades

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

For Greystone students, grades determine the extent a student can participate in Schreiner Extra Curricular Activities (ECAs) - from sports and clubs to being able to leave the campus on weekends. Like the academies, students successfully demonstrating their academic abilities through satisfactory course grades can expect to take full advantage of the campus facilities and programs. However, like the academies, students not able to successfully demonstrate their academic abilities by receiving unsatisfactory course grades will not be permitted full access to campus programs or activities until their grades improve. Students maintaining below the "standard" Grade Point Average (GPA) will be required to apply additional supervised study time beyond the classroom and Study Hall in pursuit of their academic success.

The Greystone minimum academic "standard" is a 3.00 GPA in core subjects (Calculus, Chemistry, History and English Composition & Rhetoric).

To remain in good academic standing at Schreiner, students must remain at or above the minimum acceptable academic "standard" of 1.75 GPA in all courses taken. The reason for the difference between the Greystone standard GPA and the Schreiner standard GPA is directly attributed to the higher level of expectation placed on Greystone students. Greystone students are attempting to qualify for one of the most competitive academic institutions in the country. In order to succeed, they must demonstrate a higher capacity to successfully complete college-level courses in a college environment. To simply complete a course is not an acceptable demonstration of academic proficiency if the goal is to attain an academy appointment, therefore, Greystone students must aim higher! Greystone students are competing against top high school, prep school and college students for their academy appointment. When evaluated by the academy admissions board, Greystone students must be better than the least acceptable student from any other academic source. Greystone can provide the opportunity to stand out from all other candidates, however, students must commit themselves to the task of achieving it.

To provide the motivation and a reward for students who excel academically, students maintaining above a 3.30 GPA are eligible to qualify for the Schreiner Dean's List and students maintaining above a 3.70 GPA are eligible for the Schreiner President's List. Greystone students qualified for either list will have this significant achievement prominently annotated in their Letter of Recommendation, which is sent to the academies for inclusion in their application package. The Greystone Director and President of Schreiner University sign this letter.

Schreiner University Grade Point Average Computation

Grade point averages are determined by dividing the total number of grade points earned by the total number of semester hours. A semester hour is the value of one class hour per week throughout a term.

A - Excellent:	4.0 grade point per semester hour
B - Good:	3.0 grade point per semester hour
C - Average:	2.0 grade point per semester hour
D - Passing:	1.0 grade point per semester hour
F - Failing:	0.0 grade point per semester hour

For example, if a student earned:

- “A” in Calculus (a 4 credit hour course)
- “B” in Chemistry (a 4 credit hour course)
- “C” in English Composition (a 3 credit hour course)

the GPA for those courses would be 3.09. Based on the table above:

- “A” in Calculus earns 16 grade points
 - 4.0 grade points per semester hour
 - course valued at 4 semester hours
 - therefore $4.0 \times 4 = 16$ grade points
- “B” in Chemistry earns 12 grade points
 - 3.0 grade points per semester hour
 - course valued at 4 semester hours
 - therefore $3.0 \times 4 = 12$ grade points
- “C” in English Composition earns 6 grade points
 - 2.0 grade points per semester hour
 - course valued at 3 semester hours
 - therefore $2.0 \times 3 = 6$ grade points

adding the grade points together

- $16 + 12 + 6 = 34$ total grade points

divided by the total number of semester hours

- $4 + 4 + 3 = 11$ total semester hours

resulting in the 3.09 GPA for that semester.

Grades are mailed to the permanent home address of the students at the end of each semester.

Academic Survival Skills

Freshmen Seminar IDST 1101 class

All Schreiner first semester freshmen are enrolled in this course. It is specifically designed to increase a student's potential for success by enhancing knowledge of academic life, time-management skills and information pertinent to the Schreiner University community.

The Freshmen Seminar class will help each student:

- Learn time and stress management through effective planning and scheduling.
- Increase self-awareness and clarify individual values, attitudes and needs.
- Improve oral and written communication and presentation skills.
- Learn to set personal goals and create realistic expectations.
- Develop leadership talents and skills.
- Increase involvement in university life.

- Learn about the sources of assistance and opportunities available.

Greystone students must have a firm grasp on their ability to manage coursework, academic assignments and commitments, athletic events, medical appointments, extra curricular activities, etc. if they are to succeed at the academy. Whether they become a cadet or midshipman, they need to master the individual management skills to be able to plan and schedule for themselves before they can be entrusted to manage schedules and plans as a junior officer responsible for others.

Character Development

Greystone students are charged with upholding the virtue of Schreiner University and the pride of every alumnus. Students at this point in their education must strive to uphold the highest ideals. To better prepare Greystone students for the moral aspect of the academy experience, students participate in the Greystone Character Development program. By enabling a higher standard for individual character, students will understand the meaning of personal responsibility and accountability as it relates to leadership and citizenship within of our society.

Greystone students are required to live by the Schreiner University Student Code of Conduct as long as they are students on campus. Greystone students will also abide by the Greystone Honor Code, which is inherent within the Schreiner Student Code of Conduct. Honor Codes establish a student's moral compass and help to ensure that students behave in a mature and responsible manner whether they are a Schreiner University student, Greystone student or an academy midshipman or cadet.

Focus on the moral aspect of the mission.

The Character Development program at Greystone is derived from Ethics courses, Leadership and Law courses and Honor programs from the various academies. This program is presented at an introductory level and serves as the foundation for the development of individual moral compass. The Character Development program is divided up into 3 distinct segments:

Segment 1: a formal lecture will introduce the subject to be analyzed (honor, integrity, trust, courage, accountability, responsibility, etc.). In preparation for each lecture, students read various character related articles to focus on the subject and stimulate thought and self-analysis.

Segment 2: following the lecture, the class is divided into smaller discussion groups to support a lively exchange of views, observations and opinions. A group moderator will keep the conversation focused on the subject. The objective is to stimulate each student to evaluate their own personality and to analyze their individual character. For most students, the Character Development course will afford them the first opportunity to think about what makes up their character, formulate their opinion or position and openly exchange the results of their analysis with the group. The objective is to cause an exchange of ideas, views and opinions so that the student can establish their own moral compass. This self-analysis will serve to either modify or reinforce individual characteristics and create a student more aware of their inner person and their own personal guidelines.

Segment 3: the final segment of the program is the John J. Klocko, III Character Development Guest Lecture Series. This series supports a formal presentation in the evening from a distinguished academy graduate. The presentation is intended for Greystone students, but will be open to all Schreiner students, faculty and staff as well as the general public. The purpose of the presentation is to show through personal anecdote and stories how their individual character influenced their life. Lecturers will be asked to relate how their life was impacted, because of their Character Development education derived from their academy experience. The discussion is scheduled for approximately 30 minutes and is followed by a question and answer period.

The Character Development program is intended to foster interest in the development of individual honor and integrity. Academy-bound students must make informed decisions regarding their integrity and honor. These life decisions are based completely on the strength and make-up of their character. Exposure to the foundation of personal honor will assist students to understand the

ramifications of decision-making as an individual or as a leader and serve them well as they prepare to enter the academy.

Electives

The Greystone curriculum accounts for 33 of 36 available college credits from Schreiner and therefore, opportunity exists for students to enroll in electives. Students are encouraged to enroll in elective courses that will enhance their candidate competitiveness.

Study Hall

As part of the structure provided by the Greystone program, students are required to participate in an organized 3-hour Study Hall, Sunday through Friday evenings from 7 pm to 10 pm. The Study Hall will provide students the opportunity to focus on their course work in a quiet and distraction-free environment. By routinely devoting a specific block of time to their studies, students will develop a habit that will serve them well throughout their pursuit of higher education.

Greystone recommends that students allocate at least 3 hours of study for each hour of class time to accomplish their required reading, prepare questions, review class notes, study for quizzes and exams, conduct research and write papers. Obviously, the 18 hours per week dedicated to the Study Hall is not sufficient to meet the total number of study hours recommended, therefore it is up to the student to find the additional time within their daily schedule to make up the difference.

Part of the growth and maturity process afforded to college students requires them to manage their time in order to maximize their academic return. Information provided in the Freshman Seminar (IDST) will help students plan and schedule to ensure studying is their first priority. Successful management of time will result in higher grades and more free time to participate in the many activities on campus. Greystone students are held responsible and accountable for the management of their time and establishment of their routine.

Counseling and Guidance

Academic and personal counseling is provided as a service of the University. The Director of Counseling Services is a professionally certified counselor and is available during regular work hours, as well as during after hours emergencies. A campus minister is also available on campus for counseling and support.

Learning Center

The purpose of the Fasken Learning Center is to provide academic support services to all Schreiner students by enhancing the academic skills of successful students and supplying developmental assistance where needed. The center serves as a resource for faculty and staff, where both group and individual programs are available to help students increase their efficiency in most areas of study.

The Fasken Learning Center offers free peer tutoring, as well as the instructional lab, which contains computers and audio-visual aids where students have access to word processing programs, spreadsheets, databases, and computer assisted instruction for many subject areas.

College Board Examinations

The academies recommend students reapplying for an appointment retake the College Board examination as often as possible. From the perspective of improving a students overall competitiveness for an appointment, Greystone students will participate in every College Board examination opportunity in the local area. Students requiring assistance preparing for specific areas of the test will arrange for an individual tutor from the Schreiner Teaching and Learning Center. Additional assistance will be provided on a case-by-case basis.

Academic Schedule

The Schreiner University Calendar for the academic year consists of a Fall Term of approximately 15 weeks and a Spring Term of 15 weeks.

Fall 2004

August 17-19, Tuesday-Thursday Faculty in-service
August 20-24, Friday-Tuesday New student orientation/registration
August 24, Tuesday Late registration
August 25, Wednesday Classes begin
August 27, Friday Convocation
August 31, Tuesday Last day to add courses and change sections
September 2, Thursday Last day to drop a course without a grade
September 6, Monday Labor Day Holiday
October 6, Wednesday Mid-term grades due
October 11-12, Monday-Tuesday Fall Break
October 21, Thursday Last day to drop a course
October 25-November 19 Academic advising/registration
November 25-28, Thursday-Sunday Thanksgiving Holiday
December 9-10, Thursday-Friday Final examinations
December 13-14, Monday-Tuesday Final examinations
December 14, Tuesday Fall Term ends

Spring 2005

January 12, Wednesday Classes begin
January 17, Monday Martin Luther King Holiday
January 18, Tuesday Last day to add courses and change sections
January 20, Thursday Last day to drop a course without a grade
March 2, Wednesday Mid-term grades due
March 17, Thursday Last day to drop a course
March 19-28, Sat.-Mon. Spring Break
March 25-28, Fri.-Mon. Easter Holiday
March 29-April 22 Academic advising/registration
May 2-5, Mon.-Thurs. Final examinations
May 7, Saturday Baccalaureate Service
May 7, Saturday Commencement
May 7, Saturday Spring Term ends