

# GENEVA COLLEGE

College Catalog 2025-2026 ♦ Vol. 106



3200 College Ave Beaver Falls, PA 15010 ♦ 724-846-5100 ♦ [www.geneva.edu](http://www.geneva.edu)

This catalog is designed to communicate clearly the information needed by students, faculty, and prospective students. It can be accessed on the Geneva website. The provisions of this catalog should not be regarded as a contract between any student and the college. Course content and regulations are constantly being reviewed and revised. The college reserves the right to withdraw or amend the content of any courses listed if circumstances necessitate such changes.

## **Nondiscrimination Policy**

Geneva College admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, disability, national and ethnic origin in the administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.



## Table of Contents

Nondiscrimination Policy .....	2
Mission Statement.....	6
Foundational Concepts of Christian Education.....	6
Accreditation and Membership .....	9
Effective Date of the Catalog .....	10
Degree Requirements .....	10
Honors Program .....	13
Practicum, Special Study, Internship, Honors Courses, Independent Study, Specialized Summer Courses .....	14
Classification of Students .....	15
Academic Policies .....	15
Registration .....	15
Adding Courses.....	15
Dropping Courses / Withdrawing from Courses .....	15
Class Attendance .....	16
Adverse Weather .....	18
Grading System .....	18
Grade Point Average (GPA) .....	19
Transcripts .....	19
Academic Integrity.....	20
Academic Standing.....	21
Academic Continuation .....	22
Academic Warning.....	22
Academic Probation.....	22
Academic Suspension .....	23
Withdrawal From The College.....	23
Medical Withdrawal .....	23
Readmission After Withdrawal From The College .....	24
Credit-No Credit Option .....	24
Auditing .....	24
Veteran's Education.....	25
Program for Adult Continuing Education (PACE).....	25
Graduation Arrangements.....	25
Bachelor's Honors .....	26
Associate Honors .....	26

Degrees and Programs .....	26
Traditional Undergraduate Programs.....	27
Department of Biblical Studies, Ministry, and Philosophy .....	27
Department of Biology.....	32
Department of Business, Accounting, and Sport Management.....	34
Department of Chemistry, Mathematics, and Physics .....	42
Department of Communication .....	46
Department of Computer Science and Cybersecurity .....	49
Department of Core Studies .....	52
Department of Education .....	56
Department of Engineering .....	63
Department of English .....	69
Department of History, Political Science, and Sociology .....	73
Department of Languages and Cultures .....	76
Department of Music.....	77
Department of Nursing .....	82
Department of Psychology and Social Services.....	83
Pre-Professional Programs .....	86
Undergraduate Course Descriptions.....	88
Non-Traditional Undergraduate Programs .....	153
The Center for Urban Biblical Ministry (CUBM).....	153
Online Degree Programs .....	157
Online Degree Programs Course Descriptions.....	161
Portage Learning .....	168
Graduate Programs.....	173
Master of Arts in Counseling Marriage, Couple, and Family Counseling Program, Clinical Mental Health Counseling Program, School Counseling Program.....	176
Master of Arts In Higher Education.....	184
Master of Business Administration.....	192
Master of Education in Curriculum & Instruction .....	195
Master of Education with School Counseling Certificate.....	198
Master of Science in Cybersecurity .....	198
Campus Life at Geneva .....	201
Advising Worksheet .....	201
Chapel.....	202

Privacy Issues (FERPA) .....	202
Math Proficiency.....	204
Reading & Writing Proficiency .....	204
Foreign Language & Culture Proficiency .....	204
Evaluation of Credit Hours (Transfer Credit).....	206
Policies For Students Who Transfer to Geneva from Other Institutions .....	206
Readmission .....	208
2025-2026 Schedule of Fees & Tuition .....	209
Summer Sessions.....	210
Graduate Tuition .....	210
Refund Schedule.....	211
Scholarships and Financial Aid Eligibility .....	211
Pace of Progression.....	212
Financial Aid Review and Appeal Policy.....	212
Federal Aid Refund Policy.....	213
Geneva Funds Refund Policy.....	213
College Leadership.....	215
Academic Calendar .....	225

## **Mission Statement**

Geneva College is a Christ-centered academic community that provides a comprehensive education to equip students for faithful and fruitful service to God and neighbor.

## **Foundational Concepts of Christian Education**

The philosophical basis on which Geneva College rests, referred to as the Foundational Concepts of Christian Education, was prepared by a joint committee of the Board of Corporators and Board of Trustees of Geneva College and adopted by the Board of Trustees at its meeting on October 26, 1967. The Board of Corporators and Trustees modified the document in June 1996.

## **Preface**

Starting with the belief that God is the source of all truth, education becomes the exciting adventure of seeking to appropriate knowledge in all its various facets under the guidance of the Holy Spirit.

Education which is Christian takes for its perspective the Biblical view of God, mankind and the universe in their mutual relations.

While education in a Christian context does not guarantee truth, it does seek to establish the starting point apart from which ultimate truth can never be learned. It becomes essential, therefore, to establish the direction for education from this Christian perspective and the following Statement has been drawn up in an attempt to make this clear as related to Geneva College. In no sense should it be considered as the last word, but it purports to be the foundational concept upon which scholarship under God may thrive and expand.

This view of education rests upon the historic Christian faith contained in the Scriptures, symbolized by the open Bible on the seal of the college. Holding to the summary of this faith as contained in the Westminster Confession of Faith of the mid-17th century, the Reformed Presbyterian Church of North America has endeavored for over a century to offer through Geneva College an education which articulates the implications of the sovereignty of Jesus Christ over all of His creation.

"For with Thee is the fountain of life; in Thy light shall we see light." Psalm 36:9

## **The Theological Basis of Christian Higher Education**

### **The Christian View of God**

God is one being, existing in three persons, the Father, the Son and the Holy Spirit. He is a personal being, possessing in Himself all that personality means but without limitation. He is the self-existent Creator, Preserver and Controller of the universe in its totality.

### **The Christian View of Mankind**

Men and women are unique among all living creatures, being distinguished from the animals by being created in the image of God as rational, moral and spiritual beings. The purpose of human life is to glorify and to enjoy God, and only when life is so viewed can the highest happiness, welfare and honor be experienced. We are created as immortal beings. Earthly life is therefore preparatory to the life after death, and should not be regarded as an end in itself, though as God's creation the present earthly life has a real value of its own.

By our relationship to Adam as representative of the human race, we are fallen creatures. By moral revolt against God, we lost both our position of communion with God and our ability to consciously reflect God's glory, and instead became devoted to the worship and aggrandizement of self. Our fall into sin affected not only our moral nature but also our intellect, making us prone to error, and requiring divine revelation to determine ultimate standards and values in all fields. The moral and intellectual effects of sin are such that we are incapable of removing them by our own effort.

Jesus Christ, as the second Adam, died and rose again as our representative, in order that we who are chosen of God, regenerated by the Spirit, and by faith identified with Christ in His death and resurrection might be restored to fellowship with God in the Holy Spirit and enabled to glorify God actively in our lives. As believing Christians, having realized our union with Christ and hence our own death to sin and rising to newness of life in the Spirit, we renounce self-centeredness as a lifestyle and seek in every phase of our experience to understand and reflect God's glory.

### **The Christian View of the Universe**

The universe, as the creation of God, serves to reveal God; and its revelation is true, valid, and useful in itself. The created universe, being full of God's glory, is to be

understood, appreciated, ruled and used by us. God in His goodness has bestowed upon us the ability to discover and use truths about the universe, which may be learned irrespective of a person's spiritual relationship with Him. In seeking to understand the truth of the universe in all of its dimensions, we are responsible to use every faculty and effort, but the facts of the universe can be understood in the fullest sense only when viewed in relationship to God. Ultimate judgments must finally be made in the light of God's Word, the Holy Scripture, which is the only adequate and inerrant standard of truth.

## **The Purpose of Christian Education**

Inasmuch as we were created to glorify God, Christian education seeks to develop the students' abilities to know God and to relate themselves and the created universe to God through the study of His Word and Works. Christian education emphasizes the Person and Work of the Lord Jesus Christ in order that students may be yielded to Him as their Savior from sin and that they may see in Christ the ultimate purpose and meaning of the whole universe.

It is the purpose of Christian education to seek the realization of the potential of the individual as the image of God through the development of God-given capacities. The fulfillment of those potentialities is reached insofar as students devote those capacities to God's glory in their vocations and daily lives. Christian education endeavors to develop each student's capacity for the enjoyment of the world as God's creation, in all its cultural richness, realizing that all of life as a coherent whole is related to God and His redemptive activity. The goal of Christian education is the development of mature students who, as individuals, have well-integrated personalities; and who, as well-oriented members of society, are building the Kingdom of God in the family, the church, the nation and the world.

## **The Implications of Christian Education**

### **Implications for the School**

All persons responsible in any way for the functioning of an educational institution share in the pursuit of its goals. In Christian education this becomes particularly significant since no task, teaching or other, is unrelated to God; and also because all personnel should demonstrate in their lives the end-purpose of Christian education. Everyone shares in the transmission of

knowledge, but only those consciously committed to Jesus Christ as revealed in the Scriptures can envision and reach the goals of Christian education. To realize the goals of Christian education all faculty members should seek to understand more completely and to teach more effectively their particular disciplines with academic excellence within a consistent Biblical world and life view.

### **Implications for the Student**

While students may attain a high degree of knowledge through the grace given to all, in order for them to attain the goals of Christian education, they must be in submission to the person of Jesus Christ, that sin and its effects in their own personalities may be overcome. Students, as creatures of God, are under His mandate both to learn and to apply all knowledge for the purpose of knowing and glorifying God. They should not be sheltered from non-Christian viewpoints, but must become able to evaluate all knowledge critically, to gain from that which is true and to discard error. Students should be aware of God's call on their lives and thus see their education as an opportunity to prepare for their life work, whatever those fields of endeavor may be.

### **Implications for the Curriculum**

In Christian education the curriculum is built upon the foundation that the historic Christian Faith is permanently true, and that it is the integrating factor of a truly Christian educational program. Since Christian education leads toward an understanding of God, mankind and the universe in their inter-relatedness, the curriculum will have a strong emphasis on both the Humanities and the Sciences, theoretic and applied, as well as a basic core of Biblical studies. The curriculum should lead students to grasp the foundations of learning so that they can live a life glorifying to God, confronting honestly and confidently the problems and challenges of new knowledge, and contributing to the welfare of society under God.

### **Implications for Moral Discipline**

Standards of moral discipline must be maintained according to the moral law of God which He has set forth in Scripture. Therefore, discipline is to be exercised on the basis of God's Word. Discipline exercised in Christian love and firmness not only deters licentiousness, but also teaches in principle how to live under Christ's Lordship and how to live with other people on the basis of righteousness. Moral discipline must always be exercised in an attitude of helping the

offender in the context of the doctrine of sin and its solution in Jesus Christ.

### **Stated Aims of The College**

Having formulated a sound basis for learning from a Christian perspective, we have chosen the following aims to guide progress toward our ideal.

- To help students to develop a usable understanding and appreciation of the cultural heritage of mankind through a study of the basic liberal arts subjects, presented from a Christian point of view.
- To apply Christian principles to the pursuit of knowledge by engaging and evaluating a wide range of intellectual and artistic works, including those that demonstrate the current broken and fallen nature of God's creation.
- To cultivate skills of communication in speaking, writing, and the fine arts, and the ability to evaluate what is communicated.
- To prepare students for service to mankind through certain intellectually based vocations.
- To provide opportunities for students to build a foundation for study in graduate and professional schools.
- To give every student the opportunity to know the cardinal truths of the Christian religion and to consider the claims of Christ as Savior and Lord.
- To maintain an environment which will provide a pattern for wholesome, enjoyable Christian living, to show the application of Christian principles to the problems of personal and social life, and to offer preparation for leadership in Christian churches.
- To provide opportunities for the development of skills and interests which will contribute, in college and in later life, to physical and mental health through the satisfying and constructive use of leisure time.
- To prepare students for active participation and leadership in a democratic society, through experiences which will develop the ability to work with other people, and the spirit of loyalty and cooperation.
- To develop intelligent concern for the problems of the nation and the world.
- To cooperate with businesses, schools, and other community organizations in meeting special educational needs of the area.

### **Statement of Commitment**

In the light of our Christian philosophy of education and our stated aims as a college, we are accountable to God for the implementation of these corporate convictions in the educational process and in the lives of students, faculty, and staff. Geneva College is founded upon a Biblical view of life and the world as expressed in evangelical and Reformed theology and set forth in the Foundational Concepts of Christian Education. We recognize that such convictions will at times bring the college into conflict with the values and direction of our contemporary society.

We commit ourselves consciously and wholeheartedly to offering Christian higher education designed for the whole life of the person.

#### ***Consequently, we desire that our educational program...***

- Foster breadth of learning, through a study of the humanities, the social and natural sciences, and Biblical studies.
- Emphasize integration from a Christian perspective in the study of God, man, societies, and the universe in their interrelatedness.
- Provide our students with knowledge of the Word of God, and how the Word relates to them, their cultural heritage, other societies, and the created universe.
- Motivate and enable faculty and students to continue to learn and develop new skills.
- Offer preparation for effective vocational roles in society.

#### ***that our students...***

- Be challenged to commit themselves to God, to respond to His calling for their lives, to discern their gifts, to develop their gifts in a godly manner, and to use their gifts in His service.
- Be assisted in striving for spiritual maturity that prepares for godly living in the midst of a secular culture.
- Be assisted in learning to live together in harmony and with enjoyment of individual diversities.
- Have opportunity to develop their physical, intellectual, social, cultural, and spiritual gifts in a supportive environment.

#### ***and that our faculty and staff...***



- Demonstrate Christian living and obedience in personal growth, in the interactions of college life, and in dedication to Christian calling and service.
- Seek an understanding and articulation of how the Word of God directs the search for truth; pursue excellence in performance of their work; and show concern for those under their care and instruction.
- Value the contributions of all members of the college community and support each other in their various tasks.
- Be motivated by a vision that the college has been founded upon the providential mercy of God and that their primary purpose is to serve Him within the worldwide company of Christian believers and the geographical area where God has placed the college. *We recognize that only God can revive and renew. We will, therefore, constantly examine our commitments and programs in light of His Word and the needs about us and will endeavor to value, support, and encourage each other in the Lord as we strive to fulfill this commitment in the life of the college.*

(Adopted by Geneva faculty, administration, and Board of Trustees in 1982.)



## Student Outcomes

Education at Geneva College is firmly rooted in its Mission and Doctrinal Statements, Foundational Concepts of Christian Education, Aims, and Statement of Commitment. Relying on these statements as the appropriate points of departure, and acknowledging that our central interest is to understand the implications of a Christian worldview for all that we do, we desire that all students graduating from Geneva College will:

1. Worldview: Students can articulate the nature, strengths and weaknesses, and uses of worldviews, can

use worldview analyses critically, articulate the critical elements of an evangelical, reformed Christian worldview.

2. Bible knowledge and Christian life: Students can articulate the essential Biblical truths of the Christian faith, have evaluated their own faith with respect to those truths, have considered the claims of Christ on their own life, and articulate their calling to participate biblically in relationships, family, church and vocation.
3. Communication: Students communicate clearly, responsibly, and with integrity in written and oral forms, and evaluate the written, oral and artistic communications of others based on the same criteria.
4. Liberal Arts and Critical Thinking: Students demonstrate value in developing the lifelong learning skills necessary to critically respond to world-shaping intellectual and artistic works, and complement those skills with lifelong habits that nurture physical, mental and emotional well-being.
5. Cultural Engagement: Grounded in Biblical principles of humility, mercy, and justice, students will grow in understanding the commonality and diversity of humans created in the image of God, value contributions of cultures different from their own, offer analysis of both historic and current causes and effects of contemporary cultural issues, and consider active participation in civic life.
6. Professional: Students acknowledge that all vocations are arenas for honoring God and demonstrate competency in the essential skills, literacies, data, theory, and methods of their major field to a professionally recognized standard for a graduate and sufficiently for their vocational calling.

(Adopted by the Geneva College Faculty Senate, 2010.)

## Academics at Geneva

### Accreditation and Membership

Since 1923, Geneva College has been fully accredited by the Middle States Association of Colleges and Schools.

Geneva College is an accredited institution by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education.

In addition, the College maintains institutional memberships in the following:

American Association of Colleges for Teacher Education  
 Association of Reformed Institutions of Higher Education  
 Beaver County Council of Higher Learning  
 Council of Christian Colleges and Universities  
 College Entrance Examination Board  
 Council for Higher Education Accreditation  
 Council of Independent Colleges  
 National Association of Independent Colleges and Universities  
 Pennsylvania Association of Colleges and Universities

The Chemistry Program is approved by the American Chemical Society for professional training in chemistry.

The General Engineering Program (BSE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

The Business Program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Teacher Certification Program is approved by the Departments of Education in Pennsylvania, Ohio, New Jersey, New York, and other states.

The Master of Arts in Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Geneva College Bachelor's Degree in Nursing (RN-BSN) program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Ave, NW, Washington, DC 20037, 202-909-2526.



## Effective Date of the Catalog

The most current version of the college catalog is available on the Geneva website [www.geneva.edu](http://www.geneva.edu), under the Registrar's section. Previous versions are available in print in the library and the Registrar's Office. The college catalog is designed to communicate

clearly the information needed by students, faculty, and prospective students. The college catalog is published annually in June. An addendum containing significant changes or updates to catalog content may be published during the academic year.

In order to graduate, students must meet the graduation requirements in the catalog in effect at the time that they entered Geneva, provided they complete their work within seven years. Adjustments will be made on an individual basis for completion of courses no longer offered. Students who are still at Geneva beyond seven years from first enrollment are subject to the requirements of the most current published catalog. The college will consider exceptions to these catalog requirements on a case-by-case basis.

The provisions of the catalog should not be regarded as a contract between any student and the college. Graduation requirements, curriculum content and regulations are constantly being reviewed and revised. Policies and regulations are subject to change at any time. Specifically, tuition increases generally take effect at the beginning of the first summer session. The college reserves the right to make changes to any part of the college catalog if circumstances necessitate such changes. If these changes create undue hardship for the student, an appeal may be made to the appropriate Academic Dean.

## Degree Requirements

### Bachelor's Degree – General Requirements

1. Removal of all entrance deficiencies.
2. Minimum of 120 semester hours.
3. Completion of required core courses. See below.
4. Fulfillment of requirements for at least one major.
5. Enrollment at Geneva or one of its affiliate programs is required for at least 12 credit hours of a senior's final year.
6. Fulfillment of the college chapel requirement.
7. Grade point average of 2.0 or above overall and in the majors and minors.
8. A minimum of 40 credit hours overall, and at least 12 of the last 30 credit hours, must be earned at Geneva.
9. Fifteen credits or twenty-five percent, whichever is larger, are required in the major. These credits must include the program's capstone/seminar course if applicable.
10. A minimum of one-third of a minor must be earned at Geneva.
11. Payment of all financial obligations to the college.

## Bachelor's Degree – Core Requirements

### Core Curriculum Overview

#### (43-53 credit hours)

The Geneva College core provides the framework for a student's education. The core curriculum is rooted in the Foundational Concepts of Christian Education and helps to achieve the college's outcomes by providing a common core of liberal studies intended to promote growth in the student's knowledge, skills, understanding, and attitude. The first five institutional student learning outcomes are designated specifically as outcomes of the Core:

1. **Worldview:** Students can articulate the nature, strengths and weaknesses, and uses of worldviews, can use worldview analyses critically, and articulate the critical elements of an evangelical, reformed Christian worldview.
2. **Bible Knowledge and Christian Life:** Students can articulate the essential Biblical truths of the Christian faith, have evaluated their own faith with respect to those truths, have considered the claims of Christ on their own life, and articulate their calling to participate biblically in relationships, family, church and vocation.
3. **Communication:** Students communicate clearly, responsibly, and with integrity in written and oral forms, and evaluate the written, oral and artistic communications of others based on the same criteria.
4. **Liberal Arts and Critical Thinking:** Students demonstrate value in developing the lifelong learning skills necessary to critically respond to world-shaping intellectual and artistic works and complement those skills with lifelong habits that nurture physical, mental and emotional well-being.
5. **Cultural Engagement:** Grounded in Biblical principles of humility, mercy, and justice, students will grow in understanding the commonality and diversity of humans created in the image of God, value contributions of cultures different from their own, offer analysis of both historic and current causes and effects of contemporary cultural issues, and consider active participation in civic life.

The parts of the core relate to each other in a network of intentional support, application, reinforcement, and development. In a similar way, major programs and electives are designed to reinforce and build upon the skills, knowledge, and perspectives developed in the core.

Please see page 52 for a full listing of Geneva's core requirements.



## Bachelor's Degree – Core Requirements

### Required to be taken at Geneva

The following core courses must be taken at Geneva. Students are strongly encouraged to take these core courses during the recommended years whenever possible:

<b>BIB 300</b>	Biblical Worldview: Testing the Spirits of Our Age	3
<b>HUM 103</b>	Invitation to the Humanities	3
<b>POL 352</b>	Great Issues in Politics	3

In the case that a student is transferring a course from a full-member CCCU institution that is determined to be equivalent to BIB 300, three other credits in the core may be substituted for this requirement upon approval of the Core Studies Department. To accomplish our goal of the integration of faith with an introduction to the liberal arts, we encourage students to take these core requirements at Geneva College. However, Geneva welcomes students who wish to transfer credits from other institutions. Policies governing transfer credits can be found starting on page 206.

## Bachelor's Degree – Core Requirements

### continued...

[Please see detailed descriptions beginning on page 52.]

1. Community of Learners (1 credit hour): SSC 101 (or applicable Community of Learners course). This class is a one-credit hour academic core requirement for first time students during the fall semester of their first year.
2. Reason and Rhetoric (6 credit hours):
 

ENG 101	English Composition	3
Must be taken unless competency of the subject has been shown as defined by a minimum SAT score of		

640 on the Evidence-Based Reading and Writing Section or a minimum score of 55 on the ACT Reading and English Test or a minimum score of 58 in the CLT Verbal & Grammar. (A student whose standardized test score exempts them from taking ENG 101 may choose to complete ENG 101.) **This requirement is met only with a grade of C- or better.**

*OR (depending on Reading and Writing Proficiency)*

ENG 100	English Composition with Lab	4
Required in the first semester of enrollment for students who have not met Reading and Writing Proficiency at matriculation. <b>This requirement is met only with a grade of C- or better in this course.</b>		

**Plus one of the following courses.**

COM 101	Principles of Communication	3
PHI 100	Critical Thinking	3

If a student's SAT/ACT/CLT score exempts them from taking ENG 101, then both **COM 101** and **PHI 100** must be completed or upon recommendation of the English department, one of the following courses may substitute for **ENG 101**:

- ENG 102 Academic Research Writing
- ENG 201 Introduction to Creative Writing
- ENG 205 Advanced Composition

3. God (9 credit hours): BIB 112 Old Testament Survey, BIB 113 New Testament Survey, and BIB 300 Biblical Worldview or PHI 310 Christian Understanding of Life.

4. Humanity (6 credit hours): HUM 103 Invitation to the Humanities and HUM 203 Making the West.

5. Cosmos (8-13 credit hours): 7-12 credits in natural science and PED 103 Health and Fitness.

6. Society (6-9 credits).

7. Cultural Engagement (7-9 credits): POL 352 Great Issues in Politics (3), HUM 303 Perspectives: Faith, Culture, Identity (3) and a major capstone experience (1-3 credits)

## Associate Degree – General Requirements

1. Removal of all entrance deficiencies. See page 204.
2. Minimum of 60 semester hours.
3. Completion of required core courses. See below.

4. Fulfillment of requirements for at least one associate degree.
5. Fulfillment of the college chapel requirement.
6. Grade point average of 2.0 or above overall and in the associate degree and/or minor.
7. A minimum of 36 credit hours overall must be earned at Geneva.
8. A minimum of one-third of a minor must be earned at Geneva.
9. Payment of all financial obligations to the college.

## Associate Degree – Core Requirements (27 credit hours)

1. Community of Learners (1 credit hour): SSC 101 (or applicable Community of Learners course). This class is a one-credit hour academic core requirement for first time students during the fall semester of their first year.

2. Reason and Rhetoric (6 credit hours):

ENG 101	English Composition	3
Must be taken unless competency of the subject has been shown as defined by a minimum SAT score of 640 on the Evidence-Based Reading and Writing Section or a minimum score of 55 on the ACT Reading and English Test or a minimum score of 58 in the CLT Verbal & Grammar. (A student whose standardized test score exempts them from taking ENG 101 may choose to complete ENG 101.) <b>This requirement is met only with a grade of C- or better.</b>		

*OR (depending on Reading and Writing Proficiency)*

ENG 100	English Composition with Lab	4
Required in the first semester of enrollment for students who have not met Reading and Writing Proficiency at matriculation. <b>This requirement is met only with a grade of C- or better in this course.</b>		

**Plus one of the following courses.**

COM 101	Principles of Communication	3
PHI 100	Critical Thinking	3

If a student's SAT/ACT/CLT score exempts them from taking ENG 101, then both **COM 101** and **PHI 100** must be completed or upon recommendation of the English

department, one of the following courses may substitute for **ENG 101**:

- ENG 102 Academic Research Writing
- ENG 201 Introduction to Creative Writing
- ENG 205 Advanced Composition

3. God (6 credit hours): BIB 112 Old Testament Survey and BIB 113 New Testament Survey.

4. Humanity (6 credit hours): Six credit hours from approved department list. Most often this is HUM 103 and 203.

5. Cosmos (5 credit hours): SCS 110 Introduction to the Natural Sciences or any other laboratory science course. PED 103 Health and Fitness.

6. Society (3 credit hours): Choose from a Group A course.

## Majors

Every four-year degree requires the completion of a major, often with a specific concentration of study in one field. A student must maintain a 2.0 grade point average for their major courses. Fifteen credits or twenty-five percent, whichever is larger, are required in the major. These credits must include the program's capstone/seminar course if applicable. Whenever the general and major course requirements involve fewer credit hours than needed for a degree, the student may choose a second major, one or more minors, or elective courses.

## Minors

Though not required for graduation, minors are offered to provide limited study in a field. Minors are a minimum of 18 credit hours, generally within a specified discipline or area of study. A student must maintain a grade point average of 2.0 in the minor. A minimum of 1/3 of the required credit hours in the minor must be earned at Geneva.

## Independent Major – Independent Minor

Academic majors and minors typically exist within the context of academic departments. Geneva believes, however, that this educational convention need not prevent students from intentionally designing a course of study that may simultaneously correspond with their particular interests and/or calling and thoughtfully blend inquiry in two or more fields.

To this end, Geneva makes available an Independent Major and/or Minor. Students interested in pursuing an

Independent Major and/or Minor must develop an Independent Major/Minor proposal in consultation with the Independent Major/Minor Advisor, and have the proposal submitted no later than February 1 of their sophomore year. Information regarding the Independent Major/Minor Application may be obtained from the Registrar's Office or on myGeneva. An Independent Major requires at least 36 credit hours; an Independent Minor requires at least 18 credit hours.

## Honors Program

The Geneva College Honors Program invites students to participate in a community dedicated to deep learning. The Honors courses build upon each other to offer an enlarging understanding of how Christian faith should guide our thinking and living in everyday life as well as within particular fields. Students and professors come together to support and challenge one other in all ways: academically, relationally, and spiritually.

Students who complete the Honors Program are recognized as graduates of the Honors Program and have a note added to their transcripts.

As has been the practice since the inception of the Honors Program, students currently enrolled in an honors (HON) course will be permitted to enroll in up to twenty credits at the full-time tuition rate. In semesters in which students are not enrolled in one of the Honors courses, the standard tuition policy will apply.

## Program Structure

The Honors Program at Geneva includes the First-Year Fellowship, a sophomore and junior honors curriculum, and a senior Honors Program Capstone research experience.

The First-Year Fellowship places first year students in living-and-learning communities in order to deepen the experience of membership and inquiry. Students participate in Honors-only sections of core classes, live on designated Honors floors of the residence halls, and attend a number of off-campus cultural events and retreats. If students complete all requirements of the First Year Fellowship with a GPA of 3.4 or higher, they are awarded a Travel and Research Honorarium. Please note that while some majors might not require a Society Group C course, all First Year Honors Fellowship students must complete the spring course.

During their sophomore and junior years, students will take courses such as "The Thinking Christian" and



"Academic Faithfulness." These courses delve into the topic of calling and examine how the lordship of Christ shapes different academic fields. During this time, students are encouraged to apply for additional funding to study abroad and/or attend academic conferences in their field.

Course Requirements		Credits
HON 101	Freshman Honors College	1
HON 102	Freshman Honors College	1
SOC 304 or HIS 304	International Justice	3
	Special Surveys – Society Group C	3
HUM 103	Invitation to the Humanities	3
HON 201	The Thinking Christian	1
HON 300	Academic Faithfulness	3
HON 401	Honors Program: Capstone	1-4

In the final year of the Honors Program students complete the Honors Capstone course and partner with a faculty member to conduct significant research in their shared field of study. The students receive a stipend to cover research costs and present their research findings at the end of the semester during "Works of Our Hands Week."



## Course Level Designation

Below 100 level – Preparatory courses  
 100 level – Introductory courses  
 200 level – Intermediate courses  
 300-400 level – Upper-Level courses  
 500-600 level – Graduate Level courses

## Practicum, Special Study, Internship, Honors Courses, Independent Study, Specialized Summer Courses

Most majors include special study opportunities that provide flexibility for students beyond the regular structured courses. This section is meant to describe

these courses and to prevent abuses such as attempting to register retroactively (following the experience) and the situation where there is little planning or development of student requirements for the class. The following course numbers, titles, and descriptions apply to every department offering them.

Students interested in any of these courses must develop a course plan in consultation with a faculty member prior to the beginning of the course. In turn, students then must complete and submit the required form (available on myGeneva, Registrar page) to the Registrar's Office. Students may not register for these courses retroactively.

Acceptable personal and professional qualities and habits are required for field and internship placement. When it is determined that deficits exist which impede the student's ability to successfully complete any type of fieldwork or internship experience, remedial assistance may be recommended. Because many qualities affect the field experience process and success, a student can be evaluated on non-academic performance issues which may include adherence to ethical standards, personal maturity, motivation, dependability, and personal/psychological growth. Significant concerns can lead to the college decision to prohibit the student from participating in fieldwork or internship. A student may also be asked to participate in some form of assessment.

**199 Special Study (1-3)** A seminar or directed study on an announced topic or set of topics. Credit specified at registration. Repeatable for credit with a new topic.

**292 Practicum (1-4)** The practicum is an introductory, hands-on experience in an applied area, with guidance from a faculty member or other professional. The practicum should be connected to the mission and objectives of the department. The student outcomes and requirements will be generated with and assessed by a faculty member. A student can enroll in a maximum of 4 credits with no more than 2 credits per semester.

**491 Special Study (1-3)** A seminar or directed study on an announced topic or set of topics. Credit specified at registration. Repeatable for credit with a new topic.

**493 Internship (1-12)** A work-study type project either on or off campus, designed to expose the student to an actual workplace experience. Undertaken with the

consent, regular guidance and direction of an instructor qualified in the area, and with written permission of the instructor and department chair. A student should spend 45 hours at the workplace site for each semester-hour credit. Internships used for elective credit may be taken credit/no credit, but those taken for major or minor requirements must be letter graded. Normally, internships are limited to juniors and seniors with at least a 2.5 GPA in courses taken in the department in which the internship is taken.

#### **494 Honors Courses (1-3)**

*Prerequisite: honors scholar standing or membership in Alpha Chi, and approval by the instructor and the honors program coordinator.*

Specialized study of an area not covered by a regular course.

#### **495 Independent Study (1-3)**

*Prerequisites: junior standing, a GPA of 2.5 or above in departmental offerings, and approval by the instructor and department chair.*

Individualized advanced study, research, or project development in a clearly defined and limited area not covered by a regular course. The work should be primarily initiated by the student but undertaken with the consent, regular guidance, and direction of an instructor qualified in the area.

**499 Specialized Summer Courses (1-4)** Experience-oriented group study, usually of an experimental or innovative nature, and frequently involving off-campus activity or travel abroad. Offered during the summer sessions. Credit formula: approximately one week (or 50 hours) per hour of academic credit. Not applicable toward general or major requirements unless specifically approved for that purpose. Grading system varies.

### **Limitations**

The following courses may be repeated, but only eight credit hours will count towards a bachelor's degree and four credit hours maximum for an associate degree: COM 201, COM 202, COM 203, COM 204; COM 209; EDU 220; ENG 221, ENG 223; MUS 212, MUS 213, MUS 214, MUS 215, MUS 216, MUS 218, PED 104.

Courses numbered under 100 (i.e., 095, 099) do not earn credit for graduation.

No more than one semester credit hour in the required PED 103 Physical Education course can be applied

toward any degree. PED 103 (or PED 201 for varsity athletes) and PED 104V cannot be taken concurrently for the same varsity sport.

### **Classification of Students**

In determining each student's classification, all credit hours applied toward graduation requirements are counted.

Class Level	Credit Hours
Freshman	0–27 credit hours
Sophomore	28–59 credit hours
Junior	60–89 credit hours
Senior	90–104 credit hours
Super Senior	105+ credit hours or more

### **Academic Policies**

#### **Registration**

##### **New Students and Transfer Students**

New students and transfer students receive registration materials from the Admissions Office. Once students have received their initial information, they may work through the Registration Instructions document to have a better understanding of the registration process.

Students are encouraged to connect with their faculty advisor to assist with concerns and questions about their major, concentration, minor, or other scheduling questions, as they create the schedule for their first semester at Geneva College.

#### **Adding Courses**

Currently enrolled students register one semester in advance for their courses. Generally, students may add courses to their schedule using web registration through myGeneva through the first week of classes. Some classes may have restrictions or may be full, in which case the student would need to use the Add/Drop form process to see if the course may be added to their schedule.

Late registration is permitted until the last day of the first week of classes of the semester or before the second meeting of an evening class. Please see the Academic Calendar for specific dates.

#### **Dropping Courses / Withdrawing from Courses**

If it becomes necessary to drop a class, students should not drop courses without first consulting their advisor and the Office of Financial Aid; dropping below 12

credits can negatively impact financial aid, athletic eligibility, housing, insurance coverage, and/or the timely completion of academic requirements.

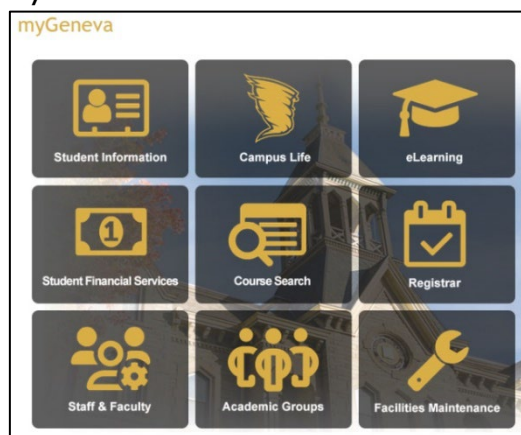
Courses **dropped** within the first two weeks of the semester **will not** appear on the student's transcript. Please see the Academic Calendar for specific dates.

After the first two weeks of the semester, up until week ten for traditional undergraduate students, students may **withdraw** from a course. This course will remain on the student's transcript with a "**W**" (**withdraw**) grade [**WP** (withdrew passing), **WF** (withdrew failing), **WX** (withdrew before grade could be determined)]; "**W**" grades will not affect the student's GPA. Please see the Academic Calendar for specific dates.

A resident student may not reduce class load below 12 semester credit hours without the approval of the Dean of Student Development. Since college housing is intended for full-time students, a student who drops below 12 credit hours must petition the Residence Life Office to remain in college housing.

The Add/Drop form, and all student forms, may be found on myGeneva, on the Registrar page, and in the Registrar's Office in Old Main.

#### myGeneva



#### Class Load

The maximum class load is 18 credit hours per semester without an additional charge. Students typically take 15-17 credit hours per semester. The following courses are not included in this limitation and may be taken beyond the hour limit without special permission: COM 201, COM 203, COM 204, COM 209, EDU 220, ENG 221, ENG 222, ENG 223, MUS 212, MUS 213, MUS 214, MUS 215, MUS 216, MUS 218, PED 104.

Additional credit hours in other courses beyond the 18 credit hours limit are permitted with the approval of the student's academic advisor.

Charge for additional credit hours is the regular per hour tuition rate (see page 209).

#### Finals Week Policy

Final exams must be taken at their scheduled times, which are announced in writing at the beginning of each semester. Students desiring an exception must submit a written request to the faculty member(s) involved. Exceptions will only be made in the case of serious illness or the death of an immediate family member. Reasons such as plane schedules, availability of flights, and rides leaving early are not acceptable.

Students having three or more final exams scheduled in one day may arrange to have one of them moved to a different time during finals week. If the student is unable to arrange this change with the instructor(s), he/she should seek assistance from the appropriate Academic Dean. This should be done at least ten days prior to the beginning of finals week.

#### Class Attendance

##### General Policy

Students' presence and participation in the classroom is an integral component of the opportunity and responsibility that attends membership in a community of Christian learning. As such, students should attend all of the scheduled class sessions of each of their courses.

##### Excused Absences

When appropriate documentation is provided to the Student Development Office, students will be excused from class without penalty under any of the following circumstances: a family member's serious hospitalization or death; personal physical or emotional illness; military or jury duty. Excused absences as a result of physical or emotional illness are limited to two weeks. Beyond that, students should return to class or consider a medical withdrawal (see page 23) due to the unlikelihood of academic success. Remote completion of classroom courses is not permitted.

In addition, students will be excused from class to participate in the following, college-sponsored activities:

- Performances, varsity and junior-varsity scrimmages against external programs and games, including travel



time; make-up games that were postponed due to inclement weather; and official tournament games, both pre-and post-season.

- Class requirements such as field trips and labs. These must be approved through the department chair and the appropriate Academic Dean.
- Internships and field placements which are required for a major or academic program. These should be arranged in such a way that they do not conflict with other classes for which the student is registered or is required to take.
- Educational travel, including professional meetings, touring groups, and mission trips. These must be approved through the department chair and the appropriate Academic Dean.
- Campus work-related training that is directly relevant to a student's campus work assignment. These must be approved through the department chair and the appropriate Academic Dean if the assignment is an academic program area and through the office of the Academic Dean in all other cases.

Several other comments regarding these particular activities are warranted. First, practices and rehearsals are not considered excusable absences. Second, faculty, coaches, and staff should take great care in the scheduling process to prevent students from having to miss multiple classes. It may even become the case where it will be wise for a faculty member, coach, or staff member to encourage a student not to participate in a particular activity if a student's academic progress may be unduly jeopardized by doing so. Third, faculty, coaches, and staff should be proactive in encouraging students to report an excused absence in advance to the faculty members(s) of the class(es) that they miss, and in completing any missed assignments/exams. And fourth, students should take the initiative in communicating an excused absence clearly and in advance to the faculty member(s) of the class(es) that they miss, and in arranging for the completion of any missed assignments/exams.



### **Military Absence Policy**

Geneva College requires both students and faculty members to approach excused absences and matters of class attendance in a manner that is cooperative, realistic, and impartial.

Faculty members are required to provide an alternative opportunity or offer equivalent credit for a student to complete missed coursework due to a military-related absence, without prejudicial influence. (ex. Exam, quiz, in class work, presentation, etc.)

Students who have received advanced notification orders are required to provide documentation for their military-related absence two weeks prior to the absence when feasible; however, students should submit documentation to the Military Enrollment Specialist as soon as the orders are received. The Military Enrollment Specialist should relay this information to Student Development who will communicate with faculty. Whenever possible, students are required to be proactive by submitting pre-assigned coursework before their military-related absence begins.

If a student misses the first three weeks of a semester, they will be withdrawn for the semester and refunded tuition, fees, and housing & meal plan. Their re-enrollment will be deferred until the following semester. The student will need to complete a readmission form.

Any students having military commitments that conflict with Finals Week will be provided a two-day study period upon return from duty.

All students that are required to miss class due to military obligations have the responsibility to communicate with their faculty and outline a plan for

making up missed work. In addition, the student is to notify the Military Enrollment Specialist that arrangements have been made.

If the length of absence & circumstance(s) challenges the student's ability to successfully complete course-work, it may be in the student's best interest to utilize the Military Leave of Absence Withdraw option (Withdrawal with grade of "ML").

Any Service members and Reservists that have to withdraw from their studies due to military service requirements will be readmitted at the same academic status as when they left the College.

**Appeal Process:** If the student and faculty member cannot agree on a plan for making up missed work, the academic chairperson should be contacted, and a formalized Military Absence Work Plan be completed. The Military Absence Work Plan must include the following information but can take any format the student and faculty member would like to utilize:

- Faculty member name
- Student name
- Course name
- Length of military-related absence
- Detailed list of missed coursework
- Due date for each assignment
- Signatures of both the faculty member and the student
- Results of not meeting the due dates of the work-plan

If the work-plan cannot be resolved at the academic department level, the student is required to contact the appropriate academic Dean or Chief Academic Officer. The Military Absence Work Plan will be stored in the student's Digital Advising Folder. The student will also receive a copy.

## Adverse Weather

From time to time, it is necessary to close the college and to cancel classes due to inclement weather. On other occasions, there may be adverse weather conditions, but they are not sufficient to justify cancellation of classes. In such cases, commuting students who honestly believe that travel to campus may be hazardous may choose not to travel to campus. These absences will be considered as "excused," provided that the student contact the professor on the day of the absence.



The faculty member, at his/her discretion, may arrange a make-up date with the student if a class is canceled due to inclement weather. If the student has a valid conflict with the established time, it will be considered an excused absence. (See College Catalog for a list of acceptable excused absences. In this situation, a work scheduling conflict would also be considered an excused absence.)

## Unexcused Absences

Unexcused absences are those absences for any reason other than those listed above under the "Excused Absences." Faculty members may decide whether or not to penalize students for unexcused absences. Such penalties, if any, will be clearly noted in the course syllabus. Faculty members have no obligation to allow students to complete missed assignments/exams for unexcused absences.

## Grading System

Grade	Evaluation	Points per hour
A+	Excellent (Plus)	4.0
A	Excellent	4.0
A-	Excellent (minus)	3.7
B+	Good (plus)	3.3
B	Good	3.0
B-	Good (minus)	2.7
C+	Satisfactory (plus)	2.3
C	Satisfactory	2.0
C-	Satisfactory (minus)	1.7
D+	Poor (plus)	1.3

<b>D</b>	Poor	1.0
<b>D-</b>	Poor (minus)	.7
<b>F</b>	Failure (no credit)	0
<b>IN</b>	Incomplete	
<b>IP</b>	In progress	
<b>CR</b>	Credit (CR/NC option)	
<b>NC</b>	No Credit (CR/NC option)	
<b>ML</b>	Military Leave	
<b>WX</b>	Withdrawal before judgment could be formed	
<b>WP</b>	Withdrawal, passing	
<b>WF</b>	Withdrawal, failing	
<b>AU</b>	Audit (no credit)	

## Grade Point Average (GPA)

The grade point average is the number of grade points earned divided by the semester credit hours receiving grades A through F. Each semester a term GPA and a cumulative GPA are calculated and reported on the grade report. These two averages are used to determine the student's academic status and eligibility for various offices, honors, or courses and for eligibility for athletic competition.

Credit hours graded F are included in the computation of the GPA but do not count toward graduation requirements. Repeating a course which was graded F does not increase the credit hours used to determine the GPA but will increase both grade points and credit hours toward graduation according to the new grade earned.

Repeating a course for which credit has been granted will not increase the credit hours toward graduation, but the new grade earned may be substituted for the previous grade in determining grade points. It is the student's responsibility to notify the Registrar's Office if a course is repeated.

## Incomplete Grade

An incomplete grade is awarded only when a student has been unable to complete the work due to circumstances beyond the control of the student. The student must be doing satisfactory work within four

weeks of the end of the semester. The incomplete grade is considered temporary, and the student must make up the work without repeating the course. The incomplete grade must be replaced with a letter grade by the date specified by the instructor or within eight weeks of the semester's end for a regular semester course, or within four weeks of the term's end for A and B term courses, whichever date comes first, within a traditional semester. Non-traditional academic programs may have different time frames based on length of course. If the work is not completed, the incomplete will be converted to the grade specified on the incomplete grade form. Exceptions to the policy require approval of the appropriate Academic Dean.

## In Progress Grade

The in progress (IP) grade may be used for practica, internships, and research or project courses or independent studies. It is a temporary grade that must be replaced by a letter or credit grade, and it may be used only for course work that is expected to continue beyond one semester.

## Grades

### Midterm Grades

At the midpoint of the semester, students may check their grades via myGeneva. The Provost will send a report to the student's advisor for any grade below a C.

### Final Grades

At the end of each semester, students' final grades for the semester are accessible via myGeneva. Students may obtain an unofficial transcript for themselves via myGeneva. The Provost will send a report to the student's advisor for any grade below a C.

## Change of Grade

When a final grade has been reported to the Registrar's Office it cannot be changed except by the Academic Dean in consultation with the instructor.

## Transcripts

Official transcripts are issued by the Registrar's Office, for a fee, within five business days after receipt of a formal request signed by the student.

For official transcripts, students submit their transcript request through the safe and secure, National Student Clearinghouse using the following website:  
<https://tsorder.studentclearinghouse.org/school/select>.

Enter Geneva College and follow the prompts; a credit card is required. Students may also submit a signed Transcript Request form to the Registrar's Office.

A transcript request for those who have a past due student account balance will initiate the collections process. Current students may inquire about balances using [Nelnet](#). Students and Alumni may inquire about balances by contacting Student Accounts: phone – 724-847-6550 / email – [studentaccounts@geneva.edu](mailto:studentaccounts@geneva.edu)

For unofficial transcripts, current students may get a copy via myGeneva.

## Academic Grievance

Whenever a student believes he or she has been unfairly treated in matters of grades or other evaluations, course policies or expectations, or is facing allegations of cheating or plagiarism, the following grievance procedure should be followed.

Students who are dissatisfied with the grade awarded for a course component or for the course itself should take their grievance to the faculty member involved. If the student is not satisfied with the response from the faculty member, they should take their concern to the Department Chairperson. Only if they are still not satisfied should they go to the appropriate Academic Dean. The decision of the appropriate Academic Dean in such matters is final. At each level the student should expect to receive an explanation in writing. Such grievances must be initiated within six weeks after the final day of class in question and should be documented in writing.

## Academic Integrity

Academic integrity is a serious matter. Dishonesty is an affront to the character and law of God and an insult to the academy and to its professors. It destroys the basic building blocks for community and has been called a "crime against nature" and an "obscenity" within the educational context because it violates freedom and trust, which are essential for effective learning. It limits the ability of the student to reach his or her potential as a child of God and citizen of the Kingdom. For these reasons it must be fully understood and closely monitored.

## Definitions

Honesty is a personal quality of being authentic, truthful, whole or complete, and responsible. People

who are honest will be trusted and respected by others. Dishonesty is the quality of being inauthentic and deceitful to others. It involves abusing or hiding the truth. It breaks trust between people, robs its victims of their sense of security and justice, and shows disrespect for Biblical standards of righteousness.

There are several types of dishonesty that are specific to the academic community. Some of these behaviors typically occur within the context of a specific academic course addressed in points one through five below. Others occur outside the classroom and therefore have broader community implications, as outlined by points five and six.

1. Plagiarism: the misattribution or misrepresentation of the intellectual work of another person as one's own, including their ideas, pictorial or graphic materials, and works.
2. Inventing or falsifying information in an academic exercise, for example, making up a fictitious source or quote or intentionally giving an incorrect citation.
3. Cheating: obtaining or attempting to obtain answers from another student for an academic test or exercise or using unauthorized notes during an exam.
4. Allowing one's own intellectual work to be dishonestly used by others, including sharing a term paper, examination, or media storage (CD, DVD, SSD, USB, etc) so that another student may cheat.
5. Misrepresenting or disguising one's actions in order to deceive the instructor, including fabricating a reason for having missed a class or a deadline or turning in a paper for one class that was originally written for another class. Using AI (artificial intelligence) generators to create work to fulfill assignments.
6. Preventing other students from successfully completing an academic assignment for example, stealing materials from the library; stealing media storage, textbook, or notes from another student; hiding materials in the library; or ruining a laboratory experiment.
7. Forging a signature on, or unauthorized alteration of, academic documents such as transcripts, registration and add-drop forms, grade books.

## Procedural Guidelines for Intellectual Dishonesty Cases

**Definitions** – Each syllabus should include a statement about academic dishonesty for that course.

Instructors are encouraged to reference the college integrity policy and openly articulate their personal philosophy about dishonesty in class.

**Detection** – Where the instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible and all relevant materials confiscated where possible. If there is reasonable doubt about whether an offense has occurred, the instructor should warn the student or students. While instructors must be careful to avoid false accusation, they are free to exercise their professional judgment.

**Reporting Procedure** – The instructor will confront the student or students involved and report the offense to the department chairperson for consultation. Prior to making a course-specific judgment about penalties to be imposed, the appropriate Academic Dean will be notified about the offense, who will determine if additional disciplinary action may be warranted. The appropriate Academic Dean will inform the Dean of Student Development for the purpose of record keeping and, if applicable, consideration of additional disciplinary measures to be taken. A staff member or administrator who discovers a case of academic dishonesty should report it to the appropriate Academic Dean, who shall then follow the procedures of this document.

**Sanctions** – For an offense in categories one through five, several penalty options are available to the instructor, including, but not limited to the following:

- Informal or formal warning to the student or students involved.
- Requiring the assignment or test in question to be retaken, with a lower grade.
- Requiring makeup work, with or without a lower grade being assigned.
- Assigning a grade of zero for the assignment or test in question.
- Lowering the final grade for the course.
- Giving the student a failing grade for the course.

In addition to the above sanctions, the instructor, appropriate Academic Dean or Dean of Student Development may require for an offense in categories six or seven, sanctions that may include, but are not limited to, the following:

- Informal or formal apologies to the victim or victims,

- Restitution for lost or damaged material.

Upon recommendation of the appropriate Academic Dean or Dean of Student Development may invoke further penalties as warranted by an offense, including:

- Charging fines,
- Placing the student on academic and/or disciplinary probation,
- Suspension or dismissal from the institution,
- Reporting the offense to external authorities.

For multiple or repeat offenses, the penalty imposed will normally be of greater severity. College policy allows for the possibility of suspension upon the commission of a second offense.

**Appeals** – Students have the right to appeal disciplinary actions taken in response to academic dishonesty. A faculty member's ruling can be appealed to the department chairperson. If needed, further appeals are taken to: an ad hoc committee of three faculty members appointed by the appropriate Academic Dean and finally, the President, whose decision is final.

## Academic Standing

### Dean's List

At the end of each semester the names of undergraduate students with high achievement are published and a congratulatory note is sent to each student by the appropriate Academic Dean.

To be eligible for this recognition, the student must for that semester:

1. Pass at least 12 credit hours.
2. Earn a GPA of at least 3.6.
3. Receive no grades of F, WF, IN, or NC.

### Athletic Eligibility

Geneva College complies with the eligibility standards established by Division III of the National Collegiate Athletic Association.

"To be eligible to represent an institution in inter-collegiate athletics competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies, be in good academic standing and maintain satisfactory progress toward a baccalaureate or equivalent degree. A waiver of the minimum full-time enrollment requirement may be granted for a student enrolled in the final term of the baccalaureate

program. Also, a student may represent the institution while enrolled as a graduate or professional student or while enrolled and seeking a second baccalaureate degree at the same institution or at another Division III institution.” (NCAA Div III Manual 2021-2022, pg. 105)

## Academic Continuation

The academic status of each student is determined at the end of every grading period and is normally based on the decision criteria described below. Students are normally considered to be in “Academic Good Standing” unless their cumulative GPA falls below 2.00. Students who are not in “Academic Good Standing” fall into one of three categories: Probation, Suspension, or Dismissal. Normally, students are placed in one of these categories based on academic performance as described below. Students who have GPAs that qualify them for these categories may be explicitly notified, but absence of such explicit notification does not exempt a student from the status or the consequences of the status.

The college administration reserves the right to place a student on probation, suspension, or dismissal for reasons other than the criteria described here. Criteria that might be used to make these judgments include, but are not limited to, specific patterns of poor academic performance, weak progress in completing attempted credit hours, student disciplinary history, poor class attendance, problematic behavior in and/or out of class, lack of conformance to academic regulations, and so forth. If the dismissal occurs before the end of the first ten weeks, the courses will be marked as withdrawn. After the first ten weeks, the student will receive actual letter grades.

If a student’s cumulative GPA is below the following values in the appropriate Hours Attempted category, the student’s Academic Status is as listed. [Note that “cumulative GPA” has a specific meaning for students who have transferred credit to Geneva. In short, “cumulative GPA” is based only on course work that was taken after a student matriculated at Geneva. Courses taken prior to that date may be accepted in transfer, but the GPA’s associated with those courses are not carried forward, except Education majors. See the section on Transfer Policies (page 206) for more details on this policy and other matters that affect transfer students.]

GPA Hours Attempted	GPA			
	Warning	Probation	Suspension	Dismissal
0-17	2.20	2.00	1.50	--
18-34	2.20	2.00	1.70	0.50
35-68	2.20	2.00	1.70	1.00
69-90	2.20	2.00	1.85	1.50
91 or above	2.20	2.00	1.95	1.85

## Academic Warning

Students who have a cumulative GPA less than 2.20 at the end of a grading period are on Academic Warning. This indicates that this student has a GPA that is sufficiently low to warrant concern about the student’s ability to successfully meet the 2.00 minimum GPA required for graduation. However, as long as the student’s cumulative GPA remains at 2.00 or above, the student is in “Academic Good Standing.”

## Academic Probation

Students who have a cumulative GPA less than 2.00 at the end of a grading period (or whose admission to the college is as a probationary student) are on academic probation. Academic probation status indicates that the student is not making satisfactory progress towards graduation. In order to help students become academically successful, students on academic probation are under the following restrictions:

- May not enroll for more than 14 credit hours in any single semester.
- Are ineligible for the following co-curricular activities: varsity, junior varsity or club athletics (including off-season team practices), Geneva-sponsored music ensembles, theatre productions (any capacity), student leadership, and student publications.
- May not be resident assistants or hold any other compensated student leadership roles.
- May be subject to further conditions determined by the college administration based on individual circumstances.

Students on academic probation are required to seek assistance from Geneva’s Student Success Center for assistance in academic skills such as effective study habits, time management, and note taking. Students on academic probation are also encouraged to re-take courses in which they have failed as the quickest means to raise their GPA.



A student may appeal one or more of the restrictions associated with Academic Probation by submitting a written request, along with any supporting documentation, to the appropriate Academic Dean. The appeal must be based on the assurance of improved academic performance, and the assurance that past difficulties that have affected academic performance can be overcome. The appropriate Academic Dean may consult with appropriate college staff concerning the student's appeal, including, but not limited to, staff in student development, the business office, and the student's academic advisor. Such an appeal must be made at least three business days prior to the start of a spring semester, and at least one week prior to the start of a fall semester.

### **Academic Suspension**

Students are on academic suspension if their GPA is less than the value indicated in the chart above. Students on academic suspension are prohibited from taking any classes at Geneva for at least one regular academic semester (fall or spring). Further, any course work taken elsewhere while on academic suspension will not be accepted as transfer credit, except upon successful readmission and Registrar's Office course approval. (Note: For students pursuing teaching certification, courses will transfer and will count toward the career GPA.)

A student on academic suspension may appeal to be moved to academic probation status by submitting a written request, along with any supporting documentation, to the appropriate Academic Dean. The appeal must be based on the assurance of improved academic performance. Such appeals will be granted only in cases where there is clear reason to expect immediate and marked improvement in academic performance and the demonstration that factors that have disrupted academic progress have been successfully addressed. The appropriate Academic Dean may consult with appropriate college staff concerning the student's appeal, including, but not limited to, staff in student development, the business office, and the student's academic advisor. Such an appeal must be made at least three business days prior to the start of a spring semester, and at least one week prior to the start of a fall semester.

Readmission following suspension will be based on evidence of improved academic performance or evidence that past difficulties that have affected academic performance have been overcome, and that

eventual completion of the requirements for a degree can be reasonably expected. Students on academic suspension who wish to be readmitted should send a letter of application, along with any supporting documents, to the appropriate Academic Dean no later than 60 days prior to the first day of class in the semester for which they are seeking readmission. Students who are readmitted following suspension will be on academic probation until such time as their cumulative GPA rises above 2.00, they are placed on Academic Suspension again, or they are placed on Academic Dismissal.

### **Academic Dismissal**

Academic dismissal occurs when the student's academic performance indicates that it is unreasonable to anticipate eventual completion of degree requirements (normally determined by the chart above). Since the dismissal is intended to be permanent, only the lapse of a year or more and a drastic change in circumstances can justify application for readmission to the appropriate Academic Dean. The appropriate Academic Dean will grant readmission of a dismissed student only in rare instances.

### **Withdrawal From The College**

To withdraw from the college, a student must complete a withdrawal form available from the Student Development Office. If the student receives financial aid, the student should consult with the Office of Financial Aid staff to estimate the impact on financial aid eligibility, student account charges, and loan deferment.

### **Medical Withdrawal**

A medical withdrawal is intended for use only in situations in which a student is medically or psychologically incapacitated such that he/she cannot continue as a college student. All medical withdrawal requests must be substantiated by a letter from a doctor or other qualified health professional and subsequently approved by the Dean of Student Development. Return in a subsequent semester requires the approval of the Dean of Student Development as well. More details can be found in the Traditional Student Handbook (<http://www.geneva.edu/student-life/vp/student-handbook>) or from your academic department (for ODP and Graduate Students).

## Readmission After Withdrawal From The College

A full-time or part-time degree candidate who for any reason is not enrolled at Geneva College for a semester or more and is therefore considered withdrawn, must apply for readmission to the Registrar's Office.

The readmission application, which is posted online, [http://www.geneva.edu/academics/registrar/registrar\\_downloads](http://www.geneva.edu/academics/registrar/registrar_downloads), must be accompanied by official transcripts of all grades earned at other institutions since leaving Geneva and should be filed at least 30 days prior to registration to assure proper clearance and a smooth transition back into the college.

For readmission following academic suspension, please refer to the section labeled "Academic Suspension."

Geneva College will readmit veterans who left to perform military service. The veteran will be readmitted with the same academic status he or she had when they last attended the institution. In most cases, the length of the absence from the institution cannot exceed five years. Exceptions to this policy would include the veteran receiving a dishonorable discharge or bad conduct discharge, or who are sentenced in a court-martial.

Once readmission is granted, there are several steps that must be completed prior to the start of the term:

1. Enrollment Deposit. Prior to registering for your courses, you are required to submit your \$250 enrollment deposit. You can pay your enrollment deposit online at [geneva.edu/deposit](http://geneva.edu/deposit). Be sure to have your Student ID available.
2. Registration. Contact your academic advisor to review courses and necessary requirements.
3. Financial Aid. Contact the Office of Financial Aid ([finaid@geneva.edu](mailto:finaid@geneva.edu)) and consult with them regarding your financial aid eligibility, estimated balance, and tuition due dates.
4. Commuter/Resident Status. Contact Residence Life, [housing@geneva.edu](mailto:housing@geneva.edu), to discuss your living plans. Even if you plan to commute, your commuter status must be approved by the Residence Life Office.
5. Student Account Information. Watch for information regarding the reactivation of your Geneva student account and how to access it. The information will be sent to your Geneva email address.

## Credit-No Credit Option

Any junior or senior with a cumulative average at registration of 2.5 or higher may choose to take one course per semester on a credit-no credit (CR/NC) basis. The student must decide by the normal drop date (see Academic Calendar) whether to be graded credit-no credit or in the regular manner. Credit-no credit grading is not allowed for any course used to meet a core, a major, or a minor requirement. To receive a grade of credit, performance equivalent to a grade of C or better is required.

## Credit-No Credit Courses

The following courses, also graded credit-no credit (CR/NC), are repeatable, but not more than a combined total of eight semester credit hours in all can be applied toward minimum graduation requirements: COM 201, COM 203, COM 204, COM 209, EDU 220, ENG 221, ENG 223, MUS 212, MUS 213, MUS 214, MUS 215, MUS 216, MUS 218, PED 104.

## Transfer Policies

Detailed information for students transferring to Geneva and for Geneva students who wish to transfer credits to Geneva is found on page 206.

## Applied Music Policies

College students taking music lessons, whether for credit or not, are required to register for the music lessons with the music department. Once registered, the student will be charged for 14 lessons for the semester. Absences may be made up at the discretion of the instructor. In certain areas of performance, private weekly instruction is available to non-students.

## Auditing

Any student may audit a course with the instructor's permission. Full-time students who wish to have a course recorded as AU must register for it within the first two weeks of the beginning of the regular semester. Students should use an Add/Drop form and use the AUDIT row on the form to indicate which course they wish to audit. Once all necessary signatures have been obtained, submit the form to the Registrar's Office.

Students may not switch from audit to credit after the last day to add a class according to the Academic Calendar. Students may switch their course from credit to audit with the following stipulations: 1. The change must have the approval of the course instructor. 2. The



change must occur on or before the last day to withdraw from a class according to the Academic Calendar. 3. The student must be passing the course at the time of the change.

Full-time students (12-18 credit hours) may audit one course per semester for free. All part-time students pay half tuition for the auditing privilege. Audited courses do not apply toward graduation requirements. Exceptions to this policy must be approved by the appropriate Academic Dean.

## **Veteran's Education**

Geneva College is approved for the education of veterans under Public Law 894, and Chapter 34 of the GI Bill®. Veterans should check with the Veterans Administration regarding their eligibility for educational or other veteran benefits. Veterans may receive one credit hour in physical education (PED 103). Also see Joint Services Transcript p. 206.

If you are a covered individual receiving educational assistance from the Department of Veteran Affairs and have questions related to your eligibility or additional services, please contact [veterans@geneva.edu](mailto:veterans@geneva.edu). A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits.

Any covered individual will be permitted to attend and participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to education assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veteran Affairs' (VA) website e-Benefits, or a VAF 28-1905 form from Chapter 31 authorization purposes) and ending on the earlier of the following dates: the date on which payment from VA is made to the institution or 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Geneva College will not impose any penalty, including the assessment of late fees, the denial of access to classes, library, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill/>.

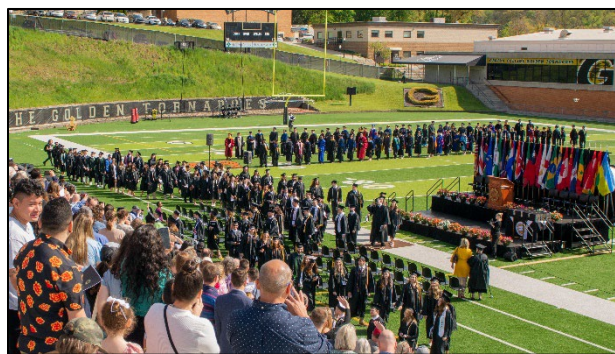
## **Program for Adult Continuing Education (PACE)**

PACE provides an avenue for students to take courses as non-degree candidates without formal admission. A maximum of 30 credit hours (attempted and completed) may be taken, at which time formal application for admission must be made. The student, however, is permitted to apply for admission any time during the course of the 30 credit hours. The student is required to maintain a satisfactory grade point average in order to be permitted to register for future courses.

## **Graduation Arrangements**

Upon successful completion of all degree requirements and the graduation application for the Registrar's Office, a student may graduate at the end of either semester or the summer session.

At the conclusion of the spring semester each year, commencement exercises are held for all students who have completed graduation requirements at that time or the preceding December, or who expect to complete their final 9 credit hours (or less) by August. Three events are held for graduates: an informal graduation reception in December for traditional undergraduate students and two formal commencement exercises in May (one for traditional undergraduate students and one for graduate and adult students). On the evening before the traditional undergraduate commencement day, graduates are invited to participate in a public baccalaureate worship service.



## **Undergraduate Honors and Awards**

Special recognition is given to members of the graduating class who have maintained high scholastic standing. To qualify for honors, a student with a bachelor's degree must have completed 60 or more credit hours while matriculated at Geneva, including affiliate programs. The selection for graduation honors is based on the student's cumulative grade point average at the time of degree conferral.

## **Bachelor's Honors**

The following recognition is provided:

### **Valedictorian**

The person or persons with the highest GPA in the graduating class during the academic year (August, December, or May) with no repeated course and no CR grade for a letter-grade course.

### **Summa Cum Laude** (with highest honor)

GPA of 3.8 or higher

### **Magna Cum Laude** (with high honor)

GPA of at least 3.6 but less than 3.8

### **Cum Laude** (with honor)

GPA of at least 3.4 but less than 3.6

## **Associate Honors**

Students with associate degrees must have completed 36 or more credit hours while matriculated at Geneva, including affiliate programs. The selection for graduation honors is based on the student's cumulative grade point average at the time of degree conferral.

The following recognition is provided:

### **With Highest Honors**

GPA of 3.8 or higher

### **With High Honors**

GPA of at least 3.6 but less than 3.8

### **With Honor**

GPA of at least 3.4 but less than 3.6

## **Departmental Honors**

Honors are awarded to students who have completed research or creative projects, or performance activities judged to be of high quality by the faculty of an academic department, including a public presentation of the projects at a special honors symposium.

## **Degrees and Programs**

### **Associate Degrees**

These degrees require a minimum of 60 semester credit hours.

Associate of Arts in General Studies

Associate of Science in Business Administration

Associate of Science in Engineering

### **Bachelor's Degrees**

These degrees require a minimum of 120 semester credit hours. Majors which require more than 120 credit hours are identified under the program requirements for the specific major.

Bachelor of Arts

Bachelor of Professional Studies

Bachelor of Science

Bachelor of Science in Business Administration

Bachelor of Science in Education

Bachelor of Science in Engineering

Bachelor of Science in Nursing

### **Master's Degrees**

These degrees require a minimum of 33 semester credit hours.

Master of Arts in Counseling (requires 60 credit hours)

Master of Arts in Higher Education

Master of Business Administration

Master of Education in Curriculum & Instruction

Master of Education with School Counseling Certificate

Master of Science in Cybersecurity

### **Second Degrees**

A student who has earned a bachelor's degree from another institution may be granted a second degree by fulfilling all the following requirements:

1. A minimum of 40 credit hours earned in residence at Geneva.
2. A minimum of 15 credit hours or 25% earned in a new major at Geneva.
3. All of Geneva's core requirements not fulfilled in the first degree.

A Geneva graduate may earn a second degree or major by completing the requirements, including at least 15 credit hours in the major earned at Geneva. Once a student graduates, the requirements for a second degree or major are determined by the catalog current at the time of re-enrollment.

Interested students will complete the Second Degree / Second Major Student Registration form (available

from the Registrar's Office) and submit it to the Registrar's Office for processing.

## Traditional Undergraduate Programs

### Department of Biblical Studies, Ministry, and Philosophy

Following the guidelines established in the Foundational Concepts of Christian Education, the instructors in this department are committed to the historic Reformed doctrine of Scripture as the inspired, infallible, and authoritative Word of God. Biblical studies are designed to develop the basis for Christian perspectives in the study of the liberal arts, to encourage the formulation of a scripturally informed conception of life and of the world, to equip for ministry, and to provide a foundation for advanced study and professional specialization.

The Philosophy Program at Geneva College serves students in Biblical Studies as well as in Core Studies and other majors. It offers a Philosophy Major and Minor. The Philosophy Program offers courses in Philosophical Orientation (introductory philosophical awareness), Philosophical Tradition (fundamental texts and formative ideas from the History of Western Thought and Culture), and Christian Philosophical Formation (forming students as Christian believers in the philosophical life).

Besides supervising the majors and minors described in this section, the department shares responsibility for the minor in Christian school teaching, described on page 62.

### Biblical Studies Major • BA – Program requirements 37 credit hours

In addition to the nine credit hours required in the college core:

BIB 200	How to Read the Bible	3
BIB 308	Luke	3
or BIB 311	Matthew	3
or BIB 313	John	3
or BIB 326	Historical Geography of the Gospels	3

One Old Testament course from:

BIB 301	Old Testament Prophecy	3
BIB 302	Wisdom Literature	3
BIB 303	Old Testament Studies	3
BIB 304	Psalms	3

BIB 305	Isaiah	3
BIB 306	Daniel	3
BIB 307	Judah's Exile/Restoration	3
BIB 340	Intertestamental Literature	3
BIB 341	Archeology and Geography of Israel	3

Nine credit hours in philosophy selected from:

PHI 100	Critical Thinking	3
PHI 110	The Philosophical Conversation	3
PHI 200	Plato and Classical Philosophy	3
PHI 202*	Augustine	3
PHI 206*	Aquinas & Medieval Philosophy	3
PHI 210*	C.S. Lewis	3
PHI 212*	Ethics	3
PHI 300	History of Modern Philosophy	3
PHI 304	Nineteenth-Century Social Philosophers and Pragmatism	3
PHI 305	Contemporary Philosophy: The Analytic Tradition	3
PHI 306	Postmodern Philosophers	3
PHI 307	Women Philosophers	3
PHI 308	Contemporary Continental Philosophy	3
PHI 309	Kierkegaard & Nietzsche	3
PHI 310*	Christian Understanding of Life	3
PHI 353	Philosophy of Science	3
PHI 354	Political Philosophy	3
PHI 355	Philosophy for Theology	3

*(Priority should be given to \* courses)*

Three credit hours in church history:

BIB 350	History of the Christian Church	3
or BIB 351	Church History I: Patristic and Medieval	3
or BIB 352	Church History II: Reformation and Modern	3
or BIB 353	Covenanter History and Theology (Scotland)	3

Three credit hours in theology selected from:

BIB 320	Special Topics in Theology	3
BIB 322	Calvin's Institutes	3
BIB 324	Introduction to Reformed Tradition	3
BIB 325	Biblical Theology	3

Three credit hours in evangelism:

MIN 210	Evangelism	3
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Three credit hours in practical theology selected from:

MIN 205	Christian Education in the Local Church	3
MIN 215	Methods of Teaching the Bible	3

MIN 219	World Christian Movement	3
MIN 220	Topics in Christian Ministry	3
MIN 224	Missions and Culture	3
MIN 225	Globalism and Multiculturalism	3

Six additional credit hours in Biblical Studies or Philosophy one of which must be a New Testament course. 6

BIB 401	Senior Seminar	1
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### **Biblical Studies Minor**

Requires a minimum of 18 credit hours.

Three credit hours in Bible interpretation:

BIB 200	How to Read the Bible	3
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Twelve credit hours from any upper-level BIB courses, BIB 301 and above 12

An additional three credit hour course from PHI (not including PHI 100) or MIN, or any upper-level BIB course, BIB 301 and above 3

### **Missions Major • BA – Program requirements 40 credit hours**

This track helps to equip a student for cross-cultural ministry, ordinarily for service under the supervision of a mission agency.

Three credit hours in Bible interpretation:

BIB 200	How to Read the Bible	3
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Nine credit hours in Bible content courses, including at least three credit hours in Old Testament and three credit hours in New Testament:

BIB 301	Old Testament Prophecy	3
BIB 302	Wisdom Literature	3
BIB 303	Old Testament Studies	3
BIB 304	Psalms	3
BIB 305	Isaiah	3
BIB 306	Daniel	3
BIB 307	Judah's Exile/Restoration	3
BIB 308	Luke	3
BIB 309	Revelation	3
BIB 310	Pauline Epistles	3
BIB 311	Matthew	3
BIB 313	John	3
BIB 314	New Testament Studies	3
BIB 315	Acts	3
BIB 316	Romans	3
BIB 317	Ephesians/Pastorals	3
BIB 318	Hebrews	3

BIB 326	Historical Geography of the Gospels	3
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Three credit hours in philosophy from:

PHI 310	Christian Understanding of Life	3
PHI 318	Philosophies of World Religions	3

Three credit hours in evangelism:

MIN 210	Evangelism	3
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Nine credit hours in missions from:

MIN 201	Cultural Anthropology	3
MIN 204	Principles of Sustainable Development	3
MIN 219	World Christian Movement	3
MIN 224	Missions and Culture	3
MIN 225	Globalism and Multiculturalism	3
LIN 219	Introduction to Linguistics	3
LIN 220	Applied Linguistics	3

Three credit hours in theology selected from:

BIB 320	Special Topics in Theology	3
BIB 322	Calvin's Institutes	3
BIB 324	Introduction to Reformed Tradition	3
BIB 325	Biblical Theology	3

Three credit hours in church history:

BIB 350	History of the Christian Church	3
or BIB 351	Church History I: Patristic and Medieval	3
or BIB 352	Church History II: Reformation and Modern	3
or BIB 353	Covenantal History and Theology (Scotland)	3

Six credit hours Internship involving guided experiences in cross-cultural outreach (MIN 493) 6

BIB 401	Senior Seminar	1
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### **Pre-Seminary Major • BA – Program requirements 40 credit hours**

This track leads to seminary studies and is intended for the student aiming towards ordination to the Christian ministry.

Three credit hours in Bible Interpretation:

BIB 200	How to Read the Bible	3
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Six credit hours in Bible content courses divided between 3 credit hours Old Testament and 3 credit hours New Testament studies, and selected from:

BIB 301	Old Testament Prophecy	3
BIB 302	Wisdom Literature	3

BIB 303	Old Testament Studies	3
BIB 304	Psalms	3
BIB 305	Isaiah	3
BIB 306	Daniel	3
BIB 307	Judah's Exile/Restoration	3
BIB 308	Luke	3
BIB 309	Revelation	3
BIB 310	Pauline Epistles	3
BIB 311	Matthew	3
BIB 313	John	3
BIB 314	New Testament Studies	3
BIB 315	Acts	3
BIB 316	Romans	3
BIB 317	Ephesians/Pastorals	3
BIB 318	Hebrews	3
BIB 326	Historical Geography of the Gospels	3
Six credit hours in Hellenistic Greek or in Biblical Hebrew		6
Nine credit hours in philosophy selected from:		
PHI 100	Critical Thinking	3
PHI 110	The Philosophical Conversation	3
PHI 200	Plato and Classical Philosophy	3
PHI 202	Augustine	3
PHI 212	Ethics	3
PHI 310	Christian Understanding of life	3
Three credit hours in church history:		
BIB 350	History of the Christian Church	3
or BIB 351	Church History I: Patristic and Medieval	3
or BIB 352	Church History II: Reformation and Modern	3
or BIB 353	Covenanter History and Theology (Scotland)	3
Three credit hours in theology selected from:		
BIB 320	Special Topics in Theology	3
BIB 322	Calvin's Institutes	3
BIB 324	Introduction to Reformed Tradition	3
BIB 325	Biblical Theology	3
Three credit hours in evangelism:		
MIN 210	Evangelism	3
Three credit hours in internship:		
MIN 493	A Christian Ministries Internship	3
Three credit hours in electives chosen from any of the BIB, MIN, or PHI categories.		3
BIB 401	Senior Seminar	1

## Missions/Aviation Dual Degrees • AAS and BA – 64 credit hours max CCBC

In cooperation with the Community College of Beaver County, Geneva College has developed a dual degree program by which a student may earn the Associate in Applied Science degree (AAS) in Professional Pilot from the community college and the Bachelor of Arts in Missions degree from Geneva College. The program enhances the graduate's career potential by blending specific vocational training in aviation with the broader education experience involved in earning a baccalaureate degree.

Community College of Beaver County's AAS in Aviation can be earned before, after, or entirely apart from fulfillment of requirements for Geneva's BA.

## Community Development For Mission Minor

Requires a minimum of 18 credit hours.

CDV 230	Introduction to Community Development	3
MIN 201	Cultural Anthropology	3
MIN 225	Globalism and Multiculturalism	3
MIN 491	Ministry Special Study	3

Choose 6 credits from the following courses:

CDV 240	Christians and the City	3
CDV 250	Poverty/Inequality	3
CDV 255	Race and Immigration	3
CDV 300	Restoring Place	3

## Missions Minor

Requires a minimum of 18 credit hours.

Choose three courses (9 credits) selected from:

MIN 201	Cultural Anthropology	3
MIN 219	World Christian Movement	3
MIN 224	Missions and Culture	3
MIN 225	Globalism and Multiculturalism	3
or	an approved course substitution or up to one 3-credit internship containing cross-cultural experience	3

Six credits from BIB 301 to BIB 318 (these are upper-level OT and NT content courses)

Three credit hours of church history or theology.

BIB 322	Calvin's Institutes	3
BIB 324	Introduction to Reformed Tradition	3
BIB 325	Biblical Theology	3
BIB 340	Intertestamental Literature	3

BIB 341	Archaeology & Geography of Israel	3
BIB 350	History of the Christian Church	3
BIB 351	Church History I: Patristic and Medieval	3
BIB 352	Church History II: Reformation and Modern	3

### Pre-Seminary Minor

Requires a minimum of 18 credit hours selected from the following:

Six credit hours of Bible content	6
Six credit hours of philosophy content	6
Three credit hours of theology	3
Three credit hours of practical theology	3

### Philosophy Major • BA – Program requirements 37 credit hours

The mission of the Philosophy Program at Geneva College is: Engaging the Philosophical Conversation, honing critical skills and passions, cultivating wisdom, for service, for living; in submission to Christ the Truth. Accordingly, we offer courses in Philosophical Orientation (introductory philosophical awareness), Philosophical Tradition (fundamental texts and formative ideas from the History of Western Thought and Culture), and Christian Philosophical Formation (forming students as Christian believers in the philosophical life). The Philosophy Program maintains a commitment to a caliber of undergraduate training that is required for successful admittance into graduate programs in philosophy.

Courses in the Major are offered over a two-year cycle. Philosophy Majors are also encouraged to take additional courses in Bible and other Humanities, and possibly to add a second major.

Philosophical Orientation: 3 hours from		
PHI 100	Critical Thinking	3
Philosophical Tradition: 15 hours from		
PHI 200	Plato and Classical Philosophy	3
PHI 212	Ethics	3
PHI 300	History of Modern Philosophy	3
PHI 304	Nineteenth-Century Social: Philosophers and Pragmatism	3
PHI 305	Contemporary Philosophy: The Analytic Tradition	3
PHI 306	Postmodern Philosophers	3

PHI 308	Contemporary Continental Philosophy	3
PHI 309	Kierkegaard and Nietzsche	3
PHI 353	Philosophy of Science	3
PHI 354	Political Philosophy	3

Christian Philosophical Formation: 12 hours

PHI 202	Augustine	3
PHI 206	Aquinas and Medieval Philosophy	3
PHI 210	C.S. Lewis	3
PHI 310	Christian Understanding of Life	3

*Note: Philosophy majors may substitute PHI 310 for BIB 300*

Biblical Wisdom: 6 hours

BIB 302	Wisdom Literature	3
BIB 322	Calvin's Institutes	3

Capstone: 1 hour

PHI 410	Senior Seminar	1
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### Philosophy Minor

Eighteen credit hours in philosophy (PHI) courses, including PHI 100.

### Student Ministry Major • BA – Program requirements 52 credit hours

This major prepares a student for ministry within the church, parachurch, or a variety of other organizations that work with students – children through college age. Adding substantial ministry experience to a solid Biblical, theoretical, and methods core, the major allows a student to concentrate on the area within their understood sense of personal calling, including: church and parachurch ministry, urban ministry, children's ministry, adventure education, and campus ministry.

Bible core (12 credit hours)

BIB 200	How to Read the Bible	3
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One Gospel Course:

BIB 308	Luke	3
BIB 311	Matthew	3
BIB 312	Gospel Studies	3
BIB 313	John	3
BIB 326	Historical Geography of the Gospels	3

One Old Testament Course from:

BIB 301	Old Testament Prophecy	3
BIB 302	Wisdom Literature	3
BIB 303	Old Testament Studies	3
BIB 304	Psalms	3

BIB 305	Isaiah	3
BIB 306	Daniel	3
BIB 307	Judah's Exile/Restoration	3
BIB 340	Intertestamental Studies	3
BIB 341	Archeology/Geography of Israel	3

One New Testament Course from:

BIB 309	Revelation	3
BIB 310	Pauline Epistles	3
BIB 314	New Testament Studies	3
BIB 315	Acts	3
BIB 316	Romans	3
BIB 317	Ephesians/Pastorals	3
BIB 318	Hebrews	3
BIB 340	Intertestamental Literature	3

Theory core (12 credit Hours)

MIN 311	Family Ministry	3
MIN 319	Contemporary Adolescent Culture	3

Choose one course in Theology from:

BIB 320	Special Topics in Theology	3
BIB 322	Calvin's Institutes	3
BIB 324	Introduction to Reformed Tradition	3
BIB 325	Biblical Theology	3

Choose one course in Philosophy from:

PHI 202	Augustine	3
PHI 206	Aquinas	3
PHI 210	C.S. Lewis	3
PHI 212	Ethics	3
or	Other Philosophy course approved by the Department	3

Methods core (9 credit hours)

MIN 210	Evangelism	3
MIN 240	Introduction to Student Ministry	3

Three additional credit hours methods course from:

MIN 203	Discipleship	3
MIN 215	Methods of Teaching the Bible	3

Specialization core (3 credit hours)

Three credit hours from:

CDV 230	Introduction to Community Development	3
MIN 204	Principles of Sustainable Development	3
MIN 242	Children's Ministry	3
MIN 244	Urban Student Ministry	3
MIN 246	Campus Ministry	3
MIN 250	Theory and Practice of Experiential Education	3
MIN 253	Challenge Course Facilitation	3

Experiential core (16 credit hours)

Sixteen credit hours from:

MIN 292	Ministries Practicum (two credit hours per course for two semesters)	4
MIN 430	Senior Seminar	3
MIN 493	Student Ministry Internship (taken with MIN 430)	9

Recommended Electives:

MIN 316	Special Topics in Student Ministry	3
Including:	Apologetics	
	Arts and Ministry	
	Critical Issues	
	Principles of Leadership	



## Student Ministry Minor

Requires a minimum of 18 credit hours.

• Six credit hours of BIB core

BIB 200	How to Read the Bible	3
	plus, one other BIB course	3

• Three credit hours of Theory core

• Six credit hours of Methods core

MIN 240	Introduction to Student Ministry	3
	plus, one other MIN course	3

• Three credit hours of Experiential core

MIN 292	Ministries Practicum	3
or MIN 493	Student Ministry Internship	3

## Study Abroad Possibilities

The Jerusalem University College program and the Geneva College Semester in Scotland program are housed in the department. Interested students can find additional information regarding these programs on page 152.



## Department of Biology

The Biology Department's program is intended to give each student an understanding of the living world as God's creation, provide an appreciation for the use and limitations of the scientific method of inquiry, and prepare the student majoring in biology for a life of service. Some areas in which the biologist serves are healthcare, education, and research.

The department oversees the biology major, the environmental science major and the biology with secondary education major, with concentrations in environmental biology, cell and molecular biology, and human biology, and supervises the pre-medical program (page 87) and the program in medical technology (page 34).

Geneva College is affiliated with the Au Sable Institute of Environmental Studies in Mancelona, Michigan. The institute is designed to support and serve evangelical Christian colleges by offering summer courses and programs in various areas of ecology, field biology, land resources, water resources, and environmental studies. The courses available through the institute are listed on page 150.

Note: Virtual or online labs cannot be used to fulfill requirements for a Biology or an Environmental Science degree.



## Biology Major • BS – Program requirements 60-61 credit hours

38 credit hours of biology (BIO) courses, including:

BIO 107	Foundations of Biology	4
BIO 112	Introduction to Cellular Biology	4
BIO 225	Human Anatomy and Physiology I	4
BIO 226	Human Anatomy and Physiology II	4

BIO 306	General Ecology	4
or EVS 111	Environmental Science	4
or EVS 221	Environmental Ethics	3
BIO 319	Genetics	4

One of the following:

BIO 302	Embryology	4
BIO 305	Microbiology	4
BIO 310	Botany	4
BIO 405	Molecular Biology	3
+ CHM 313	Biochemistry Laboratory	1

Capstone		
BIO 331	Biomedical Ethics	3

\*BIO Electives above 290 (waived for BIO education majors and medical technology students)  
(see list below for BIO electives) 9

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
MAT 105	Elementary Statistical Methods	3
or PSY 205	Psychological Statistics	3
PHY 181,182	General Physics I – II	4,4
or PHY 201,202	College Physics I – II	4,4

\*BIO Electives:

BIO 302	Embryology	4
BIO 305	Microbiology	4
BIO 306	General Ecology	4
BIO 310	Botany	4
BIO 315	Immunology	3
BIO 317	Biochemistry I	3
BIO 405	Molecular Biology	3
BIO 422	Neuroscience	3
BIO 491	Field Biology Classes (Au Sable)	3-6
CHM 491	Environmental Chemistry (Au Sable)	3-6
BIO 292	Practicum	1-4
BIO 491	Special Study	1-3
BIO 495	Independent Study	1-3
SCS 491	Other Environmental Classes (Au Sable)	3-6

Additional recommendations from related fields:

CHM 232	Quantitative Analytical Chemistry	4
or PSY 202	Biological Bases of Behavior	3

## Biology with Secondary Education Major • BS – Program requirements 54-55

which includes the following requirements:

BIO 112	Introduction to Cellular Biology	4
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BIO 225	Human Anatomy and Physiology I	4
BIO 302	Embryology	4
BIO 306	General Ecology	4
BIO 310	Botany	4
BIO 319	Genetics	4
BIO 331	Biomedical Ethics	3
CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
MAT 101	College Algebra	3
or MAT 120	Precalculus Mathematics	3
or MAT 161	Calculus 1	4
MAT 105	Elementary Statistical Methods	3
or PSY 205	Psychological Statistics	3
PHY 181	General Physics I	4
or PHY 201	College Physics I	4
SCS 105	Environmental Science	3
SCS 215	Earth and Space Science	3
SCS 403	Teaching of Secondary Science	3

In addition, the student must take the professional requirements listed, beginning on page 59.

Chapter 354, "Preparation of Professional Educators," was enacted in 2000 in Pennsylvania. This law mandates certain regulations in the preparation of professional educators in the state. Students are responsible to be certain they are meeting regularly with their advisor in regard to this legislation. Geneva College is not responsible for students who will not be certified because of failure to meet certification requirements at the time of graduation.

#### **Environmental Biology Concentration**

18 credit hours:

BIO 306	Ecology	4
BIO 310	Botany	4
EVS 111	Environmental Science	4

Plus, two Au Sable Institute courses taken onsite (online courses do not meet the requirements) 6

#### **Cell and Molecular Biology Concentration**

15 credit hours:

BIO 112	Introduction to Cell Biology	4
BIO 317	Biochemistry	3
BIO 319	Genetics	4
BIO 405	Molecular Biology	3
CHM 313	Biochemistry Laboratory	1

#### **Human Biology Concentration**

22 credit hours:

BIO 225	Human Anatomy and Physiology I	4
BIO 226	Human Anatomy and Physiology II	4

Plus 14 credits from the following:

BIO 302	Embryology	4
BIO 305	Microbiology	4
BIO 315	Immunology	3
BIO 331	Biomedical Ethics	3
BIO 422	Neuroscience	3

#### **Biology Minor**

18 credit hours:

BIO 112	Introduction to Cellular Biology	4
BIO 225	Human Anatomy and Physiology I	4
BIO 306	General Ecology	4
or BIO 107	Foundations of Biology	4
or EVS 111	Environmental Science	4
or SCS 105	Environmental Science	3

Additional biology credit hours at 300 level or above 6

#### **Environmental Science Major • BS – Program requirements 64 credit hours**

The environmental science major is an interdisciplinary curriculum that focuses on the functioning of the natural world, environmental problems and solutions, and management of natural resources. As students seek to understand the role of humans as stewards of God's creation, they will gain a strong foundation in the natural sciences along with an understanding of ethics and public policy as they relate to environmental decision-making. Field-based courses at Au Sable Institute of Environmental Studies (see page 150) provide hands-on experience in the environment as well as additional opportunities to integrate faith and learning.

BIO 112	Cell Biology	4
BIO 201	Human Physiology	3
BIO 306	General Ecology	4
BIO 310	Botany	4
BIO 319	Genetics	4
CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
or CHM 232	Quantitative Analytical Chemistry	4
EVS 111	Environmental Science	4
EVS 221	Environmental Ethics	3
MAT 105	Elementary Statistical Methods	3
or PSY 205	Psychological Statistics	3
POL 361	American Public Policy	3

Four additional courses at Au Sable Institute courses taken onsite (online courses do not meet the requirements) 16

(See page 150 for a list of available courses.)

Additional recommendations:

BIO 210	ID & Evolution	3
BIO 305	Microbiology	4
CHM 170	Worth of Water	4
ENG 102	Academic Writing and Research Process	3

### Environmental Science Minor

Requires a minimum of 18 credit hours.

BIO 306	General Ecology	4
BIO 310	Botany	4
EVS 111	Environmental Science	4

Plus, two Au Sable Institute courses taken onsite  
(online courses do not meet the requirements) 6

### Medical Technology Affiliate Degree Program

A three-year sequence at Geneva totaling at least 94 semester credit hours can be combined with a year of training in an approved school of medical technology to earn a Bachelor of Science degree from Geneva. The three-year program includes all the core requirements for Geneva's degree and 28 credit hours of biology and 16 credit hours of chemistry. See page 32 for the specific courses required for a biology major.

Medical technology students are required to take BIO 305 Microbiology and BIO 315 Immunology, but they are not required to take physics or BIO 419. The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) requirements for medical technology include anatomy and physiology (BIO 225, BIO 226), immunology (BIO 315), genetics (BIO 319), microbiology (BIO 305), chemistry (CHM 111 General College Chemistry, CHM 221 Organic Chemistry I, CHM 222 Organic Chemistry II, CHM 232 Quantitative Analytical Chemistry), and statistics (MAT 105).

Courses regularly offered at Geneva can satisfy the three-year curriculum requirements for the Board of Registry of Medical Technologists. The year of training at an approved school of medical technology is accepted as equivalent to the senior year in fulfilling Geneva's degree requirements.

### Department of Business, Accounting, and Sport Management

The mission of the Business, Accounting, and Sport Management Department is to develop competent

business practitioners who can be effective witnesses for our Lord in the workplace. We believe that business is a calling by God that involves integrating Biblical concepts such as wisdom, stewardship, justice, righteousness, and integrity. Therefore, the department desires to develop graduates who are grounded in Biblical principles and business knowledge equipped to serve Jesus Christ in their vocational endeavors.

The department offers an MBA in the graduate studies division and baccalaureate degrees in accounting, business, aviation, finance, marketing, management, and sports management/business. Within the business major, concentrations are offered in finance, sport management, management, human resource management, marketing, international business, entrepreneurship, and information technology. The business programs emphasize the application of theory and professional practice; and the faculty possesses both academic competence and professional experience from a variety of employment settings. The department prepares students for responsible positions in business, accounting, not-for-profit, and/or government organizations.

Geneva College is a charter member of the Association of the Accreditation Council for Business Schools and Programs (ACBSP) and received national accreditation in 1997 for their undergraduate program and in 2004 for their graduate program. The accounting major meets the Pennsylvania State Board of Accountancy requirements to sit for the Certified Public Accountant (CPA) examination.

Unique aspects of the business program include the use of computer simulations and projects, study abroad opportunities, service in student professional clubs and organizations, and continual opportunities to personally interact with the faculty. Internship placements are available in a variety of work settings. The department may offer intensive classes during periods immediately prior to and following regular semesters. These courses allow students to accommodate work schedules, internships, double majors, and other personal considerations.

In cooperation with the Community College of Beaver County (CCBC), Geneva College offers a four-year "dual degree" program in business and aviation. Students earn the Associate in Applied Science degree (AAS) in Aerospace Management, Air Traffic Control, or Professional Pilot from the Community College of

Beaver County, plus the Bachelor of Science degree in Aviation Business Administration from Geneva College. Those graduating from the CCBC program qualify for the appropriate Federal Aviation Administration (FAA) ratings and certification.

The Business, Accounting, and Sport Management Department also offers an Associate of Science in Business Administration. All these courses may be applied toward a bachelor's degree if desired. College minors are offered in business, accounting, marketing, finance, and finance/economics.

### **Accounting and Accounting – CPA Majors • BSBA – Program requirements 69 credit hours**

The accounting major prepares students for careers in managerial, governmental, or certified public accounting positions. Geneva's program affords students the opportunity to define their accounting track towards public (150 total credit hours) or private accounting (120 credit hours). Both tracks offer students instruction from CPA faculty and potential for internships in their related areas of interest. The public track is designed to meet the requirements of the State Board of Accountancy to sit for the CPA examination. This can be accomplished in a traditional undergraduate setting or in a combined undergraduate-graduate program. Accounting graduates are more than equipped to meet today's demand for well prepared and ethical accountants who are able to function in the business world.

ACC 151	Principles of Accounting I	3
ACC 152	Principles of Accounting II	3
ACC 256	Managerial Accounting	3
ACC 261	Intermediate Accounting I	3
ACC 262	Intermediate Accounting II	3
ACC 350	Accounting Systems and Software	3
ACC 357	Taxation	3
ACC 363	Advanced Accounting	3
ACC 365	Special Topics in Accounting	3
or BUS 335	Financial Statement Analysis	3
ACC 457	Auditing	3
BUS 110	Business Foundations	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3

BUS 344	Management of Information Systems	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

### **Accounting Minor**

Any 18 credit hours from among accounting (ACC) courses except ACC 457 Auditing.

### **Business Major • BSBA – Program requirements 66 credit hours**

Geneva's business major requires a 54-credit hour core that provides the broad foundation necessary to comprehend the variety of functions and activities in business. The core then integrates the functional components for a strategic view of management. The business major builds upon the core with the choice of a 12-credit hour concentration of upper division courses in a specialized area. Concentrations may be selected in management/entrepreneurship, marketing, finance, human resource management, international business, economics, sport management, and information systems. Majors taking business/aviation use their aviation preparation as their concentration.

#### **Business Major core – 54 credit hours**

ACC 151	Principles of Accounting I	3
ACC 152	Principles of Accounting II	3
BUS 110	Business Foundations	3
BUS 115	Business Communication	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 344	Management of Information Systems	3
BUS 350	Human Resource Management	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
BUS 415	Operations Management	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

Students should declare a concentration as soon as possible, and no later than the beginning of their junior year.

### Management Concentration

Lead Faculty Member: Matt Fuss

12 credit hours:

BUS 313	Leadership	3
BUS 353	Organizational Behavior	3
or BUS 456	Strategic Staffing	3
BUS 417	The Entrepreneur	3
BUS 441	Project Management	3

### Entrepreneurship Concentration

Lead Faculty Member: Denise Murphy-Gerber

Take 12 credit hours:

BUS 412	Creativity & Innovation	3
BUS 413	Value Proposition & Business Model Design	3
BUS 416	Leading and Managing a Growing Business	3
BUS 417*	The Entrepreneur	3
BUS 427	Digital Marketing	3
BUS 493	Internship	3

\* Required course

### Finance Concentration

Lead Faculty Members: Brian Merritt

12 credit hours:

ACC 357	Taxation	3
BUS 331	Investments	3
BUS 430	Intermediate Finance	3
ECO 311	Money, Credit, and Banking	3

### Marketing Concentration

Lead Faculty Members: Denise Murphy-Gerber

12 credit hours:

BUS 427	Digital Marketing	3
BUS 428	Strategic Marketing Policy (Marketing Capstone Course)	3

Pick two of the following:

BUS 420	Market Research	3
BUS 421	Advertising and Promotion	3
BUS 422	Sales and Sales Management	3
BUS 425	Consumer Behavior	3

### Human Resource Management Concentration

Lead Faculty Member: Matt Fuss

12 credit hours:

BUS 353	Organizational Behavior	3
BUS 454	Compensation & Benefits	3
BUS 455	Strategic Human Resource Management	3

BUS 456	Strategic Staffing	3
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### International Business Concentration

Lead Faculty Member: Denise Murphy-Gerber

12 credit hours:

BUS 424	International Marketing and Export Management	3
COM 305	Culture & Communication	3
ECO 327	International Economics	3
XCX 210	Foundations for Developing Intercultural Competence	3

### Information Technology Concentration

Lead Faculty Member: Stephen Roberts

CSC 101	Introduction to Programming	3
CSC 251	Networks and Security	3
CSC 363	Database Systems	3
CYB 335	System Foundations	3

### Sport Management Concentration

Lead Faculty Member: Craig Crow

12 credit hours:

SPM 101	Introduction to Sport Management	3
SPM 201	Legal Issues in Sport	3
SPM 302	Facility Management and Design	3
SPM 401	Sport in American Culture	3

### Economics Concentration

Lead Faculty Member: Stephen Roberts

12 credit hours:

ECO 311	Money, Credit, & Banking	3
ECO 327	International Economics	3
ECO 350	History of Economic Thought	3
or ECO 491	Economics Special Study	3
ECO 351	Intermediate Economic Theory	3

## Finance Major • BS – Program requirements 69 credit hours

Business Core – 48 credit hours

ACC 151	Principles of Accounting I	3
ACC 256	Managerial Accounting	3
BUS 110	Business Foundations	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 344	Management of Information Systems	3
BUS 400	Biblical Management and	

	Business Ethics	3
BUS 410	Strategic Management	3
BUS 415	Operations Management	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

#### Finance Core – 21 credit hours

ACC 357	Taxation	3
or BUS 422	Sales and Sales Management	3
BUS 331	Investments	3
BUS 332	Personal Finance	3
BUS 335	Financial Statement Analysis	3
BUS 336	Risk Management	3
BUS 430	Intermediate Finance	3
ECO 311	Money, Credit and Banking	3

The following courses are recommended to be taken as electives in the Finance major:

ACC 350	Accounting Systems & Applications	3
ACC 363	Advanced Accounting	3
BUS 140	Introduction to Business Computing	3

### International Business Major • BS – Program requirements 69 credit hours

The International Business major (and minor) exist to provide students with the intercultural skills and knowledge necessary to engage the world as professionals in this current global environment of which they are a part.

#### Business Core – 45 credit hours

ACC 151	Principles of Accounting I	3
ACC 152	Principles of Accounting II	3
BUS 110	Business Foundations	3
BUS 115	Business Communication	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
BUS 415	Operations Management	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

#### International Business Core – 24 credit hours

BUS 314	International Business	3
BUS 424	International Marketing	3

ECO 327	International Economics	3
MIN 224	Missions & Culture	3
MIN 225	Globalism & Multiculturalism	3
POL 203	International Relations	3

XCX 210	Foundations for Developing Intercultural Competence	3
	Language Studies*	3

\* Language Studies Requirement: Students must complete 3 credits of college level coursework in a living foreign language. Note: This language requirement is above and beyond the 2-year high school level requirement for admission to Geneva College. This requirement may be fulfilled in one of the following ways: 1. taking any foreign language course during a semester study abroad program; 2. taking an intermediate/advanced Spanish class at Geneva based on results from the Spanish Assessment; or 3. taking an intermediate/advanced foreign language course in-person (not online) at an accredited college/university and transferring it back to Geneva.

### Management Major • BS – Program requirements 69 credit hours

Management consists of the interconnecting functions of creating organizational policy and organizing, planning, controlling, and directing an organization's resources in order to achieve the objectives of that policy. The management degree combines the various management disciplines to expose students to these interconnecting functions and core aspects of business management.

The BS in Management program offers a comprehensive overview of the field that will develop in students a multifaceted managerial skillset and prepare them to operate more effectively as managers in organizations as well as within cross-functional teams. This broad understanding of business management will enhance student's value to employers and expand career opportunities. The management major includes courses from all of the major disciplines of management including operations management, human resource management, project management, supervision, leadership, etc. The capstone for the major will be the Strategic Management course.

#### Business Core – 48 credit hours

ACC 151	Principles of Accounting I	3
ACC 152	Principles of Accounting II	3
BUS 110	Business Foundations	3

BUS 115	Business Communications	3
BUS 241	Business Analytics I	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 350	Human Resource Management	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
BUS 415	Operations Management	3
ECO 211	Microeconomics	3
ECO 212	Microeconomics	3
Management Core – 21 credit hours		
BUS 313	Leadership	3
BUS 336	Risk Management	3
BUS 416	Leading & Managing	3
BUS 428	Strategic Marketing	3
BUS 441	Project Management	3
BUS 455	Strategic Human Resource Management	3
Plus one of the following:		
BUS 353	Organizational Behavior	3
BUS 456	Strategic Staffing	3

### Marketing Major • BS – Program requirements 69 credits

The marketing degree exposes students to all of the core aspects of integrated marketing communications. The BS in Marketing program offers a comprehensive overview of the field that will allow students to engage in the many exciting areas in marketing from the creative side of marketing (advertising, promotion, sales, consumer behavior) to the more technical and/or skilled side of marketing (digital marketing, market research, public relations, international marketing, and strategic marketing.) Every organization is a marketing organization. An organization (whether a for-profit, not-for-profit or government entity) must communicate their products, services, and ideas. Without marketing, consumers do not know what the organization is offering. This multidimensional approach to marketing is presented as an applied approach to the discipline and gives the student not only a broad understanding of business marketing but also builds specific skills that an employer needs. Each student will graduate with a portfolio of practical, real-world projects to show a prospective employer the student's depth of knowledge

and skill level. The capstone for the major will be the Strategic Marketing course.

#### Business Core – 42 credit hours

ACC 151	Principles of Accounting I	3
BUS 110	Business Foundations	3
BUS 115	Business Communication	3
BUS 140	Business Computing	3
BUS 241	Business Analytics I	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 344	Management of Information Systems	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
BUS 415	Operations Management	3
ECO 211	Microeconomics	3

#### Marketing Core – 27 credit hours

BUS 412	Creativity & Innovation	3
or BUS 413	Value Proposition & Business Model Design	3
BUS 420	Marketing Research	3
BUS 421	Advertising & Promotion	3
BUS 422	Sales & Sales Management	3
BUS 424	International Marketing	3
BUS 425	Consumer Behavior	3
BUS 427	Digital Marketing	3
BUS 428	Strategic Marketing Policy	3
COM 205	Public Relations – Memory & Invention	3

### Associate of Science in Business Administration – Program requirements 33 credit hours

ACC 151	Principles of Accounting I	3
ACC 256	Managerial Accounting	3
BUS 110	Business Foundations	3
BUS 115	Business Communication	3
BUS 241	Business Analytics I	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
or BUS 314	International Business	3
or BUS 344	Management of Information Systems	3
or BUS 350	Human Resource Management	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
ECO 211	Microeconomics	3

ECO 212	Macroeconomics	3
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### Business Minor

Requires a minimum of 18 credit hours.

ACC 151	Principles of Accounting I	3
BUS 110	Business Foundations	3
BUS 310	Principles of Management	3
BUS 320	Principles of Marketing	3
	And any six credit hours of upper level business courses	6

A minor of an alternative 18 credit hours content may be taken with department chair approval.

### Economics Minor

(For non-business majors)

Eighteen credit hours:

ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
ECO 311	Money, Credit, & Banking	3
ECO 327	International Economics	3
ECO 350	History of Economic Thought	3
or ECO 491	Economics Special Study	3
ECO 351	Intermediate Economic Thought	3

### Economics and Finance Minor

(For non-business majors)

Eighteen credit hours:

ACC 151	Principles of Accounting I	3
BUS 330	Principles of Finance	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
ECO 311	Money, Credit, & Banking	3

Plus either BUS 331 Investments or any other 300 level economics course 3

### Entrepreneurship Minor

(For non-business majors)

Any 18 credit hours from the list below:

BUS 320	Principles of Marketing	3
BUS 412	Creativity and Innovation	3
BUS 413	Value Proposition & Business Model Design	3
BUS 416	Leading & Managing a Growing Business	3
BUS 417	The Entrepreneur	3
BUS 427	Digital Marketing	3
BUS 493	Internship	3

### Finance Minor

Eighteen credit hours:

ACC 256	Managerial Accounting	3
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ACC 357	Taxation	3
BUS 330	Principles of Finance	3
BUS 331	Investments	3
BUS 430	Intermediate Finance	3
ECO 311	Money, Credit, & Banking	3

### International Business Minor

(For non-business majors)

BUS 314	International Business	3
BUS 424	International Marketing	3
ECO 327	International Economics	3
MIN 224	Missions & Culture	3
or MIN 225	Globalism & Multiculturalism	3
POL 203	International Relations	3
XCX 210	Foundations for Developing Inter-cultural Competence	3

### Marketing Minor

(For non-business majors)

Eighteen credit hours:

BUS 320	Principles of Marketing	3
	(prerequisite for courses below)	
BUS 427	Digital Marketing	3
BUS 428	Strategic Marketing	3

Pick one of the following:

BUS 421	Advertising and Promotion	3
BUS 422	Sales and Sales Management	3

Pick two of the following:

BUS 420	Market Research	3
BUS 424	International Marketing and Export Management	3
BUS 425	Consumer Behavior	3

### Aviation Business Administration Dual

#### Degrees • AAS and BS – 66 credit hours max CCBC

In cooperation with the Community College of Beaver County, Geneva College has developed a dual degree program by which a student may earn the Associate in Applied Science degree (AAS) in Aerospace Management, Air Traffic Control, or Professional Pilot from the community college and the Bachelor of Science in Aviation Business Administration degree (BS) from Geneva. The program enhances the graduate's career potential by blending specific vocational training in aviation with the broader educational experience involved in earning a baccalaureate degree.

Community College of Beaver County's AAS in Aviation can be earned before, after, or entirely apart from fulfillment of requirements for Geneva's BSBA. Two of the programs involve 129 or more credit hours as compared with 120 credit hours in a usual four-year, one-degree program. Some students may prefer to plan for an additional semester or for some summer study.

**Geneva Courses** (Business Core – 36 credit hours):

ACC 151	Principles of Accounting	3
BUS 110	Business Foundations	3
BUS 115	Business Communications	3
BUS 241	Business Analytics	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 344	Management of Information Systems	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3

Choose one of the following tracks from CCBC: Aerospace Management, Air Traffic Control, or Professional Pilot. Please note that courses within these tracks are controlled by CCBC and are subject to change.

Students may check with the Geneva College Business Dept Chair for the specific information regarding the aviation programs.

**CCBC Courses**

**Aerospace Management Track**

ACCT 110	Financial Accounting	3
ACCT 111	Managerial Accounting	3
AVIC 160	Flight Theory Fundamentals I	7
AVIC 235	Air Traffic Control Procedures	3
AVIP 120	Foundations and Development of Aviation	3
BUSC 210	Organizational Behavior	3
BUSM 108	Entrepreneurship	3
BUSM 112	Principles of Management	3
BUSM 200	Business Finance	3
BUSM 205	Business Law	3
BUSM 245	Principles of Marketing	3
BUSM 255	Macroeconomics	3
BUSM 256	Microeconomics	3
CIST 100	Introduction to Information Technology	3
or DATA 100	Survey of Information Science	3
WRIT 101	English Composition	3

TAOC Category Three or Four	3
TAOC Category Five	3
TAOC Category Six	3
TAOC Category Six (LITR)	3

**Air Traffic Control Track**

AVIC 160	Flight Theory Fundamentals I	7
AVIC 180	Flight Theory Fundamentals II	7
AVIC 200	ATC Flight Fundamentals	1
AVIC 235	Air Traffic Control Procedure	3
AVIC 238	Facility Rating II	5
AVIC 239	Facility Rating	6
AVIC 247	Approach Control I	4
AVIC 248	Approach Control II	4
AVIC 251	Non-Radar Lab	5
AVIC 252	Non-Radar Lecture	4
AVIC 256	Radar Lab	5
AVIC 258	Radar Lecture	4
AVIC 260	ACT Internship	3
or CIST 100	Introduction to Information Technology	3
AVIP 120	Foundations & Development Of Aviation	3
WRIT 101	English Composition	3
	TAOC Category Three	3/4
	TAOC Category Six (LITR)	3

**Professional Pilot Track**

AVIP 120	Foundations and Development of Aviation	3
AVIP 160	Private Pilot Flight Theory	7
AVIP 170	Private Pilot Flight Certification	3
AVIP 180	Instrument Flight Theory	7
AVIP 190	Instrument Flight Rating	2
AVIP 205	Aircraft Engines and Systems	4
AVIP 215	Commercial Flight Theory	5
AVIP 220	Commercial Flight Certification I	3
AVIP 225	Commercial Flight Certification II	3
AVIP 260	Human Factors Theory	3
AVIP 270	Aerodynamics of Flight	3
AVIP275	Certified Flight Instructor Theory	2
CIST 100	Introduction to Information Technology	3
METR 140	Foundations of Meteorology	4
or PHYS 105	Physical Science	4
WRIT 101	English Composition I	3
	TAOC Category Three	3/4
	TAOC Category Six (LITR)	3
Two of the following courses:		
AVIP 250	Multi-Engine Flight Rating	1
AVIP 280	Certified Flight Instructor – Airplane	2



AVIP 285	Certified Flight Instructor – Instruments	2
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### **Sport Management/Business Major • BS – Program Requirements 63 credit hours**

The Sport Management major prepares students for positions in the athletic world including athletic administration, sport/recreational facility management, coaching, and event management. Students explore the theories and principles of management as applied to sport programs and facilities. As a joint venture of the Department of Business and the Department of Physical Education, the goal of the sport management major is to prepare students to become a valuable part of the workforce in a variety of venues within the sport culture, thereby fulfilling the Geneva College mission statement, “to equip students for faithful and fruitful service to God and neighbor.”

Take each of the following courses (39 credits):

ACC 151	Principles of Accounting I	3
BUS 110	Business Foundations	3
BUS 115	Business Communication	3
BUS 241	Business Analytics I	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 350	Human Resource Management	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
ECO 211	Microeconomics	3

Take each of the following SPM courses (24 credits):

PSY 301	Sport Psychology	3
SPM 101	Introduction to Sport Management	3
SPM 201	Legal Issues in Sport	3
SPM 205	Sport Management Practicum	3
SPM 206	Governance and Organization of Sport	3
SPM 302	Facility Management and Design	3
SPM 320	Sport Marketing	3
SPM 401	Sport in American Culture	3

\*An additional 1-9 credits in SPM 493 (Internship) may be taken as elective credits.

### **Sport Coaching Minor**

Courses in the Sport Coaching Minor can prepare students for coaching in interscholastic, intercollegiate, community, and youth sport organizations.

The following 18 credit hours must be taken to fulfill the requirements for a sport coaching minor:

PED 150	Coaching Effectiveness	3
PED 205	Sport Coaching Practicum	3
PED 247	First Aid and Emergency Care	2
PED 255	Athletic Training	3
PED 405	Sport Coaching Seminar	1
SPM 101	Introduction to Sport Management	3
SPM 401	Sport in American Culture	3

### **Sport Management Minor (business concentration)**

Courses in the sport management concentration, in conjunction with a business major, can prepare students for employment in professional, amateur, interscholastic, intercollegiate, community and youth sport organizations.

The following 18 credit hours are required to complete a minor in sport management:

PED 247	First Aid and Emergency Care	2
PED 405	Sport Coaching Seminar	1
SPM 101	Introduction to Sport Management	3
SPM 201	Legal Issues in Sport	3
SPM 205	Sport Management Practicum	3
SPM 302	Facility Management and Design	3
SPM 401	Sport in American Culture	3

### **3+1 BSBA/MBA Accounting & Business Scholars Programs**

The 3+1 BSBA/MBA Accounting Scholars Program and the 3+1 BSBA/MBA Business Scholars Program are opportunities for outstanding students to accelerate the completion of both a Bachelor of Science in Business Administration, with either an Accounting major or a Business major and a Master of Business Administration. Students will be selected for one of these programs based on high school GPA, SAT/ACT scores, essay, and an interview with department faculty. If selected, students will need to maintain a GPA of 3.4 or higher in order to remain in the program. The course load requirement will be heavy (typically 18 credit hours/semester). Some summer courses will be required. Six credit hours of internship will need to be earned prior to beginning the MBA program. Nine credit hours of graduate courses will be taken during the undergraduate program that will count toward satisfaction of degree requirements for both programs. First year students will compete for a stackable, renewable \$1,250/year scholarship. An honors

designation will be included on the transcripts for students completing either the 3+1 BSBA/MBA Accounting Scholars Program or the BSBA/MBA Business Scholars Program. Students in the scholars program will receive a 10% discount on their graduate classes once in the MBA program.

Please see page 192 for the MBA program description.

### Accounting Scholars Program Major

ACC 151	Accounting Principles I	3
ACC 152	Accounting Principles II	3
ACC 256	Managerial Accounting	3
ACC 261	Intermediate Accounting I	3
ACC 262	Intermediate Accounting II	3
ACC 350	Accounting Systems and Software	3
ACC 357	Taxation	3
ACC 363	Advanced Accounting	3
ACC 457	Auditing	3
BUS 110	Business Foundations	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 400	Biblical Management and Business Ethics	3
BUS 410	Strategic Management	3
BUS 530	Management Information Systems/Decision Support Systems	3
BUS 550	Human Resource Systems/Organizational Behavior	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

### Business Scholars Program Major

ACC 151	Accounting Principles I	3
ACC 152	Accounting Principles II	3
BUS 110	Business Foundations	3
BUS 115	Business Communication	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 314	International Business	3
BUS 320	Principles of Marketing	3
BUS 330	Principles of Finance	3
BUS 400	Biblical Management and	

	Business Ethics	3
BUS 410	Strategic Management	3
BUS 415	Operations Management	3
BUS 530	Management Information Systems/Decision Support Systems	3
BUS 550	Human Resource Systems/Organizational Behavior	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

### Department of Chemistry, Mathematics, and Physics

This department administers programs in which students learn about the intricate details of God's physical creation. We seek to help students develop their abilities so that they can understand the physical creation deeply and thus be able to serve with excellence in a wide variety of callings and careers.

The programs or majors administered by our department include Biochemistry, Chemistry, Applied Mathematics, and Physics. Within the Chemistry major, there are options for a professional curriculum track, or a more basic track that allows room for more electives. In addition, we offer majors leading to Pennsylvania certification to teach at the secondary level in Chemistry, Mathematics, or Physics.

Our Chemistry program has been approved by the American Chemical Society's Committee on Professional Training (ACS-CPT) continuously since 1958. Both the Biochemistry major and the Professional Chemistry major lead to certification by the ACS-CPT. The Biochemistry major is an excellent preparation for graduate or medical school.

Students in all of our programs will find opportunities for research and for advanced study in upper-level courses. We emphasize laboratory skills in the chemistry and physics programs, and the applications of mathematics to solve problems.

Note: Virtual or online labs cannot be used to fulfill requirements for a Chemistry degree.

**Biochemistry Major • BS – Approved by the ACS-CPT - Program requirements 73 credit hours**

#### Chemistry requirements 37 credit hours

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 304	Inorganic Chemistry	3
CHM 306	Instrumental Analysis	3
CHM 307	Physical Chemistry I: Thermodynamics	3
CHM 312	Advanced Laboratory - Physical/Inorganic	2
CHM 313	Biochemistry Laboratory	1
CHM 317	Biochemistry I	3
CHM 318	Biochemistry II	3
CHM 420	Chemical Research	2
CHM 421	Current Topics Seminar	1

#### Supporting Field requirements 27 credit hours:

BIO 112	Introduction to Cellular Biology	4
BIO 319	Genetics	4
BIO 405	Molecular Biology	3
MAT 161	Calculus I	4
MAT 162	Calculus II	4
PHY 201	College Physics I	4
PHY 202	College Physics II	4

#### At least 8 credits chosen from the following Electives:

BIO 315	Immunology	3
or BIO 422	Neuroscience	3
CHM 305	Advanced Organic	3
CHM 308	Physical Chemistry II	3
CHM 310	Advanced Laboratory (Organic)	1-2
CHM 311	Advanced Laboratory (Instrumental)	1-2
CHM 412	Polymer Chemistry	3
CHM 421	Current Topics Seminar	1

A passing grade on a chemistry comprehensive exam is required.

### Biochemistry Minor

Twenty credit hours in Biochemistry as follows:

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
or CHM 232	Quantitative Analytical Chemistry	4
CHM 313	Biochemistry Laboratory	1
CHM 317	Biochemistry I	3
CHM 318	Biochemistry II	3
CHM 421	Current Topics Seminar	1



### Chemistry Major • BS – Basic Chemistry Concentration - Program requirements 47 credit hours

#### Chemistry requirements 31+ credit hours

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 421	Current Topics Seminar	1
Any Advanced Laboratory (CHM 310-313)		1

#### At least 13 credit hours of additional courses from the following (with due regard for prerequisites):

CHM 304	Inorganic Chemistry	3
CHM 305	Advanced Organic Chemistry	3
CHM 306	Instrumental Analysis	3
CHM 307	Physical Chemistry I: Thermodynamics	3
CHM 308	Physical Chemistry II: Structure and Dynamics	3
CHM 310	Advanced Laboratory (Organic)	1-2
CHM 311	Advanced Laboratory (Instrumental)	1-2
CHM 312	Advanced Laboratory - Physical/Inorganic	1-2
CHM 313	Biochemistry Laboratory	1
CHM 317	Biochemistry I	3
CHM 318	Biochemistry II	3
CHM 412	Polymer Chemistry	3
CHM 420	Chemical Research	1-2
CHM 421	Current Topics Seminar	1

#### Supporting Field Requirements 16 credit hours:

MAT 161	Calculus I	4
MAT 162	Calculus II	4
PHY 201	College Physics I	4
PHY 202	College Physics II	4

A passing grade on a chemistry comprehensive exam is required.

### **Chemistry Major • BS – Professional Concentration - Approved by the ACS-CPT - Program requirements 71-72 credit hours**

Chemistry requirements 33 credit hours

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 304	Inorganic Chemistry	3
CHM 307	Physical Chemistry I: Thermodynamics	3
CHM 308	Physical Chemistry II: Structure and Dynamics	3
CHM 312	Advanced Laboratory - Physical/Inorganic	2
CHM 317	Biochemistry I	3
CHM 420	Chemical Research	2
CHM 421	Current Topics Seminar	1

Supporting Field requirements 24 credit hours:

BIO 112	Introduction to Cellular Biology	4
MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 261	Calculus III	4
PHY 201	College Physics I	4
PHY 202	College Physics II	4

Plus one of the following:

ELE 309	Electronic Devices and Circuits I	4
MAT 307	Linear Algebra	3
MAT 350	Numerical Methods	3
MAT 405	Differential Equations	3
PHY 318	Modern Physics I	3

Plus at least 11 credits chosen from among the following courses, of which at least 2 credits must be from CHM 310, 311, or 313.

CHM 305	Advanced Organic	3
CHM 306	Instrumental Analysis	3
CHM 310	Advanced Laboratory (Organic)	1-2
CHM 311	Advanced Laboratory (Instrumental)	1-2
CHM 313	Biochemistry Laboratory	1
CHM 318	Biochemistry II	3
CHM 412	Polymer Chemistry	3
CHM 421	Current Topics Seminar	1

A passing grade on a chemistry comprehensive exam is required.

### **Chemistry with Secondary Education Major • BS – Program requirements 88 credit hours**

Chemistry requirements 33 credit hours

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 304	Inorganic Chemistry	3
CHM 307	Physical Chemistry I: Thermodynamics	3
CHM 308	Physical Chemistry II: Structure and Dynamics	3
CHM 312	Advanced Laboratory - Physical/Inorganic	2
CHM 317	Biochemistry I	3
CHM 420	Chemical Research	2
CHM 421	Current Topics Seminar	1

Supporting Field requirements 16 credit hours:

MAT 161	Calculus I	4
MAT 162	Calculus II	4
PHY 201	College Physics I	4
PHY 202	College Physics II	4

Plus all required courses and requirements for secondary education certification. See page 59.

A passing grade on a chemistry comprehensive exam is required.

### **Chemistry Minor**

Twenty credit hours in Chemistry as follows:

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 421	Current Topics Seminar	1

And at least 3 additional credit hours in CHM courses at the 300 level or above.

### **Actuarial Mathematics Major • BS – Program requirements 62 credit hours**

The major in Actuarial Mathematics prepares students to begin taking the preliminary actuarial examinations and obtain actuarial positions in companies throughout the United States and the world. In addition, this program provides the necessary background to pursue advanced degrees in mathematical finance.

29 credits of math courses including the following:

MAT 161	Calculus I	4
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MAT 162	Calculus II	4
MAT 261	Calculus III	4
MAT 265	Probability and Statistics I	3
MAT 266	Probability and Statistics II	3
MAT 307	Linear Algebra	3
MAT 350	Numerical Methods	3
or MAT 409	Partial Differential Equations	3
MAT 405	Differential Equations	4
MAT 430	Mathematics Senior Project	1

33 credits in Business, Economics, and Computer Science must be taken:

ACC 151	Principles of Accounting I	3
ACC 256	Managerial Accounting	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 330	Principles of Finance	3
BUS 331	Investments	3
BUS 336	Risk Management	3
BUS 371	Operations Research	3
BUS 423	Quality Engineering	3
CPE 111	Introduction to Engineering Computation	3
ECO 211	Microeconomics	3
or ECO 270	Principles of Microeconomics for Engineers	3

### Applied Mathematics Major • BS – Program requirements 63-65 credit hours

To be stewards of God's creation, we are given the precious gift of mathematics. The department offers training in the tools of mathematics for students in science and engineering, as well as studies of the properties of mathematics for those who will pursue teaching or graduate school.

30 credit hours of mathematics courses including:

MAT 130	Discrete Mathematics	3
MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 261	Calculus III	4
MAT 265	Probability and Statistics I	3
MAT 307	Linear Algebra	3
MAT 309	Introduction to Abstract Algebra	2
MAT 310	Introduction to Real Analysis	2
MAT 405	Differential Equations	4
MAT 430	Mathematics Senior Project	1

Plus 9 credits of math electives chosen from the following:

MAT 266	Probability and Statistics II	3
MAT 350	Numerical Methods	3
MAT 409	Partial Differential Equations	3

MAT 410	Special Topics	3
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Students must complete an applied mathematics focus area in one of the following ways:

a. Complete the Actuarial Science minor (27 credits)

b. Complete 6 credits in CSC courses plus the requirements for a minor in Biology, Business, Chemistry, Engineering, Environmental Science, or Physics. (24-27 credits)

c. Complete a Computer Science minor plus enough additional courses in CSC, CPE, ELE, EGR, or PHY to make a total of 27 credits. (27 credits)

Alternatively, a student could complete a second major in Computer Science.

### Actuarial Science Minor – 27 credits

Only available to Applied Mathematics majors. 27 credit hours including:

ACC 151	Principles of Accounting I	3
ACC 152	Principles of Accounting II	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 330	Principles of Finance	3
CPE 111	Introduction to Engineering Computation	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3

### Mathematics with Secondary Education Major • BS – Program requirements 82 credit hours

CSC 101	Structured Programming	3
ECO 100	Fundamentals of Economics	3
or ECO 211	Microeconomics	3
or ECO 212	Macroeconomics	3
EDU 380	History of Mathematics and Mathematics Education	2
or		
EDU 382	Math Curricula in the Middle and Secondary School	2
MAT 105	Elementary Statistical Methods	3
or MAT 265	Probability and Statistics I	3
MAT 130	Discrete Mathematics	3
MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 261	Calculus III	4
MAT 307	Linear Algebra	3
MAT 309	Introduction to Abstract Algebra	2
MAT 310	Introduction to Real Analysis	2

MAT 350	Numerical Methods	3
MAT 403	Methods of Teaching Math (included in secondary Certification requirement)	4
MAT 404	College Geometry	3
PHY 201	College Physics I	4

Plus required courses and requirements for secondary certification. See page 59.

### Mathematics Minor

18 credit hours of math above MAT 130 but allowing one lower-level course chosen from MAT 102, MAT 120, or MAT 130.

### Physics Major • BS – Program Requirements 61-62 credit hours

The major provides a basis for entering industrial laboratories as a professional physicist or in a field related to physics, for working toward an advanced degree, or for obtaining certification to teach.

CHM 111	General College Chemistry	4
CSC 101 or CPE 111	Structured Programming Introduction to Engineering Computation	3
EGR 212 or ELE 309	Linear Circuit Analysis Electronic Devices and Circuits I	4
ELE 305	Electromagnetic Fields and Waves	4
MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 261	Calculus III	4
MAT 350	Numerical Methods	3
MAT 405	Differential Equations	4
PHY 201	College Physics I	4
PHY 202	College Physics II	4
PHY 230	Instrumentation Lab	1
PHY 301	Classical Mechanics	3
PHY 303 or PHY 304	Advanced Physical Measurement I Advanced Physical Measurement II	2
PHY 307	Thermodynamics	3
PHY 318	Modern Physics I	3
PHY 430	Physics Senior Project	1
PHY 431	Physics Senior Review	1

3 credit hours chosen from courses 200+ in PHY.

3 credit hours chosen from courses 300+ in CHM, CPE, CSC, EGR, ELE, MAT, MEE, PHY.

### Physics with Secondary Education Major • BS – Program Requirements 53 credits hours

CHM 111	General College Chemistry	4
CSC 101 or CPE 111	Structured Programming Introduction to Engineering Computation	3
MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 261	Calculus III	4
MAT 405	Differential Equations	4
PHY 201	College Physics I	4
PHY 202	College Physics II	4
PHY 230	Instrumentation Lab	1
PHY 250 or PHY 260	Observational Astronomy Physical Acoustics	3
PHY 301	Classical Mechanics	3
PHY 303 or PHY 304	Advanced Physical Measurement I Advanced Physical Measurement II	2
PHY 306	Optics	3
PHY 307	Thermodynamics	3
PHY 318	Modern Physics I	3
PHY 431	Physics Senior Review	1

In addition, those preparing to teach must include general and professional education courses and requirements specified on page 59.

### Physics Minor

At least 18 credit hours in physics as follows:

PHY 201	College Physics I	4
PHY 202	College Physics II	4

6 credit hours chosen from:

ELE 305	Electromagnetic Fields and Waves	4
PHY 301	Classical Mechanics	3
PHY 307 or CHM 307	Thermodynamics Physical Chemistry I:	3
	Thermodynamics	3
PHY 318	Modern Physics I	3

4 credit hours chosen from 200+ in PHY or 300+ in CHM, EGR, ELE, or MEE, where at least one course must have a lab component.

### Department of Communication

The Department of Communication at Geneva College offers degrees in Communication Media & Rhetoric, Communication Design, and Communication Disorders. We believe we are called to use communication creatively and compassionately, bringing differences of ability and culture, transforming society for the kingdom of Christ.

The Communication Media & Rhetoric major specifically addresses contemporary concerns and

trends in human communication from a historical perspective. This includes the study of communication theory and foundational methods of inquiry and interpretation. In addition to taking a core of classes exposing students to the broader field of communication, coursework includes practical training in audio, video, print, and digital media production.

Our communication design program situates design thinking soundly within a well-established communication curriculum. Students study human communication alongside art practices including illustration, graphics, sculpture, speech, and events.

The Communication Disorders program is committed to studying typical and disordered human communication from a biblical perspective. It is our goal to prepare well-qualified students for entrance into graduate programs and later into the field of communication disorders. It is rewarding to see our graduates working as Christian speech/language pathologists, modeling the compassion of Jesus when working with people disabled by communication disorders.

The *Geneva Cabinet*, the student newspaper, is coordinated by the Communication Department.



### **Communication Media & Rhetoric Major • BA – Program requirements 52 credit hours**

COM 111	Intro Rhetoric & Phenomenology	3
COM 205	Public Relations – Memory & Invention	3
COM 212	Organizational Communication	3
COM 230	Interpersonal Communication	3
COM 234	Communication Media-Audio Production	3
COM 247	Media Ecology	3
COM 255	Communication Media-Video Production	3
COM 280	Communication Design: Print	3

COM 305	Culture & Communication	3
COM 310	Civic & Professional Presentation	3
COM 315	Communication Theory	3
COM 335	Public Rhetoric & Deliberation	3
COM 350	Communication Design: Digital	3
COM 375	Communication Ethics	3
COM 380	Public Relations – Strategy & Delivery	3
COM 385	Event Planning	2
COM 400	Rhetoric & Phenomenology Pract	3
COM 481	Communication Campaign	1
COM 482	Communication Campaign	1

### **Communication Media & Rhetoric Minor**

Requires a minimum of 18 credit hours.

Required COM courses (12 credits):

COM 212	Organizational Communication	3
COM 230	Interpersonal Communication	3
COM 247	Media Ecology	3
COM 315	Communication Theory	3

Choose additional COM credit hours for a total of 6 Communication credits excluding COM 101 6

### **Media Production Minor**

(For non-communication majors)

18 credit hours

COM 234	Audio Production	3
COM 246	Black & White Photography	3
COM 247	Media Ecology	3
COM 255	Video Production	3
COM 280	Communication Design: Print	3
COM 350	Communication Design: Digital	3

### **Organizational Communication Minor**

(For non-communication majors)

20 credit hours

COM 205	Publication Relations: Memory & Invention	3
COM 212	Organizational Communication	3
COM 315	Communication Theory	3
COM 335	Public Rhetoric & Deliberation	3
COM 375	Communication Ethics	3
COM 380	Public Relations Strategy	3
COM 385	Event Planning	2

### **Communication Design Major • BA – Program requirements 58 credit hours**

COM 111	Intro Rhetoric & Phenomenology	3
COM 212	Organizational Communication	3
COM 230	Interpersonal Communication	3
COM 247	Media Ecology	3



COM 305	Culture & Communication	3
COM 310	Civic & Professional Presentation	3
COM 315	Communication Theory	3
COM 335	Public Rhetoric & Deliberation	3
COM 375	Communication Ethics	3
COM 400	Rhetoric & Phenomenology Pract	3

#### Communication Design Courses:

COM 208	Communication Design: Practicum (choose 4, one credit each) (Students may take one practicum outside of the design area, but must register for it as COM 208)	4
COM 216	3D Art Fundamentals	3
COM 226	Painting Techniques	3
COM 236	Drawing Techniques	3
COM 246	Black & White Photography	3
COM 280	Communication Design: Print	3
COM 346	Communication Design: Voice	3
COM 350	Communication Design: Digital	3
COM 420	Communication Design: Space	3

### Communication Design Minor

20 credit hours

COM 208 (2x)	Communication Design: Practicum (choose 2, one credit each) (Students may take one practicum outside of the design area, but must register for it as COM 208)	2
COM 216	3D Art Fundamentals	3
COM 226	Painting Techniques	3
COM 236	Drawing Techniques	3
COM 280	Communication Design: Print	3
or COM 350	Communication Design: Digital	3

Choose 6 credits from

COM 346	Communication Design: Voice	3
COM 375	Communication Ethics	3
COM 420	Communication Design: Space	3

### Communication Disorders Major • BA – Program requirements 60 credit hours

BIO 101	Human Biology	3
CDS 190	Introduction to Communication Disorders	3
CDS 220	Language Development Across the Lifespan	3
CDS 230	Phonetics	3
CDS 250	Treatment Procedures in Communicative Disorders	3
CDS 260	Introduction to Audiology	3
CDS 270	Aural Rehabilitation	3

CDS 280	Anatomy and Physiology of Speech Mechanism	3
CDS 340	Voice/Fluency Disorders	3
CDS 350	Language Disorders in Children	3
CDS 360	Speech Sound Disorders	3
CDS 370	Neurological Foundations	3
CDS 420	Speech & Hearing Science	3
CDS 450**	Clinical Experience in Communication Disorders	6
COM 305	Culture & Communication	3
LIN 219	Introduction to Linguistics	3
LIN 220	Applied Linguistics	3
PHY 160	Introduction to Acoustics	3
or CHM 100	Introductory Applied Chemistry	3
MAT 105	Elementary Statistical Methods	3
or PSY 205	Psychological Statistics	3

\*\* Communication Disorders majors must have an overall GPA and major GPA of 3.0 to enroll in CDS 450 Clinical Experience in Communication Disorders.



### Communication Disorders Minor

Any 18 credit hours from the following courses:

CDS 190	Introduction to Communication Disorders	3
CDS 220	Language Development Across the Lifespan	3
CDS 230	Phonetics	3
CDS 250	Treatment Procedures in Communicative Disorders	3
CDS 260	Introduction to Audiology	3
CDS 270	Aural Rehabilitation	3
CDS 280	Anatomy and Physiology of the Speech Mechanism	3
CDS 340	Voice/Fluency Disorders	3
CDS 350	Language Disorders in Children	3
CDS 360	Speech Sound Disorders	3
CDS 370	Neurological Foundations	3
CDS 420	Speech and Hearing Science	3

## Department of Computer Science and Cybersecurity

### Mission of the Department

The mission of the Department of Computer Science and Cybersecurity is to glorify God by educating and ministering to a diverse community of students for the purpose of developing professionals who will see their careers as a calling from God in which they may glorify Him and love their neighbors, providing excellent engineering services in an environment of technological change.

Geneva's computer science and cybersecurity programs provide a breadth of knowledge through common core courses in programming, software engineering, computer architecture, operating systems and networks, as well as a depth of knowledge in an application area through completion of a minor or second major chosen to complement talents, interests and vocational goals.

### Computer Information Systems Major • BS – Program requirements 58 credit hours

The field of Information Systems is growing constantly. Students entering this field must be prepared to meet the challenges of a discipline in continuous change. Organizations need leaders who understand the capabilities that technology can bring to the table and how to apply those technologies to solve business problems. These people must be able to speak the language of business and technology and to translate them into results. The curriculum is a blend of business and computer science courses designed to prepare students for the challenges of today's ever-changing Information System needs.

ACC 151	Principles of Accounting	3
ACC 256	Managerial Accounting	3
BUS 110	Foundations of Business	3
BUS 241	Business Analytics I	3
BUS 242	Business Analytics II	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 344	Management of Information Systems	3
CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 190	HTML	1
CSC 203	Software Engineering	3
CSC 251	Networks and Security	4
CSC 311	Cyberethics and Cyber Law	2

CSC 363	Database Systems	3
CSC 441	Project Management	3
CYB 354	Cybersecurity	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
ENG 311	Writing for Business and Industry	3



### Computer Science Major • BS – Program requirements 64 credit hours

The field of Computer Science is one of rapid growth. Students entering this field must be prepared to meet the challenges of a discipline immersed in constant change. Consequently, the program provides a foundational survey of Computer Science topics through a set of courses required by all majors, and then gives depth in a particular area of application tailored to each student's interests and career goals through a choice of minors.

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 133	Survey of Computer Science	4
CSC 203	Software Engineering	3
CSC 204	Algorithms	3
CSC 251	Networks & Security	4
CSC 311	Cyberethics and Cyber Law	2
CSC 363	Database Systems	3
CSC 425	Operating Systems & Architecture	3
CSC 427	Artificial Intelligence	3
CSC 441	Project Management	3
CSC 481	Senior Project	3
and CSC 482	Senior Project	3
or		
CSC 483	Senior Software Project	3
and CSC 484	Senior Software Project	3
MAT 130	Discrete Mathematics	3
MAT 105	Elementary Statistical Methods	3
or MAT 265	Probability and Statistics I	3

Plus, a minor or second major (BS – Cybersecurity, BSE – Engineering w/Computer or Electrical Concentration).

### Applied Artificial Intelligence Minor – 19 credit hours

AAI I	Introduction to Generative AI	3
AAI III	Predictive Modeling in AI	3
AAI IV	Prescriptive AI	3
CSC 370	GPUs & Parallel Programming	3
CSC 486	Formulating a Biblical Worldview of AI	1
CSM VI	AI Capstone	3
CYB 335	Unix & Linux Program	3

### Software Development Minor – 18 credit hours

COM 350	Communication Design: Digital	3
CSC 205	HCI Design & Programming	3
CSC 206	Web Programming	3
CSC 370	GPUs & Parallel Programming	3
CSC 407	Cloud and Back-End Systems	3
CSC 408	Mobile Applications	3

### Cybersecurity Minor – 18 credit hours

BUS 441	Project Management	3
CYB 335	Unix & Linux Program	3
CYB 354	Cybersecurity	3
CYB 425	Disaster Recovery and Business Continuity Planning	3
CYB 471	Computer Forensics	3
CYB 472	Faithful Hacking	3

### Data Science Minor – 20 credit hours

BUS 441	Project Management	3
CSC 465	Big Data Analytics	3
EGR 371	Operations Research	3
MAT 161	Calculus 1	4
MAT 162	Calculus 2	4
MAT 350	Numerical Methods	3

### Embedded Systems Minor – 19 credit hours

CSC 220	Digital Systems	3
CSC 303	Microprocessor Systems	3
CSC 441	Project Management	3
CSC 490	Embedded Systems	3
CYB 335	Unix & Linux Program	3
MAT 161	Calculus I	4

### Computer Science Minor for Non-Computer Science Majors – 19 credit hours

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 133	Survey of Computer Science	4
CSC 203	Software Engineering	3
CSC 204	Algorithms	3

CSC 363	Database Systems	3
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### Functional Artificial Intelligence Minor (for non-CSC/CYB Majors) – 19 credit hours

AIL I	AI for Everyone	3
AIL II	AI for Decision-Making	3
AIL III	AI For Creativity and Design	3
COM 350	Communication Design: Digital	3
CSC 101	Introduction to Programming	3
CSC 102	Objected-Oriented Programming	3
CSC 486	Formulating a Biblical Worldview of AI	1

### Computer Science 3+1 Major • BS – Program Requirements 61 Credit Hours

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 133	Survey of Computer Science	4
CSC 203	Software Engineering	3
CSC 204	Algorithms	3
CSC 251	Networks & Security	4
CSC 311	Cyberethics and Cyber Law	2
CSC 363	Database Systems	3
CSC 425	Operating Systems & Architecture	3
CSC 427	Artificial Intelligence	3
CSC 441	Project Management	3
CSC 481	Senior Project	3
and CSC 482	Senior Project	3
or		
CSC 483	Senior Software Project	3
and CSC 484	Senior Software Project	3
CYB 335	Unix & Linux Program	3
CYB 354	Cybersecurity	3
CYB 425	Disaster Recovery and Business Continuity Planning	3
CYB 471	Computer Forensics	3
CYB 472	Faithful Hacking	3
MAT 130	Discrete Mathematics	3
MAT 105	Elementary Statistical Methods	3
or MAT 265	Probability and Statistics I	3

### Cybersecurity Major • BS – Program Requirements 62 Credit Hours

CSC 101	Introduction to Programming	3
CSC 102	Object-Oriented Programming	3
CSC 133	Survey of Computer Science	4
CSC 190	HTML	1
CSC 204	Algorithms	3
CSC 251	Networks and Security	3
CSC 311	Cyberethics and Cyber Law	3
CSC 344	Management Information Systems	3

CSC 363	Database Systems	3
CSC 427	Artificial Intelligence	3
CSC 441	Project Management	3
CYB 335	Unix & Linux Program	3
CYB 354	Cybersecurity	3
CYB 410	Intrusion Detection - Intrusion Prevention	3
CYB 420	Governance, Risk, and Compliance	3
CYB 425	Disaster Recovery and Business Continuity Planning	3
CYB 471	Computer Forensics	3
CYB 472	Faithful Hacking	3
ENG 311	Writing for Business and Industry	3
MAT 105	Elementary Statistical Methods	3
MAT 130	Discrete Math	3

### Game Development Major • BS – Program Requirements 58 Credit Hours

Building on the foundations of the Computer Science program, the Game Development Major provides students with the skills they need to successfully work in the games industry as a programmer, designer, or producer. The major deliberately focuses on providing students with a broad base of experience, in order to allow them to find success either at larger firms or with smaller developers: the latter of which is of tremendous contemporary relevance, as the majority of new jobs in game development are at small-to-medium sized studios.

The concepts and application of Game Development capabilities are widely deployed in areas other than entertainment. These capabilities influence and enhance corporate training, childhood and special needs education, medical therapy, and simulation in all areas.

Upon completion of their degree program, students should possess the necessary skills to obtain the *Unity Certified Associate: Programmer* certification, a highly desirable entry level professional credential. Additionally, students will have completed the bulk of the requirements and learning objectives required for the *Unity Certified Associate: Game Developer* exam.

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 133	Survey of Computer Science	4
CSC 203	Software Engineering	3
CSC 204	Algorithms	3
CSC 205	HCI Design & Programming	3
CSC 206	Web Programming	3

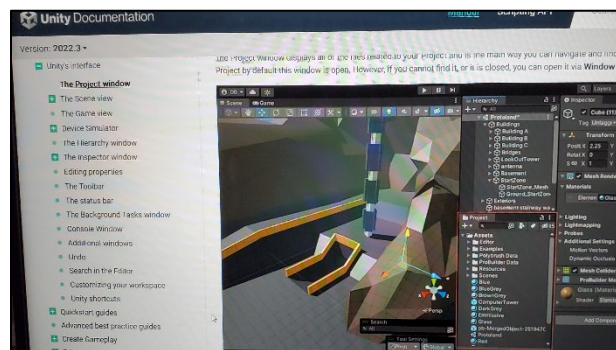
CSC 311	Cyberethics and Cyber Law	2
CSC 425	Operating Systems & Architecture	3
CSC 427	Artificial Intelligence	3
CSC 441	Project Management	3
CSC 485	Faithful Gaming	1
GDM I	Introduction to Games	3
GDM II	Content and Systems Design	3
GDM III	Unity I: Working with Unity	3
GDM IV	C# Programming	3
GDM V	Unity II: Advanced Unity Programming	3
GDM VI	Capstone Project: Building a Game	3
MAT 105	Elem Statistical Methods	3
PSY 201	Introduction to Psychology	3

### Game Development Minor (for CSC/CYB Majors) – 18 credit hours

GDM I	Introduction to Games	3
GDM II	Content and Systems Design	3
GDM III	Unity I: Working with Unity	3
GDM IV	C# Programming	3
GDM V	Unity II: Advanced Unity Programming	3
GDM VI	Capstone Project: Building a Game	3

### Game Development Minor (for non-CSC/CYB Majors) – 21 credit hours

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 204	Algorithms	3
GDM I	Introduction to Games	3
GDM II	Content and Systems Design	3
GDM III	Unity I: Working with Unity	3
GDM V	Unity II: Advanced Unity Programming	3



### User Experience Design (UX Design) Major • BS – Program Requirements 56 Credits

The User Experience (UX Design) major will produce graduates with the opportunity to become effective

Interface Designers and to demonstrate that skill through a heavy emphasis on project-based learning.

Specifically, this offering seeks to produce students with the following skills and knowledge:

- An understanding of key marketing concepts and the importance of intent in web design
- Programming skills necessary to build polished, database-backed applications and interfaces.
- Robust skills in visual design and aesthetics
- A comprehensive background in User Experience design, and a working understanding of how the best interfaces enhance the user's experiences.

- An understanding of the product development cycle

The UX Design program is intended to prepare students for a job as a User Interface/User Experience Developer and also provides students with skills that will be vital in a variety of technical and non-technical roles. It was designed with the specific intent of providing students with strong skills in UX and Visual design, marketing, and programming.

BUS 110	Business Foundations	3
BUS 320	Principles of Marketing	3
COM 280	Communication Design: Print	3
COM 350	Communication Design: Digital	3
CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 203	Software Engineering	3
CSC 205	HCI Design & Programming	3
CSC 206	Web Programming	3
CSC 311	Cyberethics and Cyber Law	2
CSC 370	GPUs & Parallel Programming	3
CSC 407	Cloud and Back-End Systems	3
CSC 408	Mobile Applications	3
CSC 441	Project Management	3
MAT 105	Elem Statistical Methods	3
PSY 201	Introduction to Psychology	3
WDM I	User Exp I: Understand User Exp	3
WDM II	User Exp II: Bldg Compelling User Ex	3
WDM III	Goal-Oriented Web Design	3

### **User Experience Design (UX Design) Minor (for CSC/CYB Majors) – 21 credit hours**

COM 350	Communication Design: Digital	3
CSC 205	HCI Design & Programming	3
CSC 206	Web Programming	3
CSC 370	GPUs & Parallel Programming	3
WDM I	User Exp I: Understand User Exp	3
WDM II	User Exp II: Bldg Compelling User Ex	3

WDM III	Goal-Oriented Web Design	3
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### **User Experience Design (UX Design) Minor (for non-CSC/CYB Majors) – 21 credit hours**

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 205	HCI Design & Programming	3
CSC 206	Web Programming	3
CSC 370	GPUs & Parallel Programming	3
WDM I	User Exp I: Understand User Exp	3
WDM II	User Exp II: Bldg Compelling User Ex	3

## **Department of Core Studies**

### **Core Themes**

The core is organized based upon themes present in the Foundational Concepts and the College outcomes.

### **Bachelor's Degree – Core Requirements**

The following core courses must be taken at Geneva. Students are strongly encouraged to take these core courses during the recommended years whenever possible:

<b>BIB 300</b>	Biblical Worldview: Testing the Spirits of Our Age	3
<b>HUM 103</b>	Invitation to the Humanities	3
<b>POL 352</b>	Great Issues in Politics	3

In the case that a student is transferring a course from a full-member CCCU institution that is determined to be equivalent to BIB 300, three other credits in the core may be substituted for this requirement upon approval of the Core Studies Department. To accomplish our goal of the integration of faith with an introduction to the liberal arts, we encourage students to take these core requirements at Geneva College. However, Geneva welcomes students who wish to transfer credits from other institutions. Policies governing transfer credits can be found starting on page 206.

### **Community of Learners (1 credit)**

Community of Learners courses invite Geneva students to join the circle of learners in a quest for wisdom. Students gain an understanding of who they are within an institution of higher learning oriented by the Christian faith and structured around the liberal arts ideal. Through the exploration of academic excellence, interpersonal growth, and intrapersonal awareness, students will be prepared for a transformational experience in and out of the classroom.

Courses (one from list based on major or transfer):

EGR 100	Engineering: Calling and Vocation	1
HON 101	Freshman Honors: College	1
NUR 100	Pre-Nursing Seminar	1
SSC 101	Learning and Transition	1
SSC 104	College, Calling, & Career	1

## Reason and Rhetoric (6 credits)

Reason and Rhetoric courses prepare students for prudent and thoughtful engagement of culture and require facility with languages, written and oral. As individuals created in the image of God, students must learn to listen, speak, read, write and reason with wisdom, care, and integrity to the end that students are prepared to purposefully and charitably redeem personal and social problems in their families, churches, the civic realm, and the workplace.

ENG 101	English Composition	3
Must be taken unless competency of the subject has been shown as defined by a minimum SAT score of 640 on the Evidence-Based Reading and Writing Section or a minimum score of 55 on the ACT Reading and English Test or a minimum score of 58 in the CLT Verbal & Grammar. (A student whose standardized test score exempts them from taking ENG 101 may choose to complete ENG 101.) <b>This requirement is met only with a grade of C- or better.</b>		

*OR (depending on Reading and Writing Proficiency)*

ENG 100	English Composition with Lab	4
Required in the first semester of enrollment for students who have not met Reading and Writing Proficiency at matriculation. <b>This requirement is met only with a grade of C- or better in this course.</b>		

**Plus one of the following courses.**

COM 101	Principles of Communication	3
PHI 100	Critical Thinking	3

If a student's SAT/ACT/CLT score exempts them from taking ENG 101, then both **COM 101** and **PHI 100** must be completed or upon recommendation of the English department, one of the following courses may substitute for **ENG 101**:

- ENG 102 Academic Research Writing
- ENG 201 Introduction to Creative Writing
- ENG 205 Advanced Composition

## God (9 credits)

The Triune God reveals himself in the created world, yet human sin estranges us from the love of God, and blinds us to his truth. Hence, we need a Mediator who reconciles us to God: the Lord Jesus Christ, our incarnate Redeemer. We also need a clearer revelation: the Holy Scriptures, inspired by the Holy Spirit. The Bible Core at Geneva College seeks to give students confidence in the Bible as God's written, inerrant, inspired, and authoritative special revelation, and ultimately in Jesus Christ as Savior and Lord. Courses in the Bible Core seek to provide students with a comprehensive framework for faithful service in the Kingdom of God.

Courses:

BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3
BIB 300	Biblical Worldview: Testing the Spirits of Our Age	3
or PHI 310	Christian Understanding of Life	3

## Humanity (6 credits)

Humanity courses explore the purpose of human life which is to glorify and enjoy God as humans in Coram Deo. This requires a knowledge of self in light of one's knowledge of God building upon the Christian intellectual tradition. As such, humanity courses celebrate texts, words, poetry, art, and music as expressions of the creativity of humanness. The object of study of "Humanity" is that which is distinctively human, exploring deeply and reverentially the beauty and brokenness of human endeavor.

Courses:

HUM 103	Invitation to the Humanities	3
HUM 203	Making the West	3

## Cosmos (8-13 credits)

Cosmos courses explore the nature of the physical and biological universe--from galaxies to oceans to human beings to panda bears to bacteria to atoms. As the creation of God, the universe serves to reveal God's glory and attributes and is meant to be understood, appreciated, and stewarded by humankind. In Cosmos courses, students learn not only about the descriptive facts of the creation, but also about the process of scientific discovery with its advantages and limitations.



**Option 1 (8 credits):**

PED 103	Physical Fitness	1
or PED 201	Physical Fitness Varsity	1

SCS 110	Introduction to the Natural Sciences	4
and	a minimum of 3 credits from Cosmos options below	3

**Option 2 (13 credits):**

PED 103	Physical Fitness	1
or PED 201	Physical Fitness Varsity	1
and	three lab courses in two different areas (BIO, CHM, EVS, PHY)	12

**Cosmos Options:**

BIO 101	Topics in Biology	3
BIO 199	Exercise Science	3
BIO 210	Intelligent Design and Evolution	3
BIO 218	Introduction to Nutrition	3
CHM 100	Introductory Applied Chemistry	3
CHM 160	Chemistry in Art	3
CHM 170	Worth of Water	3
PHY 160	Introduction to Acoustics	3
PHY 250	Observational Astronomy	3
SCS 105	Environmental Science	3
SCS 201	Astronomy	3
SCS 215	Earth and Space Science	3
SCS 220	Weather & Climate	3
or	any lab science	4

**Society (6-9 credits)**

Society courses explore the purpose and contours of human society, enabling students to understand and evaluate its varying forms. By nature, humans, made in the image of the Triune God, are social beings. These courses enable students to become more judicious and constructive members of their varying communities (e.g. family, church, neighborhood, nation, etc.)

**Option 1:** Take 1 course from Group A (3 credits) and 1 course from Group C (3 credits). Group A and Group C courses must be from two different disciplines.

**Option 2:** Take 1 course from Group A (3 credits) and 2 courses from Group B (6 credits). Group A and Group B courses must be from two different disciplines. The two Group B courses may be from the same discipline.

Engineering Majors: ECO 270 Principles of Microeconomics (3 credits) (Group A) *and* one course from either Group B (3 credits) or Group C (3 credits).

Chemical Engineering Majors: ECO 270 Principles of Microeconomics (3 credits) (Group A) only; not required to take an additional Group B or Group C course.

Global students may fulfill the Society requirement by completing any Society Group A (3 credit) course and one Society Group B (3 credit) course that focuses on US history and/or culture (the course title must contain any of the following words: US, United States, or America). The Group A and B courses may not be from the same discipline. The Crossroads office will work with advisors to identify the global students.

**Society Group A Courses:**

ECO 100	Fundamentals of Economics	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
ECO 270	Principles of Microeconomics for Engineers (Engineering majors only)	3
POL 151	American Government	3
PSY 201	Introduction to Psychology	3
PSY 211/EDU 211	Educational Psychology (Education majors only)	3
SOC 120	Society	3

**Society Group B Courses:**

ECO 100	Fundamentals of Economics	3
ECO 211	Microeconomics	3
ECO 212	Macroeconomics	3
ECO 270	Principles of Microeconomics for Engineers (Engineering majors only)	3
ENG 335	Literature of Minorities	3
ENG 337	Immigration and American Literature	3
HIS 150	Survey of American History	3
HIS 151	American History Through Reconstruction	3
HIS 152	American History Since Reconstruction	3
HIS 220	Europe I: Ancient through Medieval	3
HIS 221	Europe II: 1500-1815	3
HIS 250	U.S. I: Colonial	3
HIS 251	U.S. II: 19th Century	3
HIS 252	U.S. III: America Since 1900	3
HIS 303	Special Surveys - Society Group B	3
HIS 371	US Cultural History	3
HUM 214	History of the Christian Church	3



NUR 440	Population Health	3
PHI 304	Nineteenth-Century Social Philosophers and Pragmatism	3
PHI 354/ POL 309	Political Philosophy	3
POL 151	American Government	3
POL 203	International Relations	3
PSY 201	Introduction to Psychology	3
PSY 211/EDU 211	Educational Psychology (Education majors only)	3
PSY 251	Child & Adolescent Development	3
PSY 254	Marriage and the Family	3
SOC 120	Society	3
SSC 280	Human Geography	3

### Society Group C Courses (Global Perspectives):

Fulfillment of Group C by a study abroad experience necessitates completion of a 3 credit (minimum) course in the history and/or culture of the country or region in which a student is studying or 3 credits of a foreign language at the intermediate level. Students will consult with the chair of the Core Studies Department to receive approval for a course to meet the history/culture course requirement.

BIB 341	Archaeology and Geography of Israel	3
BUS 316	Business & Cultural Experience-China	3
and BUS 317	How to Do Business in Asia	1
BUS 318	Business & Cultural Experience-South America	3
and BUS 319	How to Do Business in Latin America	1
ENG 213	Topics in Non-Western Film	3
ENG 290	Non-Western World Literature	3
HIS 222	Europe III: 1815-Present	3
HIS 260	Latin America	3
HIS 270	Middle East	3
HIS 280	Modern Africa	3
HIS 290	Modern Asia	3
HIS 304	Special Surveys - Society Group C	3
HIS 365	World Religions	3
HIS 366	Global Christianity	3
HIS 391	History of Russia	3
MIN 201	Cultural Anthropology	3
MIN 219	World Christian Movement	3
MIN 224	Missions and Culture	3
MIN 225	Globalism and Multiculturalism	3
MIN 227	Cultural Perspectives for Missions	3

MUS 370	World and Popular Music	3
POL 211	Comparative Politics	3
POL 332	Topics in Comparative Politics	3
PSY 350	International Psychology	3
SCS 320	Global Health	3
SOC304	International Justice	3
SPA 201	Intermediate Spanish I	3
SPA 202	Intermediate Spanish II	3
XCX 315	Ireland	3

### Cultural Engagement (7-9 credits)

Cultural engagement courses build on the other core areas to prepare students to engage in prudent care and responsible participation in culture and civic life. In keeping with the love of Christ and growth in wisdom, students develop an informed, thoughtful, caring, understanding of and approach to culture in our era and place, as well as to cultures and subcultures other than our own. This involves affirming the goodness and fallenness of culture, discerning its need and seeking its blessing in justice and shalom. Students grasp the significance of shaping ideas and events (both past and current) as they bear on our time and place.

Courses:

POL 352	Great Issues in Politics	3
HUM 303	Perspectives: Faith, Culture, Identity	3
Dept course	Major Capstone Experience	1-3

### Associate Degree – Core Requirements Community of Learners (1 credit)



This class is a one-credit hour academic core requirement for first time students during the fall semester of their first year.

SSC 101	Learning and Transition	1
or SSC 104	College, Calling, & Career (Transfer students only)	1

### Reason and Rhetoric (6 credits)

The typical student takes these courses during the freshman year.

ENG 101	English Composition	3
Must be taken unless competency of the subject has been shown as defined by a minimum SAT score of 640 on the Evidence-Based Reading and Writing Section or a minimum score of 55 on the ACT Reading and English Test or a minimum score of 58 in the CLT Verbal & Grammar. (A student whose standardized test score exempts them from taking ENG 101 may choose to complete ENG 101.) <b>This requirement is met only with a grade of C- or better.</b>		

*OR (depending on Reading and Writing Proficiency)*

ENG 100	English Composition with Lab	4
Required in the first semester of enrollment for students who have not met Reading and Writing Proficiency at matriculation. <b>This requirement is met only with a grade of C- or better in this course.</b>		

**Plus one of the following courses.**

COM 101	Principles of Communication	3
PHI 100	Critical Thinking	3

If a student's SAT/ACT/CLT score exempts them from taking ENG 101, then both **COM 101** and **PHI 100** must be completed or upon recommendation of the English department, one of the following courses may substitute for **ENG 101**:

- ENG 102 Academic Research Writing
- ENG 201 Introduction to Creative Writing
- ENG 205 Advanced Composition

### God (6 credits)

BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3

### Humanity (6 credits)

Six credit hours from approved department list. Most often this is HUM 103 and 203.

HUM 103	Invitation to the Humanities	3
HUM 203	Making the West	3

### Cosmos (5 credits)

PED 103	Physical Fitness	1
SCS 110	Introduction to the Natural Sciences	4
or	any lab science	4

### Society (3 credits)

Choose any course from a Group A. 3

## Associate of Arts in General Studies – Program requirements 60 credit hours

The Associate Degree in General Studies provides graduates with a foundation of professional skills and knowledge on which to build a career. Students will be advised by a professor who serves undeclared students or a professor in a field in which they would like to pursue a bachelor's degree or work after graduation.

**Core Requirements (27 credit hours)** See Associate Degree Core Requirements listed in previous section above.

**Program Credits (33 credit hours)** Any combination of courses. Students are encouraged to select courses that lead to a specific minor.

Up to 24 credits may be accepted as transfer credits upon approval by the Registrar. At least 36 credits must be completed at Geneva College for this degree.

### Department of Education

Grounded by a Christian worldview, the mission of the Education Department is to prepare professional teachers committed to excellence and integrity in:

- content knowledge and pedagogy
- responsive differentiated instruction
- respectful collaboration
- and continued professional growth.

Geneva has a strong interest in preparing well-qualified Christian teachers for careers in both public and Christian schools. The minor in Christian school teaching provides courses in Biblical studies, philosophy, and Christian education to complement the professional education program for students planning to teach in Christian elementary or secondary schools. The option of student teaching overseas in a mission related or international school allows students to experience Christian or international service as well as have a significant cross-cultural experience.

Programs lead to certification in Pennsylvania through the Pennsylvania Department of Education. Through inter-state certification agreements, certification is readily achieved in many other states. Geneva graduates are assured of general acceptance as teachers of the subject areas for which the college has approved programs.

The department offers the Bachelor of Science in Education with majors in PK-4 Early Childhood and PK-12 Special Education as well as Secondary Education majors in Biology, Chemistry, English, Math, Physics, and Social Studies. We also offer Music Education K-12 and Middle Level Education 4-8 with concentrations in English Language Arts, Math, Science, and Social Studies.

The Bachelor of Science in Education is designed to prepare students for professional teaching careers at various levels. Our program seeks to develop in our students a Christian perspective and practice that promotes and affirms the calling that God places on their life. The curriculum assures the graduate of having the skills and knowledge required for initial employment in the public and private schools of this state and around the world. Practical experiences begin with the freshman and sophomore years and peak with the senior year. The experiences provide opportunities for students to apply the knowledge and skills acquired at Geneva. The practical experiences culminate in the senior year with two semesters of field-based training under the mentorship of both local school and college supervisors.

## Admission to Candidacy in Professional Education Program

Students must gain admission into the professional education program in order to take 300 and 400 level EDU courses.

This candidacy is initiated through the student's advisor during the sophomore year. The criteria as mandated by state regulation Chapter 354 are:

1. Display evidence of competence in the Basic Skills of Reading, Math, and Writing. Contact the Education Department for the details.
2. Complete 48 credit hours or more.
  - a. Undergraduate students must apply for candidacy between 48-60 credits
  - b. Transfer students or students changing their major with 60 or more credits already completed must also pass the basic skills examination
3. Achieve and maintain an overall GPA of 3.00 (career GPA which includes transfer course work)
4.
  - a. Complete six credit hours of college level math (MAT 101 or higher-level math).
  - b. Complete three credit hours of English composition (ENG 101).
  - c. Complete three credit hours of English literature, which can be fulfilled with HUM 103, 203, and 303 sequence.
5. Obtain two letters of recommendation from Education faculty.
6. Approval of candidacy by the chair of the Education department.
7. A rating of at least "Developing" on the Professional Dispositions Continuum.

Additional information about formal entry to a teacher preparation program in Pennsylvania can be found on the PDE website [here](#).

## Teacher Certification Requirements

In order to be certified, pre-service teachers must demonstrate knowledge competence in the following areas:

1. Basic skills: writing, reading, and mathematics are skills that students should have when they enter college.
2. General knowledge: curriculum areas such as English, humanities, social science, mathematics, and natural science provide content preparation which teachers need to be prepared to teach.
3. Content area knowledge: knowledge about the specific subject area or areas in which certification is sought is a must.
4. Have a minimum of 3.0 college career GPA.
5. Professional skills: strategies, methods, and dispositions required of a teacher.

Those applying for a teaching certificate only must have a college degree and be recommended for certification by a Geneva College department of education certification officer. In addition, the applicant must supply to the Pennsylvania Department of Education passing scores on the PRAXIS or PECT exams appropriate for their certification areas.

The requirements for the Education majors (BSEd), certification and for secondary content area majors are detailed in this catalog. The requirements for the procedures to be followed by those who already have a college degree and who are seeking certification alone in one of the content areas for which Geneva College has approved programs are described in this portion of the catalog also. Upon successful completion of requirements for certification at the elementary or secondary levels, students will be recommended to the Pennsylvania Department of Education for Certification.

**Requirements for certification may change in response to changes required by the Pennsylvania Department of Education. While there is usually a phase-in period for new requirements, students enrolling under this catalog could be affected by such changes. While students would be able to graduate from the college under the program criteria described in this catalog, they might not be able to be certified if they do not meet the new requirements for certification. Students will be advised of any such changes and of the impact of those changes on their certification programs.**

Chapter 354, Preparation of Professional Educators, was enacted in 2000 in Pennsylvania. This law mandates certain regulations in the preparation of professional educators in the state. Students are responsible to be certain they are meeting regularly with their advisor regarding this legislation. **Geneva College is not responsible for students who will not be certified because of failure to meet certification requirements at the time of graduation.**

### Approved Certification Programs

Geneva College certification programs approved by the Pennsylvania Department of Education are as follows:

- Biology
- Chemistry
- English
- Mathematics
- Middle Level (4-8)
- Music Education (K-12)
- PK-4 and PK-12 Special Education Dual Certificate
- Physics
- Social Studies

### General Education Requirements

All teacher candidates must complete core requirements (for Geneva College) as described in the catalog. **(Core science and social science requirements are very specific for education students. Candidates MUST visit with their advisor each semester to determine which courses address both education program and core curricular requirements.) In addition, all candidates must complete six credits of college level math (MAT 101 or higher-level math course).**

### For PK-4 Early Childhood/PK-12 Special Ed

EDU 202	Social and Philosophical Foundations of Modern Education	3
EDU 211	Educational Psychology	3
EDU 214	Stage 2 - Field Experience Exploration	1
EDU 216	Stage 1 - Field Experience Observation	1
EDU 249	Teaching of Science for PK-4	3
EDU 251	Integrating the Arts in the PK-4 Classroom	3
EDU 290	Educational Technology	2
EDU 321	Teaching of Reading PK-4	3
EDU 323	Teaching Children Mathematics PK-4	3
EDU 342	Children's Literature PK-4	3
EDU 343	Meeting the Instructional Needs of PK-4 English Language Learners	3
EDU 344	Classroom Management	2
EDU 345	Advanced Teaching of Reading and Writing PK-4	3
EDU 346	Language Arts in Early Childhood PK-4	3
EDU 347	Teaching of Social Studies PK-4 Grades	3
EDU 370	Survey of Disabilities- PK-4 and PK-12 Special Education	3
or EDU 375	Survey of Disabilities- 4-12 and Secondary	3
EDU 420	Educational Assessment	3
EDU 430	Student Teaching Performance- Special Education	3
EDU 431	Student Teaching Performance- PK-4	3
EDU 433	Student Teaching Portfolio	3
EDU 434	Student Teaching Seminar	3
EDU 470	Advanced Studies in Special Education	3

EDU 471	Assessment of Exceptional Children	3
EDU 472	Academic Skill Intervention for Exceptional Children	3
or EDU 482	Intervention for Students in Inclusive Classrooms	3
EDU 473	Behavioral Skill Intervention for Exceptional Children	3
EDU 474	Teaching Reading to the Exceptional Child	3
HIS 150	Survey of American History	3
PSY 251	Child & Adolescent Development	3

### For Middle Level Education

#### Geneva Core Requirements/4-8 Core Requirements:

BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3
BIB 300	Biblical Worldview: Testing the Spirits of Our Age	3
BIO 107	Foundations of Biology	4
COM 101	Principles of Communication	3
EDU 472	Academic Skill Intervention for Exceptional Children	3
or EDU 482	Intervention for Students in Inclusive Classrooms	3
ENG 101	English Composition	3
ENG 112	Introduction to Literature Study	3
ENG 205	Advanced Composition	3
ENG 402	Teaching of ELA & Science of Reading 4-8	3
HIS 150	Survey of American History	
or HIS 250	U.S. I: Colonial (Social Studies Concentration Students)	3
HUM 103	Invitation to the Humanities	3
HUM 203	Making the West	3
HUM 303	Perspectives: Faith, Culture, Identity	3
MAT 101	College Algebra	3
MAT 102	Trigonometry	3
MAT 105	Elementary Statistical Methods	3
MAT 402	Teaching Math, 4-8	3
PED 103	Physical Fitness	1
POL 151	American Government	3
POL 352	Great Issues in Politics	3
SCS 110	Introduction to the Natural Sciences	4
SCS 404	Teaching of Science, 4-8	3
SSC 101	Learning and Transition	1
SSC 280	Human Geography	3
SSC 404	Teaching of Social Studies 4-8	3

#### Certification Requirements:

EDU 202	Social and Philosophical Foundations of Modern Education	3
EDU 211	Educational Psychology	3
EDU 217	Stage 1 - Field Experience, 4-12	1
EDU 219	Stage 2 - Field Experience Exploration, 4-12	1
EDU 370	Survey of Disabilities- PK-4 and PK-12 Special Education	3
or EDU 375	Survey of Disabilities- 4-12 and Secondary	3
EDU 415	Literacy Across the Curriculum	3
EDU 420	Educational Assessment	3
EDU 432	Student Teaching Performance - 4-12	6
EDU 433	Student Teaching Portfolio	3
EDU 434	Student Teaching Seminar	3
ENG 413	Teaching English as a Second Language	3
PSY 251	Child & Adolescent Development	3

#### Language Arts Concentration Additional Courses:

ENG 328	History of English Language	3
ENG ____	English Electives	6

#### Mathematics Concentration Additional Courses:

MAT 130	Discrete Math	3
MAT 380	History of Mathematics & Mathematics Education	2
MAT 382	Math Curricula in Middle and Secondary School	2
MAT 404	College Geometry	3

#### Science Concentration Additional Courses:

CHM 111	General College Chemistry	4
SCS 105	Environmental Science	3
SCS 215	Earth and Space Science	3

#### Social Studies Concentration Additional Courses:

HIS 220	Europe I: Ancient through Medieval	3
HIS 251	U.S. II: 19th Century	3
HIS 252	U.S. III: America Since 1900	3

### For Secondary Education (7-12)

Chapter 354, Preparation of Professional Educators, was enacted in 2000 in Pennsylvania. This law mandates certain regulations in the preparation of professional educators in the state. Students are responsible to be certain they are meeting regularly with their advisor in regard to this legislation. **Geneva College is not responsible for students who will not**

**be certified because of failure to meet certification requirements at the time of graduation.**

For all Secondary Certification Programs:

EDU 202	Social and Philosophical Foundations of Modern Education	3
EDU 211	Educational Psychology	3
EDU 217	Stage 1- Field Experience, 4-12	1
EDU 219	Stage 2- Field Experience Exploration, 4- 12	1
EDU 370	Survey of Disabilities- PK-4 and PK-12 Special Education	3
or EDU 375	Survey of Disabilities- 4-12 and Secondary	3
EDU 415	Content Literacy Across the Curriculum Grades 4-12	3
EDU 420	Educational Assessment	3
EDU 432	Student Teaching Performance - 4-12	6
EDU 433	Student Teaching Portfolio	3
EDU 434	Student Teaching Seminar	3
EDU 472	Academic Skill Intervention for Exceptional Children	3
or EDU 482	Interventions for Students in Inclusive Classrooms - 7-12	3
EDU ____	Methods of Teaching Course in the Certification area	4
ENG 413	Teaching English as a Second Language	3

**For Music Education K-12**

Chapter 354, Preparation of Professional Educators, was enacted in 2000 in Pennsylvania. This law mandates certain regulations in the preparation of professional educators in the state. Students are responsible to be certain they are meeting regularly with their advisor regarding this legislation. **Geneva College is not responsible for students who will not be certified because of failure to meet certification requirements at the time of graduation.**

**For Music Education K-12**

EDU 202	Social and Philosophical Foundations of Modern Education	3
EDU 211	Education Psychology	3
EDU 216	Stage 1 - Field Experience Observation	1
EDU 219	Stage 2 - Field Experience Exploration, 4-12	1

EDU 370	Survey of Disabilities- PK-4 and PK-12 Special Education	3
or EDU 375	Survey of Disabilities- 4-12 and Secondary	3
EDU 431	Student Teaching Performance Elementary	3
EDU 432	Student Teaching Performance 4-12	6
EDU 433	Student Teaching Portfolio	3
EDU 434	Student Teaching Seminar	3
EDU 472	Academic Skill Intervention for Exceptional Children	3
or EDU 482	Interventions for Students in Inclusive Classrooms - 7-12	3
ENG 413	Teaching English as a Second Language	3
MAT 101	College Algebra (or equivalent)	3
MAT 105	Elementary Statistical Methods (or equivalent)	3
MUS 350	Elementary School Music	3
MUS 351	Secondary School Music	3

**Admission to All Field Experiences Requires:**

1. Acceptable personal and professional qualities and habits, including grooming and dress as defined in the Pennsylvania's Code of Professional Practice and Conduct for Educators.
2. Current child abuse, criminal history, and fingerprint clearances.
3. A cumulative grade point average: 3.00 or above (includes transfer work).

**Admission to Student Teaching**

Enrollment in student teaching requires approval of an application by the director of student teaching. The following criteria must be met in order for applications to be approved:

1. A cumulative grade point average: 3.00 or above (includes transfer work).
2. For student teaching and certification purposes, all education courses must be passed with grades of C or better. The overall GPA must be as per the Chapter 354 regulations.
3. Completion of at least 96 credit hours of college work.
4. Acceptable personal and professional qualities and habits, including grooming and dress as defined in the Pennsylvania's Code of Professional Practice and Conduct for Educators.
5. Current child abuse, criminal history, and fingerprint clearances.

6. A rating of “Developing” or “Target” on the Professional Dispositions Continuum.
7. Approval of advanced field experience faculty (elementary/special education) methods and advanced field experience professors (secondary) and approval of the department chair.

## Professional Semester

Student teaching, EDU 431 or EDU 432 and EDU 433 and EDU 434, may be scheduled for either semester of the senior year. Student teachers must spend the entire school day for a semester in a school classroom and are to follow the same daily schedule as their cooperating teacher. It is recommended that student teachers not take a course in addition to student teaching. Student teaching is a full-time task and is to be the student teacher's top priority. If, for some reason, other course work must be taken, no more than one other course may be taken by a student teacher. The separate courses EDU 430, EDU 431, EDU 433, and EDU 434 for PK-4/PK-12 Special Education majors and EDU 432, EDU 433, and EDU 434 for secondary certification students must be taken together.

If a student is going to be recommended for certification by the Geneva College Department of Education, the student must student teach through Geneva College and be observed by Geneva College faculty. To be recommended by the department of education for certification, a student must earn at least a grade of C in EDU 430/431/432.

Expenses incurred incidental to student teaching such as and including transportation, food, housing, and books are the responsibility of the student as are incidental expenses associated with any other class. There may be occasions, such as fall break and spring break, when the student teaching schedule does not provide for a break at the time that regular college breaks are scheduled. Student teachers may inquire in the Residence Life Office about reduced meal plan options.

## Exit Criteria for Secondary Education Majors

- Complete the Admission to Candidacy Requirements listed on page 57.
- Complete the requirements for a degree in your content area.
- Complete the General Education Requirements listed on page 58.

- Complete Student Teaching, having met all the requirements for Admission to Student Teaching as listed on page 60.

## International

Geneva College has joined with several other Christian colleges in the Christian College Teacher Education Coordinating Council (CCTECC). Through CCTECC, Geneva may sponsor qualified students who attend Geneva to do a portion of their student teaching in mission schools or selected other schools. The first seven weeks of student teaching will be completed in a school near Geneva College under supervision of Geneva faculty. The final seven to nine weeks will be done in an approved missions or international school.

## Special Students

1. Students who are transients (page 210) and who wish to student teach through Geneva College, but who are going to be recommended for certification by another institution to which they will transfer the transcript of their student teaching, must file an application for student teaching by the appropriate deadline with the Geneva College Department of Education during the year prior to the one in which they plan to student teach, meet the requirements listed above for admission to student teaching, submit a letter from the dean of academic administration or chair of the education department of their college recommending them for student teaching, and supply a current official transcript of their college work to be sent directly to the Geneva College Department of Education from the Registrar of their college.
2. Persons who have a bachelor's degree and are seeking initial certification in the state of Pennsylvania must furnish an official transcript of all college work to the Geneva College Department of Education, and must meet with a certification officer in the Geneva College Department of Education who will develop a program of prescribed courses, the successful completion of which will lead to teacher certification in the state of Pennsylvania. Course work from other institutions to be used in meeting the requirements for certification in any teaching area must be recent and have received a grade of C or better.
3. Graduates of Geneva College or other colleges who already hold teaching certificates may be certified in an additional area by taking any additional courses needed. Arrangements should be made directly with Geneva's Department of Education. Requirements and



processes are the same as the number 2 above. A program of study will be established.

## Placement Service

The education department maintains credential files. A file containing recommendations and evaluations from faculty and employers is maintained and is sent only to prospective employers on request of the graduates.

## Christian School Teaching Minor

Christian schools need certified and highly competent Christian teachers. They cannot accept less because the school is "just a Christian school." Teachers in Christian schools must be knowledgeable about the subject matter they teach and about pedagogical issues and principles they use to help children learn. They need to have a positive Christian world and life view and to be able to provide Biblical and spiritual leadership to their students and to others in their school community. Christian teachers should be competent practitioners, able to make their knowledge and theory work to benefit students. Students need more than "nice" Christian experiences only; they must learn and demonstrate their learning, and their teachers must be skilled in directing and assessing that learning.

The level of competence required by the Pennsylvania Department of Education is a base level, but teachers in Christian schools must also have a foundational understanding of Biblical Christian education beyond the base level, and reflect that understanding in their teaching and in their critique of issues and trends in both secular and Christian education.

This minor is for prospective teachers who believe that a Christian school may be where they belong or who wish to have the background and perspective that the minor will help them develop. The minor is not intended to stand-alone but to be a significant supplement to the elementary or to one of the secondary certification programs. Given the size of the elementary and secondary certification programs at Geneva College, students should plan carefully in taking the Christian school teaching minor. Students interested in this minor should check with their advisor, the chair of the Biblical studies department or the chair of the education department for further details.

The Christian School Teaching Minor requires a minimum of 18 credit hours.

The Christian School Teaching Minor is composed of

the following courses:

BIB 300	Biblical Worldview: Testing the Spirits of Our Age	3
BIB 325	Biblical Theology	3
BIB 350	History of the Christian Church	3
EDU 303	Intro to Christian Education	3
MIN 210	Evangelism	3
or MIN 215	Methods of Teaching the Bible	3

In order to be eligible to declare the Christian education minor, students must complete BIB 112 - Old Testament Survey, BIB 113 - New Testament Survey, and one of the teacher certification programs offered through the department of education.

All courses that require field experience in a school district require payment to a certified cooperating teacher and have a fee attached. These fees contribute to an honorarium that is paid to the cooperating teacher for their willingness to supervise and work with Geneva teacher candidates.

## Reading Methods Minor

When children struggle to learn in school, 80% of those children have difficulty in reading. The Education Department believe that our students majoring in Early Childhood PK-4 and Special Education PK-12 need a strong foundation in the strategies used to teach children to read. Therefore, we offer a minor in reading methods that is earned by taking only one class that is in addition to those required for the major. The reading methods minor requires a minimum of 18 credit hour and includes:

EDU 321	Teaching of Reading PK-4	3
EDU 342	Children's Literature PK-4	3
EDU 345	Advanced Teaching of Reading and Writing PK-4	3
EDU 346	Language Arts in Early Childhood PK-4	3
EDU 385	The Role of Phonics and Spelling in Literacy Instruction	3
EDU 474	Teaching Reading to the Exceptional Child	3

Education Department Fees (fees are per course unless otherwise noted):

EDU 214, 219, 342, 343, 345, 346, 347	\$75
EDU 430, 431, 432 (fee is per credit hour)	\$75
EDU 470, 471, 472, 473, 474	\$75
ENG 402, ENG 405	\$75
MAT 403, MAT 402	\$75

MUS 350 and 351	\$75
SCS 404, SSC 403, SSC 404	\$75

## Department of Engineering

By developing and using the tools and capacities the God of creation has provided for our service to Him and each other, the department seeks to prepare students to enter industry and business, graduate school, or the teaching profession. Insights and skills are developed through majors in engineering.

## Mission of the Department

The mission of the Department of Engineering is to serve Christ by equipping a diverse community of students to provide excellent engineering in an environment of technological change.

## Engineering Major • BSE

The college offers one four-year degree program in engineering. This general engineering program is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>. This program is accredited under the general criteria for basic level programs, not under program criteria for specific branches of engineering. Within this program, students may choose to concentrate in biomedical engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, environmental engineering, mechanical engineering, or an interdisciplinary field.

The college also offers a two-year program leading to the Associate of Science in Engineering degree (ASE). All the courses in this program carry full college credit and may be used towards the four-year degree.

## Objectives of the Engineering Department

We recognize that our students and graduates make choices and commitments that we do not control. Nevertheless, we state our objectives on the assumption that our graduates stay in the engineering profession and make the choices and commitments that we encourage.

Objectives: Within five years of graduation, graduates of Geneva College's Engineering program will:

1. Be employed in the engineering profession and, with experience, assume increasing levels of responsibility.
2. Obtain professional certifications and/or advanced degrees appropriate to their career path.

3. Be active members of Christian churches and engaged in church leadership roles, Christian service, and/or community service appropriate to their gifts and opportunities.

## Engineering General program requirements

15 credit hours of mathematics:

MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 265	Probability and Statistics I	3
MAT 405	Differential Equations	4

Eight credit hours of chemistry and physics:

CHM 111	General College Chemistry	4
PHY 201	College Physics I	4

10-30 additional credit hours of mathematics or science electives, to be chosen from course lists provided under the biomedical, chemical, civil, computer, electrical, environmental, mechanical, and interdisciplinary engineering concentrations. Credit hours in excess of the requirements may be used as free electives credit.

Three credit hours of Economics (the following course is counted as a social science elective in the Core curriculum):

ECO 270	Principles of Microeconomics for Engineers	3
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23 credit hours of engineering:

EGR 100	Calling and Vocation	1
EGR 101	Introduction to Engineering Design	2
EGR 102	Computer-Aided Engineering	2
EGR 211	Solid Mechanics	4
EGR 212	Linear Circuit Analysis I	3
EGR 330	Thermal Fluid Sciences	3
EGR 401	Christian Ethics and Engineering	2
EGR 481	Senior Design Project	3
EGR 482	Senior Design Project	3

25-39 additional credit hours of engineering (BME, CHE, CIE, CPE, EGR, ELE, EVE, MEE)

Credit hours in excess of requirements may be used as free elective credits. 25-39

28-31 credit hours of core requirements not included in the major. Engineering students take EGR 100 (see above) instead of SSC 101. Engineering students need only take nine credit hours of humanities (HUM). Engineering students take ECO 270 as one of the two social science electives. Students in the chemical engineering concentration need not take a second social science elective in addition to ECO 270. 28-31

Two to four additional credit hours of free electives. 2-4

Zero to nine credit hours of computer programming 0-9  
134

### Summary of required credit hours

99-104 in major requirements

28-31 in core requirements not included in major

2-4 to four in electives.

Specific requirements for concentrations in biomedical, chemical, civil, computer, electrical, environmental, mechanical, and interdisciplinary engineering are given below.

*Students completing the requirements for the BSE degree in four years (eight semesters) will be required to take 18 credit hours in two to four semesters.*

### Plan of Study

By the end of the fall semester of the sophomore year, each student should prepare a plan, in consultation with his or her advisor, for meeting the requirements of a particular concentration. The plan should include selecting math, science, and engineering electives that contribute to the attainment of a coherent educational objective. The plan should also include the preliminary scheduling of courses semester by semester so that prerequisites for required and elective courses can be met in a timely way. Planning is especially important for the biomedical and interdisciplinary concentrations and may need to be done in the freshman year. An advisor may refuse to clear an advisee for registration if he or she fails to prepare a plan or fails to select courses according to plan. The plan may be revised in consultation with the student's advisor.

### Double Concentrations

A student who desires to complete the requirements for two concentrations and receive recognition for both on his/her transcript must complete all the requirements for each concentration. Any course that meets a requirement in both concentrations may be counted towards both, but the student must complete at least 15 more credit hours in engineering (BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE) than required to complete a single concentration.

### Biomedical Engineering Concentration – Program requirements 100 credit hours

83 credit hours as defined above: 15 in mathematics,

8 in science, 23 in general engineering, 3 in economics, 31 in core requirements, and 3 in free electives, plus:

16 additional credit hours in biology and chemistry:

BIO 112	Introduction to Cellular Biology	4
BIO 225	Human Anatomy and Physiology I	4
BIO 226	Human Anatomy and Physiology II	4
CHM 221	Organic Chemistry I	4

3 credit hours of computer programming:

CSC 101	Structured Programming	3
or CPE 111	Introduction to Engineering Computation	3

3 credit hours of biomedical engineering:

BME 300	Introduction to Biomedical Engineering	3
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29 credit hours in mathematics, science, and engineering chosen in consultation with the student's advisor and incorporated into her/his Plan of Study; at least 22 must in engineering.

### Chemical Engineering Concentration – Program requirements 104 credit hours

79 credit hours as defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, and 28 in core requirements, and 2 in free electives, plus:

29 additional credit hours of mathematics and science:

CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 306	Instrumental Analysis	3
CHM 307	Physical Chemistry I: Thermodynamics	3
CHM 308	Physical Chemistry II: Structure and Dynamics	3
MAT 261	Calculus III	4
PHY 202	College Physics II	4

23 credit hours in general and chemical engineering:

CHE 301	Process Analysis	3
CHE 302	Unit Operations	3
CHE 312	Advanced Laboratory - Physical/Inorganic	2
CHE 315	Mass Transfer	1
CHE 401	Reactor Design	3
EGR 316	Process Control	3
EGR 331	Introduction to Thermal and Fluid Engineering Laboratory	1
EGR 332	Fluid Mechanics	4
MEE 416	Design of Thermal Systems	3

3 additional credit hours in engineering electives- any course listed in BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE.



## Civil Engineering Concentration – Program requirement 100 credit hours

83 credit hours as defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, and 31 in core requirements, and 3 in free electives, plus:

12 additional credit hours of mathematics and science:

CHM 221	Organic Chemistry I	4
MAT 261	Calculus III	4
PHY 202	College Physics II	4

18 credit hours required in general and civil engineering:

CIE 201	Geomatics Engineering	3
CIE 231	Structural Analysis	3
CIE 407	Geotechnical Engineering	4
CIE 451	Urban Hydrology	3
EGR 331	Introduction to Thermal and Fluid Engineering Laboratory	1
EGR 332	Fluid Mechanics	4

9 credit hours in civil engineering electives, selected from the following (if more than 9 credit hours are selected, the excess credit hours may be applied towards the 3 credit hours of free electives):

CIE 301	Transportation Engineering	3
CIE 333	Reinforced Concrete Design	4
CIE 434	Structural Steel Design	3
EGR 214	Dynamics	3
EGR 441	Project Management	3
EVE 240	Water Quality Control	3

6 additional credit hours in engineering electives—any course listed in BME, CHE, CIE, CPE, EGR, ELE, EVE or MEE, including those listed as civil engineering electives (if more than 6 credit hours are selected, the excess credit hours may be applied towards the 3 credit hours of free electives).

6 additional credit hours of mathematics and science electives selected from the following (if more than 6

credit hours are selected, the excess credit hours may be applied towards the 3 credit hours of free electives):

BIO 101	Topics in Biology	3
BIO 112	Introduction to Cellular Biology	4
BIO 210	ID and Evolution	4
BIO 306	General Ecology	4
BIO 331	Biomedical Ethics	3
CHM 170	Worth of Water	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 307	Physical Chemistry I: Thermodynamics	3
EVS 111	Environmental Science	4
EVS 221	Environmental Ethics	3
MAT 307	Linear Algebra	3
MAT 350	Numerical Methods	3
MAT 409	Partial Differential Equations	3
PHY 160	Introduction to Acoustics	3
PHY 250	Observational Astronomy	3
PHY 301	Classical Mechanics	3
PHY 306	Optics	3
PHY 307	Thermodynamics	3
PHY 318	Modern Physics I	3
SCS 201	Astronomy	3
SCS 215	Earth and Space Science	3

## Computer Engineering Concentration – Program requirement 100 credit hours

83 credit hours as defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, 31 in core requirements, and 3 in free electives, plus:

9 additional credit hours of computer science:

CSC 101	Structured Programming	3
CSC 102	Object-Oriented Programming	3
CSC 204	Algorithms	3

7 additional credit hours of required mathematics and science:

MAT 130	Discrete Mathematics	3
PHY 202	College Physics II	4

3 credit hours of mathematics or science elective selected from the following (if 4 credit hours are selected, the 4th credit hour may be counted as free electives):

BIO 101	Topics in Biology	3
BIO 112	Introduction to Cellular Biology	4
CHM 221	Organic Chemistry I	4
CHM 222	Organic Chemistry II	4
CHM 232	Quantitative Analytical Chemistry	4
CHM 304	Inorganic Chemistry	3
CHM 307	Physical Chemistry I	3

EVS 111	Environmental Science	4
EVS 221	Environmental Ethics	3
MAT 261	Calculus III	4
MAT 307	Linear Algebra	3
MAT 309	Introduction to Abstract Algebra	2
MAT 310	Introduction to Real Analysis	2
MAT 350	Numerical Methods	3
MAT 409	Partial Differential Equations	3
PHY 160	Introduction to Acoustics	3
PHY 250	Observational Astronomy	3
PHY 301	Classical Mechanics	3
PHY 303,304	Advanced Physical Measurements	1-3
PHY 306	Optics	3
PHY 307*	Thermodynamics	3
PHY 318	Modern Physics I	3
SCS 201	Astronomy	3

\*Cross-listed as CHM 307

23 credit hours in general and computer engineering:

CPE 133	Survey of Computer Science	3
CPE 203	Software Engineering	3
CPE 220	Digital Systems	3
CPE 303	Microprocessor Systems	4
CPE 425	Operating Systems & Architecture	3
EGR 225	Signals and Systems	3
ELE 309	Electronic Devices and Circuits I	4

6 credit hours of computer engineering electives, selected from the following:

CPE 251	Networks and Security	4
CPE 304	Advanced Digital Logic	2
CPE 354	Cybersecurity	3
CPE 363	Database Systems	3
CPE 465	Big Data Analytics	3
CPE 471	Computer Forensics	3
CPE 490	Embedded Systems	3
ELE 440	Digital Signal Processing	3

3 additional credit hours in engineering elective; any course listed in BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE.

### Electrical Engineering Concentration – Program requirements 99 credit hours

84 credit hours as defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, 31 in core requirements, and 4 in free electives, plus:

8 additional credit hours of mathematics and science:

MAT 261	Calculus III	4
PHY 202	College Physics II	4

3 credit hours of computer programming:

CSC 101	Structured Programming	3
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26 credit hours in general and electrical engineering:

CPE 220	Digital Systems	3
CPE 303	Microprocessor Systems	4
CPE 304	Advanced Digital Logic	2
EGR 225	Signals and Systems	3
EGR 316	Process Control	3
ELE 222	Linear Circuit Analysis II	3
ELE 305	Electromagnetic Fields and Waves	4
ELE 309	Electronic Devices and Circuits I	4

7 or 8 credit hours of electrical engineering electives, selected from the following (if 8 credit hours are selected, the 8th credit hour may be counted towards the 4 credit hours of free electives):

CPE 251	Networks and Security	4
CPE 490	Embedded Systems	3
ELE 324	Electrical Machines	3
ELE 402	Communications Engineering	4
ELE 410	Electronic Devices and Circuits II	4
ELE 440	Digital Signal Processing	3

3 additional credit hours in engineering electives- any course listed in BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE.

3 credit hours of physics elective selected from the following:

PHY 306	Optics	3
PHY 318	Modern Physics I	3

### Environmental Engineering Concentration – Program requirements 103 credit hours

80 credit hours defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, 28 in core requirements, and 3 in free electives, plus:

15 additional credit hours of science:

BIO 306	General Ecology	4
CHM 221	Organic Chemistry I	4
EVS 111	Environmental Science	4
EVS 221	Environmental Ethics	3

6 credit hours of political science:

POL 151	American Government	3
POL 361	American Public Policy	3

15 credit hours of general and environmental engineering:

CHE 301	Process Analysis	3
EGR 331	Introduction to Thermal and Fluid Engineering Laboratory	1
EGR 332	Fluid Mechanics	4
EVE 240	Water Quality Control	4

EVE 341	Environmental Monitoring and Impact Analysis	3
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3 credit hours of hydrology, selected from the following:

EVE 461	Surface Water Hydrology	3
EVE 462	Ground Water Hydraulics and Hydrology	3

6 credit hours of environmental engineering electives, selected from the following:

CHE 302	Unit Operations	3
CHE 401	Reactor Design	3
EVE 453	Solid and Hazardous Waste	3
EVE 454	Air Pollution Control	3
EVE 461	Surface Water Hydrology	3
EVE 462	Ground Water Hydraulics and Hydrology	3

Six credit hours of engineering electives—any course listed in BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE, including those listed as environmental engineering electives. If more than six credit hours are taken, the credit hours above six may be counted towards the three credit hours of free elective.

3 or 4 credit hours of mathematics or science electives, selected from the following (if a 4-credit hour course is selected, the 4th credit hour may be counted towards the 3 credit hours of free electives):

BIO 112	Introduction to Cellular Biology	4
BIO 305	Microbiology	4
BIO/CHM 317	Biochemistry	3
CHM 170	Worth of Water	4
CHM 222	Organic Chemistry II	4
MAT 261	Calculus III	4
MAT 307	Linear Algebra	3
MAT 350	Numerical Methods	3
MAT 409	Partial Differential Equations	3
PHY 160	Acoustics	3
PHY 202	College Physics II	4
SCS 215	Earth and Space Science	3

Au Sable Courses (see page 150)

## Mechanical Engineering Concentration – Program requirements 99 credit hours

84 credit hours as defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, 31 in core requirements, and 4 in free electives, plus:

12 additional credit hours of mathematics and science:

CHM 221	Organic Chemistry I	4
MAT 261	Calculus III	4
PHY 202	College Physics II	4

3 credit hours of computer programming:

CPE 111	Introduction to Engineering Computation	3
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17 credit hours in general and mechanical engineering:

EGR 214	Dynamics	3
EGR 331	Introduction to Thermal and Fluid Engineering Laboratory	1
EGR 332	Fluid Mechanics	4
MEE 321	Mechanics of Deformable Bodies	3
MEE 333	Applied Thermal Fluids Engineering	3
MEE 403	Mechanical Component Design	3

6 credit hours in mechanical engineering electives, selected from the following:

MEE 324	Kinematics of Mechanisms	3
MEE 405	Finite Element Methods	3
MEE 410	Mechanical Vibration	3
MEE 416	Design of Thermal Systems	3
MEE 418	Reacting Systems	3

6 additional credit hours in engineering electives—any course listed in BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE, including those listed as mechanical engineering electives. If more than 6 credit hours are taken, the credit hours above 6 may be counted towards 2 free electives.

The mechanical engineering elective and engineering elective requirements for the mechanical engineering concentration may alternatively be satisfied by choosing 12 credits from the following manufacturing-related courses.

EGR 322	Manufacturing Engineering	3
EGR 325	Materials Engineering	3
EGR 371	Operations Research	3
EGR 423	Quality Engineering	3
MEE 371	Instrumentation Engineering	3

3 credit hours of mathematics elective selected from the following:

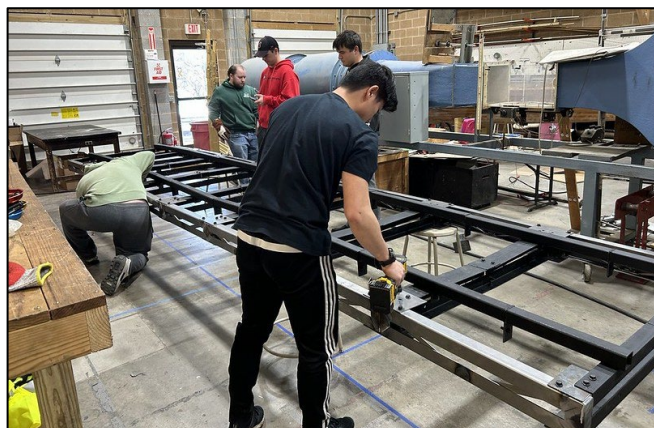
MAT 266	Probability and Statistics II	3
MAT 307	Linear Algebra	3
MAT 350	Numerical Methods	3
MAT 409	Partial Differential Equations	3

3 or 4 credit hours of chemistry or physics elective selected from the following (if a 4-credit hour course is selected, the 4th credit hour may be counted towards the 2 credit hours of free electives):

CHM 232	Quantitative Analytical Chemistry	4
CHM 307	Physical Chemistry I: Thermodynamics	3



PHY 260	Physical Acoustics	3
PHY 301	Classical Mechanics	3
PHY 306	Optics	3
PHY 307	Thermodynamics	3
PHY 318	Modern Physics I	3



### Interdisciplinary Engineering Concentration

To select this concentration a student must identify two specific focus areas, and then select courses supporting the focus areas. The focus areas may support one overall goal. Students selecting this option must obtain the approval of two department chairs, or if the focus areas are both within engineering, the approval of two engineering faculty members.

#### Program requirements 100 credit hours

83 credit hours as defined above: 15 in mathematics, 8 in science, 23 in general engineering, 3 in economics, 31 in core requirements, and 3 in free electives, plus: 4 additional credit hours of chemistry or physics, selected from the following:

CHM 221	Organic Chemistry I	4
PHY 202	College Physics II	4

24 credit hours of engineering in focus area one: These courses must be selected from BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE, and must constitute a generally recognized track within engineering, for example, microprocessor design or thermal sciences. The selected courses must lead to senior level competencies in this focus area.

15 credit hours of science, mathematics, or engineering in focus area two:

Course selections must constitute or support a generally recognized or identifiable focus area in science, engineering, or mathematics, for example, robotics or engineering physics. At least 3 credit hours

in this group must be selected from BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE.

8 credit hours of mathematics, science, or engineering selected to support or augment one or both focus areas.

All plans must meet or exceed the department's minimum requirements for engineering design. The student should consult with their advisor for details.

### Engineering Minor

At least 19 credit hours:

EGR 101	Introduction to Engineering Design	2
EGR 102	Computer-Aided Engineering	2
EGR 211	Solid Mechanics	4
EGR 212	Linear Circuit Analysis I	3
EGR 401	Christian Ethics and Engineering	2

Plus at least 6 additional credit hours from BME, CHE, CIE, CPE, EGR, ELE, EVE, or MEE.



### Associate of Science in Engineering Degree – Program requirements 43-44 credit hours

16 credit hours of mathematics:

MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 261	Calculus III	4
MAT 405	Differential Equations	4

15-16 credit hours of chemistry and physics, selected from the following:

CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
or CPE 220	Digital Systems	3
PHY 201	College Physics I	4
PHY 202	College Physics II	4
or EVS 111	Environmental Science	4

12 credit hours of engineering:

EGR 100	Engineering: Calling and Vocation	1
EGR 101	Introduction to Engineering Design	2
EGR 102	Computer-Aided Engineering	2
EGR 211	Solid Mechanics	4



EGR 212	Linear Circuit Analysis I	3
22 credit hours of core requirements:		
BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3
COM 101	Principles of Communication	
or PHI 100	Critical Thinking	3
ENG 101	English Composition	3
HUM 103	Invitation to the Humanities	3
HUM 203	Making the West	3
PED 103	Physical Fitness	1
	Social Science Elective	3

### Summary of Required credit hours

43-44 in major requirements, 22 in core requirements not included in major, for a total of 65-66 credit hours for the degree.

If less than 12 hours of the engineering credit hours are taken at Geneva, the student must also satisfy a general competency test administered by the engineering department chairperson.



## Department of English

### Our vision

*In the beginning the Word was with God  
And God spoke the worlds into being.  
Then and now those worlds sing their words back to God;  
God hears, enjoys, and joins the singing.*

*The Word gives breath and can take breath away;  
The Word informs and imagines.  
The Word that condemns can take death away;  
The Word sustains and envisions.*

*Now some words are broken, and wordsmiths die,  
And some names are said all in vain.*

*We sing some songs as sad as a sigh,  
But the Word still speaks, and His words sustain.*

*Christ calls a name, and He images the same;  
He figures, patterns, and designs.  
We read, we write, we watch, and we wait,  
And our words with the Word He aligns.*

This vision leads to some ideals that we would like to sow and cultivate in our students with the hope that sooner or later these qualities will mature in students' lives.

Through the experience of literature and the related arts, through the clear and creative use of language, and through understanding language itself, our students, especially our departmental majors, should come to:

- Connect their words and their reading with the Word.
- Experience, express, and testify to the wonder of the glory of God, His work, and the work of His creatures.
- Comprehend and lament the brokenness of this fallen world.
- Seek wisdom in humility.
- Honor God in the use of language and in responding to others' use of language.

The mission of the English department of Geneva College is to serve the student body by offering college level writing courses as part of the core curriculum and by offering upper-level writing, English language, and literature courses to English majors and future teachers. We aim to prepare students to be competent writers, to be innovative critical thinkers, and to gain general knowledge about literary history both in the West and globally. As we help students pursue excellence in writing, language, and literature, we do so believing that human beings are image bearers of God and as such are creative beings. Moreover, we teach, pursue scholarship, and write out of a commitment to the power of language as expressed and reflected in the Word of God; we encourage students to do the same.

A major in English is excellent preparation for professions such as law, teaching, business, and other ministry-related vocations, including those requiring graduate work. The department offers majors in English with a concentration in Literature, English with Secondary Education, and Writing.

The department also offers minors in English, teaching English as a second language and Writing. Minors should be chosen by the beginning of the junior year.

The English Department works with the student publications board in sponsoring The Chimes, our student literary magazine. The department operates a Writing Center open to students desiring tutoring assistance in developing their writing skills. The Center is staffed by upper-class English and English Secondary Education majors, supervised by the faculty Director of the Writing Center. The English department also works with the Department of Languages and Culture in its work with English as a Second Language.

## English Major • BA – 45 or 46 Total Credit Hours

### Core Curriculum (24 credit hours):

Students may earn the BA in English by completing both a common core curriculum and a specialized concentration. **All English majors** – whether they intend to concentrate on Literature, English Education, or Writing – will take a common core of foundational courses, as follows:

ENG 112	Introduction to Literary Study	3
ENG 113	Researched Writing	3
Note: <i>ENG 113 Substitutes for ENG 101 in the Core Curriculum, Reason &amp; Rhetoric section.</i>		
ENG 201 or ENG 205	Introduction to Creative Writing Advanced Composition	3
ENG 291	Masterpieces of World Literature	3
ENG 351	Shakespeare	3
ENG 489	Senior Seminar	3

6 credits: Choose one course from ENG 271, ENG 272, or ENG 273 **and** choose one course from ENG 281, ENG 282, or ENG 283:

ENG 271	British Literature through the Renaissance	3
ENG 272	Brit. Lit. - Restoration through 18th Century	3
ENG 273	British Literature from Romantics to WWII	3
ENG 281	Amer Lit to 1820	3
ENG 282	Amer Lit 1820 to 1914	3
ENG 283	Amer Lit 1914 to Present	3

3 credits: Choose one course from the following list of Diverse Voices courses:

ENG 290	Nonwestern World Literature	3
ENG 335	Literature of Minorities	3
ENG 336	Studies in Women's Literature	3
ENG 337	Immigration & Literature	3

**Note:** *ENG 337 and ENG 290 simultaneously satisfy the Core Curriculum Society Group B or C Options,*

*respectively, AND the "Diverse Voices" English Core requirement. Whichever of the two courses – ENG 337 or ENG 290 – the student elects to fulfil the Diverse Voices requirement, those three credits are counted under the Society Category of the General CORE requirements, not under the English CORE requirements. If the student elects either ENG 335 or ENG 336 for Diverse Voices, however, then the credit total for the English CORE increases from 24 to 27*

### Concentration in Literature (21 credit hours):

In addition to the required 24 credits in the English Major Core Curriculum, a student majoring in English with a concentration in literature must complete 21 hours in Literature concentration courses. In electing courses outside this major, students should consider developing a minor that has specific pre-professional orientation and also choosing courses in American and English history.

Courses for the Literature concentration are selected from the following:

12 additional credits in British & American Survey:

*Note: the student will take the remaining four courses that were not taken in the English Core, in both the Brit Lit section and the Amer Lit section, to complete both groups.*

ENG 271	British Literature through the Renaissance	3
ENG 272	Brit. Lit. - Restoration through 18th Century	3
ENG 273	British Literature from Romantics to WWII	3
ENG 281	Amer Lit to 1820	3
ENG 282	Amer Lit 1820 to 1914	3
ENG 283	Amer Lit 1914 to Present	3

6 credit hours from special topics:

ENG 390	Special Topics in Literature	6
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2 credits in Theory to Practice selected from the following:

COM 201	Theatre Practicum	1
COM 209	Newspaper Practicum	1
ENG 223	Literary Magazine	1
ENG 320	Tutoring Writing	2

1 credit of Internship

ENG 493	Internship	1
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### English with Secondary Education Major • BA – 83 Total Credit Hours

In addition to the **required 24 credits in the English Major Core Curriculum**, a student majoring in English Education must complete 24 credit hours in English Education major courses and 35 credit hours of pre-professional courses from the Education department. See page 59 for a full description of the program requirements for certification to teach English on the secondary high school level. Courses for the English with Secondary Education major are selected from the following:

Courses required for the English with Secondary Education major are the following:

9 credits - Teaching Methods:

ENG 320	Tutoring Writing	2
ENG 405	Methods of Teaching English	4

ENG 413	Teaching English as Second Language	3
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12 additional credits in British & American Survey:

*Note: the student will take the remaining four courses that were not taken in the English Core, in both the Brit Lit section and the Amer Lit section, to complete both groups.*

ENG 271	British Literature through the Renaissance	3
ENG 272	Brit. Lit. - Restoration through 18th Century	3
ENG 273	British Literature from Romantics to WWII	3
ENG 281	Amer Lit to 1820	3
ENG 282	Amer Lit 1820 to 1914	3
ENG 283	Amer Lit 1914 to Present	3

3 credit hours from special topics:

ENG 390	Special Topics in Literature	3
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Pre-Professional Courses (35 credits)

EDU 202	Social and Philosophical Foundations of Modern Education	3
EDU 217	Stage 1 - Field Experience, 4-12	1
EDU 219	Stage 2 - Field Experience 4-12	1
EDU 375	Exceptionality in the Secondary School	3
EDU 415	Literacy Across the Curriculum Grades 4- 12	3
EDU 420	Educational Assessment	3
EDU 432	Student Teaching Performance – 4-12	6
EDU 433	Student Teaching Portfolio	3
EDU 434	Student Teaching Seminar	3
EDU 482	Interventions for Students in Inclusive Classrooms- 7-12	3

MAT 101	College Algebra (or equivalent)	3
MAT 105	Elementary Statistical Methods (or equivalent)	3

\*\*\* The EDU 211 pre-professional requirement is completed in the Social Sciences category of the Geneva College Core general curriculum; therefore these 3 credits are not added into the above published list of Pre-Professional Courses.

Teaching majors should plan to do their student teaching during the spring semester of their senior year, except under special circumstances.

Successful completion of the English with Secondary Education major with a 3.0 grade point average or better, together with passing the pre-professional and content area examinations mandated by the Commonwealth of Pennsylvania, will qualify a Geneva College student for certification to teach English on the secondary level. Most states honor Pennsylvania's certification. Geneva College is not responsible for students who will not be certified because of failure to meet certification requirements at the time of graduation.

## Writing Major • BA – Program requirements 46 credit hours

In addition to the **required 24 credits in the English Major Core Curriculum**, a student majoring in Writing must complete 22 credit hours in Writing courses. The writing major is designed to develop general writing skills while emphasizing creative writing.

**NOTE:** The writing major is **not** a journalism major.

Courses required for the Writing concentration are the following:

21 credits hours – Focused Professional requirements

ENG 207	Creative Nonfiction	3
ENG 215	Writing Fiction	3
ENG 216	Poetry	3
ENG 242	Editing	3
ENG 301	Genre Writing Topics	3
ENG 344	Publishing	3
ENG 401	Advanced Creative Writing Workshop	3

1 credit of Internship

ENG 493	Internship	1
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## English Minor (18 credit hours)

An English minor is intended for students who wish to add a literature-centered liberal arts concentration to a major outside the English department.

Required: 3 credits

ENG 112 Introduction to Literary Study 3

Take one of the following courses: 3 credits

ENG 201 Introduction to Creative Writing 3

or ENG 205 Advanced Composition 3

Take one course from the following Writing courses:  
3 credits

ENG 215 Writing Fiction 3

ENG 216 Poetry 3

ENG 242 Editing 3

ENG 301 Genre Writing Topics 3

ENG 311 Writing for Business and Industry 3

ENG 344 Publishing 3

ENG 401 Advanced Creative Writing  
Workshop 3

Take three courses from the following English courses:  
9 credits

ENG 213 Topics in Non-Western Film 3

ENG 271 British Literature through  
the Renaissance 3

ENG 272 Brit. Lit. - Restoration through  
18th Century 3

ENG 273 British Literature from  
Romantics to WWII 3

ENG 281 Amer Lit to 1820 3

ENG 282 Amer Lit 1820 to 1914 3

ENG 283 Amer Lit 1914 to Present 3

ENG 290 Non-Western World Literature 3

ENG 291 Masterpieces of World Literature 3

ENG 337 Immigration and American  
Literature 3

ENG 351 Shakespeare 3

ENG 390 Special Topics in Literature 3

### Writing Minor (19 credit hours)

Students who wish to develop or increase skill in creative writing, or who wish to add a concentration in writing useful in supporting their work in a professional field, should consider minoring in writing. A student can complete a Writing minor by taking 19 credit hours of English courses with the following constraints.

**Required - one of the following courses: 3 credits**

ENG 201 Introduction to Creative Writing 3

or ENG 205 Advanced Composition 3

One of the following:

ENG 215 Writing Fiction 3

or ENG 216 Poetry 3

One of the following:

COM 209 Newspaper Practicum 1

or ENG 223 Literary Magazine 1

The remaining twelve credit hours can be selected from the following courses:

ENG 207 Creative Nonfiction 3

ENG 242 Editing 3

ENG 301 Genre Writing Topics 3

ENG 311 Writing for Business & Industry 3

ENG 344 Publishing 3

ENG 401 Advanced Creative Writing  
Workshop 3

**Note: ENG 112 is not required for this minor.**

### Minor in Teaching of English as a Second Language (18 credit hours)

This minor (usually referred to as a TESL minor) is available for students who want to develop the special skills for teaching English to persons for whom English is not their first language. **Note:** this minor does not provide TESL certification.

Eighteen credit hours are needed to complete the following program:

EDU 343 Meeting the Instructional  
Needs of PreK-4 English  
Language Learners 3

ENG 382 English Grammars 3

ENG 413 Teaching English as Second  
Language 3

LIN 219 Introduction to Linguistics 3

One of the following three courses:

COM 305 Culture & Communication 3

MIN 201 Cultural Anthropology 3

XCX 210 Foundations for Developing  
Intercultural Competence 3

One of the following four courses:

ENG 328 History of the English Language 3

LIN 220 Applied Linguistics 3

LIN 384 Special Topics in Linguistics 3

LIN 491 Special Study in Linguistics 3



## Department of History, Political Science, and Sociology

The Department of History, Political Science, and Sociology seeks to give all students an understanding of human society, its history, and its present condition from a Christian perspective, and it seeks to develop in students an awareness of their appropriate role in that society. The department offers majors in history, political science, and sociology for students who wish to concentrate in those fields and selected minors in related professional fields. Courses offered by the department contribute to preparation for graduate study and for careers in research, law, business, government service, the ministry, library work, journalism, editing, public or applied history, and education, among others.

Students who wish to gain certification to teach social studies should be aware that the combination of college core courses, secondary education requirements (see the requirements for the Social Studies Education major on p. 75), the major requirements, and related social studies courses adds up to at least 135 credit hours. This requires careful scheduling and coordination with both the advisor and the education department. It may be difficult or impossible to fit these requirements into eight semesters. Students also must achieve a 3.0 GPA and pass the pre-professional skills test before being admitted to candidacy to the professional education program. Geneva College is not responsible for students who will not be certified because of failure to meet certification requirements at the time of graduation.

The department provides leadership in the development of a pre-law studies minor which involves courses in various disciplines, and which serves to introduce students to the basic tenets of the legal profession. See page 87.

### History Major • BA – Program requirements 42 credit hours

The history major seeks to help students understand and evaluate the past through the collection, organization, and interpretation of evidence (historical research and writing), taking into consideration the dynamics of historical events, cause-and-effect relationships, and the interpretation of historical periods and civilizations. In other words, the program is designed to encourage students to develop an historical imagination for the “how’s and why’s” of history as

much as the “what’s, when’s, and where’s,” and to articulate their findings. It particularly seeks to help students approach the past through a distinctly Christian worldview: an attempt to responsibly and honestly address and interpret the complexities of history in the spirit of Biblical faithfulness. The major is intended to complement the core curriculum and to encourage students to gain a liberal arts background as the basis for future development and contributions to the Christian community and society.

HIS 201 Introduction to Historical Studies 3

#### European Sequence (9 credit hours):

HIS 220 Europe I: Ancient through Medieval 3

HIS 221 Europe II: 1500-1815 3

HIS 222 Europe III: 1815-Present 3

#### United States Sequence (9 credit hours):

HIS 250 US I: Colonial 3

HIS 251 US II: 19th Century 3

HIS 252 U.S. III: America Since 1900 3

#### Non-Western Courses (6 credit hours):

HIS 260 Latin America 3

HIS 270 Middle East 3

HIS 280 Modern Africa 3

HIS 290 Modern Asia 3

Six credit hours of 300 Level courses 6

Three credit hours of HIS 401 Selected Themes in History 3

HIS 421 Senior Seminar 3  
(open only to senior history majors; may be replaced by SSC 403 for Social Studies Education Majors only)

HIS 422 History and Theory 3  
(open only to senior History majors)

### History Minor

18 credit hours of history courses.

### Political Science Major • BA – Program requirements 40 credit hours

The political science major seeks to help students understand and assess the discipline of political science, theories of politics, political systems and governmental structures, and the tools used in social science research. In addition, the political science major encourages students to develop their reasoning, analytic, and

communication skills, and to apply what they are learning to contemporary political issues. The political science major particularly seeks to help students apply Biblical perspectives to the study, practice, and transformation of politics. In conjunction with the core curriculum, the political science major provides students with a broad liberal arts background while training them in the discipline, and equipping them for service in fields including government, law, politics, teaching, policy analysis, and private sector management.

#### Major Core Courses (22 credit hours):

POL 151	American Government	3
	(Political Science majors may not use this course to fulfill the Social Science core requirement.)	
POL 203	International Relations	3
POL 211	Comparative Politics	3
POL 352	Great Issues in Politics	3
POL 421	Senior Seminar	3
SSC 348	Methods of Social Science Research	3
SSC 349	Social Science Statistics	4

#### Major Area Courses (9 credit hours with at least 3 credit hours in each of the following areas):

##### American Government (at least 3 credit hours)

POL 253	Parties, Elections, and Interest Groups	3
POL 254	State and Local Government	3
POL 255	Congress and the Presidency	4
POL 360	Public Administration	3
POL 361	American Public Policy	3

##### Comparative/International Government (at least 3 credit hours)

POL 331	Foreign and National Security Policy	3
POL 332	Topics in Comparative Politics	3
POL 341	Politics of Global Economics	3
POL 342	Topics in International Relations	3

##### Political Ideas (at least 3 credit hours)

POL 305	Constitutional Law	3
POL 309	Topics in Modern Political Thought	3
POL 312	History of Political Thought	3

POL 313	Democratic Political Thought	3
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Nine credit hours in Political Science	9
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### Political Science Minor

18 credit hours as noted below.

POL 151	American Government	3
POL 203	International Relations	3
or POL 211	Comparative Politics	3
POL 352	Great Issues in Politics	3

Plus three other courses selected from any POL course or SSC 348. Students are strongly advised to include SSC 348 methods in Social Science Research in the minor.

### Public Administration Minor

18 credit hours as noted below.

Must take the following:

POL 151	American Government	3
POL 360	Public Administration	3
SSV 301	Social Welfare Agencies and Policies	3
or SSV 307	Generalist Practice, Model, Theory	3
SSC 348	Methods of Social Science Research	3
or PSY 207	Research Methods	3
	<i>by permission</i>	

One from the following:

ACC 151	Principles of Accounting I	3
BUS 310	Principles of Management	3
BUS 313	Leadership	3
COM 212	Organizational Communication	3
COM 335	Public Rhetoric & Deliberation	3

One additional course from any of the above courses or one additional course approved by the Department Chair of Political Science or Social Science

### Public Health Major • BA – Program requirements 50 credit hours

Public Health is a rapidly growing field that focuses on preventing disease and improving human health. It covers a wide range of political, sociological, scientific, and mathematical approaches to policy choices. A major in this field will prepare students to work in careers such as: Community Health Specialist, Data Analyst, Public Health Education, and Quality Improvement Coordinator.

BIO 107	Foundations of Biology	4
BIO 331	Biomedical Ethics	3
ECO 212	Macroeconomics	3
NUR 440	Population Health	3
PHM I	History of Public Health	3

PHM II	Epidemiology	3
PHM III	Health Services	3
PHM V	Public Health Studies II	3
PHM VI	Health Economics	3
POL 151	American Government	3
POL 360	Public Administration	3
POL 361	American Public Policy	3
PSY 250	Life Span Development	3
or SSV 202	Human Diversity	3
SOC 120	Society	3
SSC 348	Methods of Soc Sci Research	3
SSC 349	Social Science Statistics	4

### Public Health Minor

22 credit hours as noted below.

NUR 440	Population Health	3
PHM I	History of Public Health	3
PHM II	Epidemiology	3
PHM III	Health Services	3
POL 151	American Government	3
or SOC 120	Society	3
SSC 348	Methods of Soc Sci Research	3
SSC 349	Social Science Statistics	4

### Sociology Major • BA – Program requirements 40 credit hours

The sociology major is designed to give students a foundation in social theory that is demonstrated in everyday social life. While the program is theory based, students are regularly in the community seeing the implications of theory in neighborhood design, marginalized groups, and the functioning of institutions. This kind of preparation depends on interdisciplinary study and is rooted in a Biblical view of social life.

CDV 230	Introduction to Community Development	3
CDV 250	Poverty/Inequality	3
CDV 255	Race and Immigration	3
CDV 310	Sociology of Cities and Mill Towns	3
CDV 400	Public Scholarship	3
SOC 120	Society	3
SOC 220	Social Change	3
SOC 242	Criminology	3
SOC 300	Special Topics	3
or SOC 304	International Justice	3
SOC 312	Studies in Black Culture	3
SOC 346	Sociology of Religion	3
SSC 348	Methods of Social Science Research	3

SSC 349	Social Science Statistics	4
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### Community Development Major • BA – Program requirements 39 credit hours

The Community Development major is designed to give students a foundation in social theory that is demonstrated in everyday social life. While the program is theory based, students are regularly in the community seeing the implications of theory in neighborhood design, marginalized groups, and the functioning of institutions. This kind of preparation depends on interdisciplinary study and is rooted in a Biblical view of social life.

#### Major Courses

CDV 230	Introduction to Community Development	3
CDV 240	Christians and the City	3
CDV 250	Poverty/Inequality	3
CDV 255	Race and Immigration	3
CDV 300	Restoring Place	3
CDV 310	Sociology of Cities and Mill Towns	3
CDV 370	Urban Design and Public Art	3
CDV 400	Public Scholarship	3
POL 151	American Government	3
POL 360	Public Administration	3
SOC 120	Society	3
SOC 220	Social Changes	3
SSC 348	Methods of Social Science Research	3

### Social Studies Education Major • BSEd – Program requirements 106 credit hours

Education Courses (41 credit hours)

EDU 202	Social and Philosophical Foundations of Modern Education	3
EDU/PSY 211	Educational Psychology	3
EDU 217	Stage 1 - Field Experience, 4-12	1
EDU 219	Stage 2 - Field Experience Exploration, 4-12	1
EDU 375	Survey of Disabilities- 4-12	



	and Secondary	3
EDU 415	Literacy Across the Curriculum	
	Grades 4-12	3
EDU 420	Educational Assessment	3
EDU 432	Student Teaching	
	Performance- 4-12	6
EDU 433	Student Teaching Portfolio	3
EDU 434	Student Teaching Seminar	3
EDU 482	Intervention for Students in	
	Inclusive Classrooms	
	(Grades 7-12)	3
ENG 413	Teaching English as a Second	
	Language	3
MAT 101	College Algebra (or equivalent)	3
MAT 105	Elementary Statistical Methods	
	(or equivalent)	3

#### Social Studies Courses (25 credits hours)

ECO 100	Fundamentals of Economics	3
or ECO 211	Microeconomics	3
or ECO 212	Macroeconomics	3
POL 151	American Government	3
PSY 201	Introduction to Psychology	3
SOC 120	Society	3
SSC 280	Human Geography	3
SSC 403	Social Studies Teaching Methods	4

#### 6 credits from:

HIS 250	U.S. I: Colonial	3
HIS 251	U.S. II: 19th Century	3
HIS 252	U.S. III: America Since 1900	3

Second major of History or Political Science (40 credit hours)

### Sociology Minor

A student must complete 18 credit hours in sociology for a minor. Students must complete:

SOC 120	Society	3
Plus	Five additional Sociology courses	15

### Community Development Minor

A student must complete 18 credit hours from the courses listed below.

CDV 230	Introduction to Community	
	Development	3
CDV 240	Christians and the City	3
CDV 300	Restoring Place	3
POL 151	American Government	3

#### Take 3 credits:

CDV 250	Poverty/Inequality	3
CDV 255	Race and Immigration	3

MIN 491	Ministry Special Study	3
Take 3 credits:		
CDV 310	Sociology of Cities and Mill	
	Towns	3
POL 360	Public Administration	3

### Humanities Program

The Humanities program is academically administered from within the Department of Core Studies. The Humanities program is interdisciplinary in nature consisting of content from History, English, Philosophy, Music, Theater and the Visual Arts. The program offers three interdisciplinary core courses, HUM 103, HUM 203, and HUM 303, as well as a Humanities minor.

### Humanities Minor

19 credits

Fifteen credits in English (excluding ENG 100 and ENG 101), History, and Philosophy. (One course may count for students majoring in one of these areas).

15

Four credits from a fine arts performance area.

4

From Art:

COM 202	Public Relations Practicum	1
COM 216	3D Art Fundamentals	3
COM 209	Cabinet Newspaper Practicum	1
COM 226	Painting Techniques	3
COM 236	Drawing Techniques	3

From Music:

MUS 212	Marching Band	1
MUS 213	Symphonic Band	1
MUS 214	Instrumental Ensemble	1
MUS 215	Genevans Choir	1
MUS 216	Vocal Ensemble	1
MUS 218	Handbell Ensemble	1

From Theater:

COM 201	Theatre Practicum	1
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From Writing:

ENG 201	Introduction to Creative Writing	3
ENG 207	Creative Nonfiction	3
ENG 215	Writing Fiction	3
ENG 216	Writing Poetry	3
ENG 221	Newspaper Practicum	1
ENG 223	Literary Magazine	1
ENG 394	Special Topics in Writing	3

### Department of Languages and Cultures

Language, a God-given means of conversing with our Creator and our fellow creatures, provides essential communicative skills for understanding, appreciating,

and working with millions of people who speak languages other than English in the United States and outside of our borders. Foreign languages erect bridges leading to successful business and international /national relationships, enabling those who speak them to be a more integral, active component of our present-day international society. Acquaintance with one or more languages besides our own helps us value and share the varieties of wisdom, vision and experience that God has distributed among us, and provides us with a valuable tool for serving Him in His earthly Kingdom.

The Spanish minor helps prepare for careers in business, government, missions, science, social service, and teaching. The emphasis of the program is on communication skills, and the demand for these skills in areas such as education, international banking, multinational commerce, government translation, criminology, and missions makes a Spanish minor in conjunction with any of the college's other majors an attractive combination of study.

All students taking Spanish should consider participating in Geneva College's endorsed programs in Quito, Ecuador (EQUIP), Living and Learning International, and Seville, Spain (Semester in Spain). Students may fulfill their Spanish minor requirements by taking 9 credits in Geneva's Spanish minor and 9 credits of Spanish courses abroad. Also, several students opt to plan an Independent Spanish major at Geneva alongside any major at Geneva (except Secondary Education) by completing 18 credits in the Spanish minor at Geneva and 18 credits of Spanish courses in a semester study abroad program.

The beginning Spanish courses are also offered, SPA 101 and 102, but they do not count toward the 18-credit minor.

## Spanish Minor

Students wishing to obtain a Spanish minor must take six of the following courses for a total of 18 credit hours:

SPA 201	Intermediate Spanish I	3
SPA 202	Intermediate Spanish II	3
SPA 315	Culture and Civilization of Spanish America	3
SPA 319	Advanced Spanish Conversation	3
SPA 320	Advanced Spanish Composition	3
SPA 321	Advanced Spanish Grammar	3
SPA 330	Hispanic Film	3

## Department of Music

The fundamental purpose of the Department of Music at Geneva College is to prepare graduates who are competent to participate in musical life, understand its place in God's creation, and transformationally engage the culture from a Christian perspective.

The department offers instruction in voice and a variety of instruments, and provides opportunities for solo and group performance, both for students majoring in music and for students from the college at large. We believe music graduates must develop skills in five major areas. Curricular offerings of the department focus on these areas:



- A broad appreciation of the humanities, sciences, and other arts, in order to understand the significance of music to individuals and societies.
- Detailed comprehension of the logic and context of music.
- Competence in the individual and group performance of music
- The development of marketable professional skills in music. Each student majoring in music chooses one of the following majors:
  - o Music Education BS - preparation to teach vocal and instrumental music in elementary and secondary schools.
  - o Music Business BA - preparation for work in the music industry, including management, studio work, retail, etc.
  - o Music BA – a liberal arts major for students with wide interests and a desire for flexibility. With the addition of further options, it is suitable as preparation for graduate study.
  - o Music Performance BA - an independent major.
- The opportunity to articulate and demonstrate a comprehensive philosophy of music, embodied in all courses, and in performances.

Students who wish to major in music must meet the normal conditions for admission to the college. In addition, they must audition and be accepted by the music department, based on their qualifications to pursue study in this field.

Any student may receive college credit for private studio lessons in voice, piano, organ, strings, woodwinds, brass, guitar, and percussion. Any student can apply and audition into one of the small or large ensembles on campus.



## Auditions

Students who wish to major in music must meet the normal conditions for admission to the college. In addition, they must be accepted by the music department, based on their qualifications to pursue study in this field. The acceptance process will include an audition, interview with the faculty, and diagnostic evaluation (testing), as appropriate for the particular major intended. Students who wish to be considered for a music scholarship must audition by the end of February of their senior year.

## Individual Instruction

Any student may receive college credit for private studio lessons in voice, piano, organ, strings, woodwinds, brass, guitar, and percussion. Fees are described on page 212. These lessons constitute the applied music requirement for music majors. All music majors taking applied music for credit must appear before a board (see page 79 for definition of terms) at the end of each semester.

## Musical Organizations

Regardless of major, students may earn college credit for participation in MUS 212 Marching Band, MUS 213

Symphonic Band, MUS 214 Instrumental Ensembles, MUS 214 Jazz Band, MUS 215 Genevans Choir, MUS 216 Vocal Ensemble, and MUS 218 Handbell Ensemble.

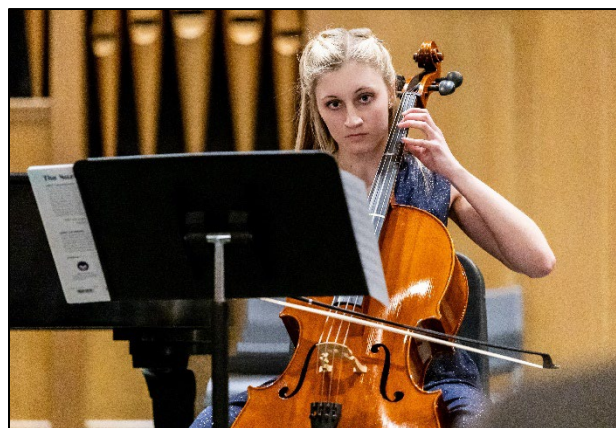
All music majors are required to participate in at least one ensemble every semester, and to complete a total of ten credit hours in ensembles. Eight of these must be in large ensembles (MUS 212, MUS 213, or MUS 215) and two in small ensembles (MUS 214, MUS 216, MUS 218). Music minors are required to complete four credit hours in ensembles.

## Piano Proficiency

All music majors are required to pass a proficiency examination in piano by the end of their sophomore year. See second year review, page 79. General music and music business majors are required to pass level I proficiency. Music education majors are required to pass at level II. Every music major must be continuously enrolled in piano until the piano proficiency examination is passed. Level II proficiency is a prerequisite for student teaching courses and senior recital, required for music education majors. Details of the requirements are listed in the class syllabi.

## Voice Proficiency

Students majoring in music education must by the end of their junior year, pass a voice proficiency examination which is administered in MUA 156: Class Voice.



## Recitals and Attendance

The BS in Music Education requires the presentation of a senior recital. Students in this program should check with their advisor upon registration to learn the specific requirements.

All music majors and minors are required to attend recitals and concerts on campus. Such attendance is essential to musical and personal growth and is an important part of one's musical education.

## Second Year Review

During the spring semester of the sophomore year as a music major, or after the completion of 43 credit hours of college work, the student will be evaluated by the faculty of the music department on the basis of progress in five areas: academic studies (music literature, theory, and aural skills; business and accounting courses for music business majors), piano skills (completion of piano proficiency), performance skills (ensemble as well as private and class lessons), interpersonal skills, and vocal skills (music education majors). On the basis of this evaluation, the student may be advised to continue or to consider a different major. Results of the evaluation will be discussed in a conference with the student's academic advisor.

## Definitions of Terms

**Board:** a committee, consisting of members of the music faculty, that sits at the end of each semester to hear and evaluate the progress of all music majors taking private lessons.

**Concentration:** the primary applied music study of students majoring in music education, music business, or music (general).

**Ensemble:** a performing group sponsored by the music department and conducted or coached by a member of the music faculty: MUS 212, MUS 213, MUS 214, MUS 215, MUS 216, and MUS 218.

## Music Education Major • BS – Program requirements 94 credit hours

Fourteen credit hours in music theory and aural skills		
MUS 108	Music Theory I	2
MUS 109	Music Theory II	2
MUS 128	Aural Skills I	2
MUS 129	Aural Skills II	2
MUS 208	Music Theory III	2
MUS 209	Music Theory IV	2
MUS 228	Aural Skills III	1
MUS 229	Aural Skills IV	1
Nine credit hours in music history and literature		
MUS 310	Music History I	3
MUS 311	Music History II	3

MUS 370	World and Popular Music	3
Four credit hours in conducting		
MUS 231	Fundamentals of Conducting I	1
MUS 232	Fundamentals of Conducting II	1
MUS 334	Advanced Choral Conducting	1
MUS 335	Advanced Instrumental Conducting	1
Six credit hours in school music methods		
MUS 350	Elementary School Music	3
MUS 351	Secondary School Music	3
Six credit hours in class lessons		
MUA 153	Class Percussion	1
MUA 154	Class Strings	1
MUA 155	Class Brass	1
MUA 156	Class Voice	1
MUA 157	Class Woodwinds	1
MUA 193	Class Functional Guitar	1
Ten credit hours in ensembles as noted below:		
8 credits in large ensembles		
MUS 212	Marching Band	1
MUS 213	Symphonic Band	1
MUS 215	Genevans Choir	1
2 credits in small ensembles		
MUS 214	Instrumental Ensemble	1
MUS 216	Vocal Ensemble	1
MUS 218	Handbell Ensemble	1
Three credit hours in acoustics		
PHY 160	Introduction to Acoustics	3
Thirteen credit hours in studio lessons in the instrument of concentration		
13		
One hour in senior recital		
MUA 451	Senior Recital	1
Piano proficiency, Level II		
Total: 64 credit hours in music; 3 in acoustics; 26 credit hours in Professional education and 43 in core requirements not included in the major.		
Total credit hours: 133-136.		



Additional proficiency and program requirements:  
 Passing piano proficiency examination (level II) by the end of the sophomore year, and a voice proficiency test by end of junior year. Prerequisite for student teaching.

- Participation in at least one ensemble each semester.
- Performance in one or more student recitals, and before the board, each semester.
- Prescribed attendance at recitals and concerts on campus.
- Senior recital: presentation during senior year, of a solo half-recital (30 minutes) of works approved by the music faculty.
- Organ majors must study piano at least one year or pass a diagnostic test in piano and receive special recommendation of the organ instructor.

Suggestions: Students entering with any academic deficiencies as defined on page 204 will need additional time. For most majors at least one summer session is recommended to complete the degree within four years.

### **Music Business Major • BA – Program requirements 79 credit hours**

Eleven credit hours in music theory and aural skills

MUS 108	Music Theory I	2
MUS 109	Music Theory II	2
MUS 128	Aural Skills I	2
MUS 129	Aural Skills II	2
MUS 208	Music Theory III	2
or MUS 209	Music Theory IV	2
MUS 228	Aural Skills III	1
or MUS 229	Aural Skills IV	1

Six credit hours in music history and literature

MUS 310	Music History I	3
MUS 311	Music History II	3

Ten credit hours in ensembles as noted below:

8 credits in large ensembles

MUS 212	Marching Band	1
MUS 213	Symphonic Band	1
MUS 215	Genevans Choir	1

2 credits in small ensembles

MUS 214	Instrumental Ensemble	1
MUS 216	Vocal Ensemble	1
MUS 218	Handbell Ensemble	1

Three credit hours in acoustics

PHY 160	Introduction to Acoustics	3
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Eight credit hours in applied music lessons (two of which may be class lessons from MUA 153, MUA 154, MUA 155, MUA 156, MUA 157, MUA 193).

Piano proficiency, level I (normally 1-2 credit hours)

Eighteen credit hours of business

BUS 110	Business Foundations	3
BUS 241	Business Analytics I	3
BUS 310	Principles of Management	3
BUS 311	Business Law	3
BUS 320	Principles of Marketing	3
BUS 417	The Entrepreneur	3

Six credit hours of Accounting and Economics

ACC 151	Principles of Accounting I	3
ECO 211	Microeconomics	3

Three credit hours of Elective

ACC 152	Principles of Accounting II	3
or ECO 212	Macroeconomics	3
or COM 234	Audio Production	3

Three credit hours of public relations

COM 205	Public Relations – Memory & Invention	3
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Nine credit hours in music business

MUS 301	Legal and Ethical Aspects of Music Business	3
MUS 493	Internship	3
MUS 495	Independent Study	3

Total: 37 in music, three in acoustics, 27 in BUS/ACC/ECO; three in public relations, 9 in music business, and 40 in core requirements not included in the major. Total credit hours 119.

There are additional proficiency and program requirements:

- Passing piano proficiency level I. MUS 106, MUS 107 are provided to help students meet this goal.
- 
- Passing participation in at least one ensemble each semester (as explained above).
- Passing performance in at least one student recital per semester, and before the board each semester, while studying privately.
- Passing prescribed attendance at recitals and concerts on campus.

### **Music Major • BA – Program requirements 60-64 credit hours**



Eight credit hours in music theory and aural skills

MUS 108	Music Theory I	2
MUS 109	Music Theory II	2
MUS 128	Aural Skills I	2
MUS 129	Aural Skills II	2

Three credit hours in Music History

MUS 310	Music History I	3
or MUS 311	Music History II	3

Ten credit hours in ensembles as noted below:

8 credits in large ensembles

MUS 212	Marching Band	1
MUS 213	Symphonic Band	1
MUS 215	Genevans Choir	1

2 credits in small ensembles

MUS 214	Instrumental Ensemble	1
MUS 216	Vocal Ensemble	1
MUS 218	Handbell Ensemble	1

Three credit hours in acoustics

PHY 160	Introduction to Acoustics	3
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Eight credit hours in applied music lessons (two of which may be class lessons)

Ten additional elective credit hours in music, chosen from any music course other than ensembles.

Piano proficiency level I (normally two credit hours)

An approved minor (such as Psychology or Communication) or a second major. Total: 39–43 credit hours in music; three in acoustics; 18 or more in a minor.

Additional performance and proficiency requirements:

- Passing piano proficiency examination at level I.
- Performance in at least one student recital per semester and appearance before the board each semester.
- Prescribed attendance at recitals and concerts on campus.

Program options or tracks:

MUS 208	Music Theory III	2
MUS 209	Music Theory IV	2
MUS 228	Aural Skills III	1
MUS 229	Aural Skills IV	1
MUS 310	Music History I	3
MUS 311	Music History II	3
MUS 231	Fundamentals of Conducting I	1
MUS 232	Fundamentals of Conducting II	1
MUS 370	World and Popular Music	3



## Music Minor

Music: Nineteen credit hours in music

MUS 108	Music Theory I	2
MUS 109	Music Theory II	2
MUS 128	Aural Skills I	2
MUS 129	Aural Skills II	2
MUS 310	Music History I	3
or MUS 311	Music History II	3
	Applied Music	4
	Ensembles	4

Attendance at recitals and concerts.

## Post-Baccalaureate Certification in Music Education K-12

If you already have a bachelor's degree in music and you are seeking certification to teach, follow these steps:

- ♦ Send an e-mail with a scanned copy of your transcript to Dr. Deana Mack at [dmmack@geneva.edu](mailto:dmmack@geneva.edu), Chair of the Education Department.
- ♦ Include a brief description of any experience you may have had in music or in working with children or high school students that may be applicable to an education career.

What will happen next?

Dr. Mack will evaluate your transcript and let you know:

- ♦ How many credits you will need to take and what the cost will be.
- ♦ Which credits could be taken at a community college or online to save money.
- ♦ How long the process would take (may vary from 1-3 years depending on your coursework).

What you need to know:

- ♦ You will need to provide official transcripts and required clearances before registering for classes.
  - ♦ You must student teach for a minimum of 12 weeks.
- If your final undergraduate grade point average is below 3.0, it is a state requirement that you will need to achieve at least a 3.0 over the first 12 credits you take toward your certification in order to continue working toward certification and then maintain a 3.0 or higher following the initial 12 credits.

- ♦ It is also a state requirement that you pass a standardized test in the content area you want to teach before you can be certified.
- ♦ You may earn teaching certification at Geneva College in any of the areas that are listed under the undergraduate majors in education.
- ♦ The courses you would take are undergraduate courses.



## Department of Nursing

### Nursing Major (BSN)

The mission of the Division of Nursing at Geneva College is to prepare professional nurses at a bachelor's level of practice. We view nursing as a ministry of compassionate care for the whole person, in response to God's grace. We engage students in the inherent values of altruism, autonomy, dignity, integrity, and social justice as well as nursing leadership and professional concepts. We equip students to meet the challenges of professional nursing practice, their calling, and commitment to lifelong learning.

The Nursing Department, in cooperation with the Community College of Beaver County (CCBC), offers a BSN. This program will enable students to earn the Associate in Nursing Degree (ADN) from CCBC along with the Bachelor of Science in Nursing (BSN) from Geneva. The program enables students to sit for the national licensure exam (NCLEX-RN). BSN program students spend their first and fourth years at Geneva earning credits toward the Bachelor of Science in Nursing. The majority of their second and third years, students will be enrolled in nursing clinical experiences at the Community College of Beaver County (CCBC), accumulating credits for the Associate in Nursing Degree. Students may live on the Geneva campus all four years of the program. Payments for tuition for CCBC courses taught in the nursing program are paid through Geneva College.

### RN to BSN Program Requirements:

An unencumbered Registered Nurse License or Accepted into Geneva Nursing Program. Completion of all Geneva CORE Study Requirements.

Semesters	Course Material	Credits
1 semester	College level General Chemistry with lab	4
2 semesters	College level Anatomy & Physiology with lab	8
1 semester	College level English Composition	3
2 semesters	College level Psychology	6
1 semester	College level Pharmacology	3

\*\* Program requirements not met will need to be completed

### RN to BSN (123 credits)

The following Geneva courses are required for the BSN program:

Course Num	Course Description	Credits
MAT 105	Elementary Statistics	3
NUR 100	Pre-Nursing Seminar	1
NUR 300	Nursing Seminar	1
NUR 301	Nursing Seminar	1
NUR 310	Health Care Informatics	3
NUR 330	Called to Care - A Worldview of Nursing	3
NUR 350	Nursing Research & Scholarship	3
NUR 420	Contemporary Nursing – Leadership & Management	3
NUR 440	Population Health	3
NUR 490	Nursing Clinical Capstone	6

\*\*\* NUR 490 course pre-requisite is successful completion of the NCLEX-RN exam.

These specific core courses must be completed in order to fulfill the BSN program requirements including the ADN requirements through CCBC. Note: Grades of C- or better are needed in the ADN requirements.

Course Num	Course Description	Credits
BIO 120	Anatomy & Physiology I	4
BIO 121	Anatomy & Physiology II	4
CHM 111	General College Chemistry	4
ENG 101	English Composition	3
PSY 201	Intro to Psychology	3
HUM 103	Invitation to Humanities	3
PSY 250	Life Span Development	3



The following courses are designed to be taken at CCBC to fulfill the requirements of the ADN and BSN degrees:

Course Num	Course Description	Credits
BIOL 215	Microbiology	4
HSCI 202	Pharmacology	3
NURS 110	Nursing Foundations	9
NURS 120	Acute & Chronic Illness	9
NURS 210	Mental & Community Health	4
NURS 220	Acute & Complex Illness	6
NURS 230	Family-Centered Care	6
NURS 240	Nursing Professional Practice I	3
NURS 250	Nursing Professional Practice II	3

## Department of Psychology and Social Services

The department offers four undergraduate majors—psychology, biopsychology, criminal justice, and social services.

Faculty members of the department approach the study and practice of psychology, biopsychology, criminal justice, and social services from a Christian perspective. They mentor and encourage students in their academic and Christian spiritual development. Faculty members are affiliated with professional organizations including the American Psychological Association, the Christian Association for Psychological Studies, the American Psychological Society, the National Organization for Human Service Education, the National Council on Family Relations, the American Criminal Justice Society, and the Veteran Police Association.

### Psychology Major • BS – Program requirements 45 credit hours

Psychology, the study of behavior and thinking, provides a strong basis for many careers. Psychology graduates are well prepared for graduate school in a specialized field of psychology such as clinical, counseling, industrial, or experimental psychology. Psychology graduates also find themselves prepared for graduate study in many other fields such as business, ministry, theology, or medical fields. Those with a bachelor's degree in psychology who do not wish to pursue graduate study are eligible for a wide array of jobs working with people. The understanding of human behavior, personality, emotions, and groups is an exciting discipline with broad application to almost all

areas of life. Honors students are invited to participate in Psi Chi, the national psychology honorary society.

The Bachelor of Science in psychology incorporates the broad study of psychology and methods of inquiry within the context of a Christian worldview. Students develop a general knowledge base that includes human development, social psychology, statistics, research methods, abnormal psychology, personality, biological bases, and learning and social cognition psychology. A doctoral degree in psychology is required for those who wish to become licensed psychologists, professors of psychology, or research scientists and a master's degree is required for those who wish to be licensed counselors.

The psychology major provides comprehensive understanding of both psychological science (research methods and findings) as well as psychological practice (applying research results to solve human problems). Hence, it includes courses that incorporate a research and writing emphasis, as well as courses that examine practice and applications of psychological research. All students participate in an orientation to the field of psychology course at the beginning of the program and a seminar during the senior year, which serves as a capstone course oriented toward fostering students' professional development and planning. In all courses, students learn to evaluate and apply psychology from a Christian perspective.

Take each of the following PSY courses (36 credit hours):

PSY 106	Orientation to Psychology	2
PSY 201	Introduction to Psychology	3
PSY 202	Biological Bases of Behavior	3
PSY 205	Psychological Statistics	3
PSY 207	Research Methods	3
PSY 313	Abnormal Psychology	3
PSY 328	Cognitive Psychology	3
PSY 404	Personality Psychology	3
PSY 408	Social Psychology	3
PSY 411	History and Theories of Psychology	3
PSY 424	Applied Research Methodology	2
PSY 425	Senior Seminar in Psychology	2
SSV 202	Human Diversity	3

Take two of the following PSY courses (six credit hours):

PSY 250	Life Span Development	3
PSY 251	Child & Adolescent Development	3
PSY 253	Adulthood and Aging	3

Take one of the following courses (three credit hours):

PSY 254	Marriage and Family	3
PSY 260	Tests and Measures	3
PSY 301	Sport Psychology	3
PSY 302	Forensic Psychology	3
PSY 303	Behavioral Health	3
PSY 350	International Psychology	3
PSY 405	Psychology of Gender	3
PSY 406	Psychology of Prejudice	3
SSV 415	Professional Ethics	3

### Psychology Minor

Students are not permitted to take more than two courses that already count towards majors in criminal justice or social services.

Any 18 credit hours from the list below:

PSY 201	Introduction to Psychology	3
PSY 202	Biological Bases of Behavior	3
PSY 205	Psychological Statistics	3
PSY 207	Research Methods	3
PSY 250	Life Span Development	3
PSY 251	Child & Adolescent Development	3
PSY 253	Adulthood and Aging	3
PSY 254	Marriage and Family	3
PSY 260	Tests and Measures	3
PSY 301	Sport Psychology	3
PSY 302	Forensic Psychology	3
PSY 303	Behavioral Health	3
PSY 313	Abnormal Psychology	3
PSY 328	Cognitive Psychology	3
PSY 350	International Psychology	3
PSY 404	Personality Psychology	3
PSY 405	Psychology of Gender	3
PSY 406	Psychology of Prejudice	3
PSY 408	Social Psychology	3
PSY 411	History and Theories of Psychology	3
SSV 202	Human Diversity	3

### Biopsychology Major • BS – Program requirements 60 hours

Recent advances in the understanding of brain function and how it relates to behavior have led to the emergence, development and rapid expansion of a new interdisciplinary scientific field of biopsychology. This area of study explores the relationship between physiological and psychological systems. A major objective for this discipline is to provide a deeper understanding of how the physiology of the body functions in behavior, and also how defects in such function affect behavior.

Our goal for the Biopsychology degree program is to structure a curriculum of courses that provide training in this new field as well as provide tools for engaging this area with Christian critique and discernment. The curriculum includes psychology courses having a developmental and biological approach, along with biology courses dealing with humans and/or animals at the genetic and molecular levels. Cognates in other disciplines are also to be required (e.g., Bible, Chemistry, Physics, and Philosophy).

Take each of the following courses:

BIO 112	Introduction to Cellular Biology	4
BIO 225	Human Anatomy and Physiology I	4
BIO 226	Human Anatomy and Physiology II	4
BIO 319	Genetics	4
BIO 422	Neuroscience	3
CHM 111	General College Chemistry	4
CHM 221	Organic Chemistry I	4
PHI 202	Augustine	3
or PHI 212	Ethics	3
PSY 106	Orientation to Psychology	2
PSY 201	Introduction to Psychology	3
PSY 202	Biological Bases	3
PSY 205	Psychological Statistics	3
PSY 207	Research Methods	3
PSY 250	Life Span Development	3
PSY 313	Abnormal Psychology	3
PSY 328	Cognitive Psychology	3
PSY 424	Applied Research Methodology	2
PSY 425	Senior Seminar in Psychology	2
SSV 415	Professional Ethics	3

### Social Services Major • BS – Program requirements 51 credit hours

The social services field uses an interdisciplinary knowledge base, which includes, but is not limited to, psychology, sociology, anthropology to remediate and to assist individuals, families, groups, and communities to function as effectively as possible, by providing direct services, improvement of service accessibility, accountability, and coordination, as well as through prevention strategies. Graduates with a major in social services are prepared to work with different populations such as children, the indigent, the distressed, the elderly, the homeless, the abused or victimized, and the physically or mentally handicapped or ill and also are prepared to work in various social service settings (e.g., church or faith-based programs, the public welfare system, community development, public housing, children/youth/family services, residential treatment facilities, hospitals, prisons). Graduates also find

themselves prepared for graduate studies in many fields such as social services, social work, counseling, psychology, sociology, criminal justice, or ministry.

The interdisciplinary approach of the social services affords students the opportunity to explore social services, practice, and theory from a variety of academic perspectives. Core courses in psychology prepare the students to comprehend normal human development. Social services courses stress a basic understanding of the history of social welfare, issues of diverse population groups, social systems, and the role of various service agencies in meeting human needs. Methodology courses promote understanding of the experimental methods employed in studying human behavior and systems. Internship and skills-based course work assure that students will possess the requisite generalist practice competencies needed to perform successfully in social services agencies. During the senior year, students complete semester-long internships in public, private, church, and government social services agencies.

Take each of the following SSV courses (36 credit hours):

SSV 115	Social Services: Foundations and Calling	2
SSV 201	Introduction to Social Services	3
SSV 202	Human Diversity	3
SSV 230	The Family System in Context	3
SSV 301	Social Welfare Agencies and Policies	3
SSV 303	Agency Field Experience	3
SSV 305	Counseling Skills Lab	1
SSV 307	Generalist Practice, Model, and Theory	3
SSV 401*	Senior Seminar	3
SSV 405	Special Populations	3
SSV 415	Professional Ethics	3
SSV 493*	Field Experience	6

\*SSV 401 and SSV 493 are taken concurrently.

Admission is only by application and eligibility. Several prerequisites and an extensive time commitment make it essential to plan carefully for these courses.

Take each of the following PSY courses (15 credit hours):

PSY 201	Introduction to Psychology	3
PSY 205	Psychological Statistics	3
PSY 207	Research Methods	3
PSY 250	Life Span Development	3
PSY 313	Abnormal Psychology	3

## Social Services Minor

18 credit hours

Take each of the following SSV courses (18 credit hours):

SSV 201	Introduction to Social Services	3
SSV 202	Human Diversity	3
SSV 230	The Family System in Context	3
SSV 301	Social Welfare Agencies and Policies	3
SSV 303	Agency Field Experience	3
SSV 307	Generalist Practice, Model, and Theory	3

## Criminal Justice Major • BS – Program Requirements 57 hours

The interdisciplinary major in Criminal Justice is intended to help students develop the knowledge and background necessary to understand the origins of criminal behavior, the consequences of crime for society, and how societies seek to respond to crime. It draws from coursework in criminal justice, psychology, sociology, political science and will help students probe the deeper questions of how we determine what behaviors should be criminalized, what caused those behaviors, and how societies respond to those behaviors. It also seeks to help the student evaluate criminal justice systems from a Christian perspective to prepare students to serve God through compassionate service in this field. During the senior year, students will complete a semester-long field experience to further prepare for work in a variety of criminal justice fields.

Take 9 credits from the following Background and Framing Courses

POL 151	American Government	3
or POL 254	State and Local Government	3
POL 360	Public Administration	3
or SSV 301	Social Welfare Agencies and Policies	3
SSV 202	Human Diversity	3

Take the following 15 credits from Understanding Causes of Criminality:

CRJ 115	Career Pathways in Criminal Justice	2
CRJ 210	Crime, Law, and Society	3
CRJ 220	Victimology	1
PSY 313	Abnormal Psychology	3
SOC 242	Criminology	3
SSV 405	Community Intervention and Special Populations	3

Take the following 24 credits in Understanding our Response to Crime

CRJ 230	Juvenile Justice	3
CRJ 249	Restorative Justice	3
CRJ 260	Criminal Law	3
CRJ 345	Probation and Parole	3
CRJ 360	Criminal Investigations and Procedures	3
CRJ 410	Criminological Theory of Behavior	3
CRJ 450	Senior Seminar	3
CRJ 493	Internship in Criminal Justice	3

Take 9 credits from the following:

CRJ 250	Homeland Security	3
CRJ 270	21st Century Policing	3
CRJ 315	Women and the Criminal Justice System	3
CRJ 346	Corrections	3
CSC 311	Cyberethics and Cyber Law	2
POL 331	Foreign and National Security	3
PSY 302	Forensic Psychology	3
PSY 303	Behavioral Health	3
SSV 230	The Family System in Context	3
SSV 405	Community Intervention and Special Populations	3
SSV 415	Professional Ethics	3

## Criminal Justice Minor

Students are not permitted to take more than two courses that already count towards majors in psychology or social services.

18 credit hours

The interdisciplinary minor in Crime, Law, and Society is intended to help students develop the knowledge and background necessary to understand the origins of criminal behavior, the consequences of crime for society, and how societies seek to respond to crime.

The minor is not intended to provide students with technical skills used in law enforcement. Rather, the minor seeks to help students probe the deeper questions of how we determine what behaviors should be criminalized, what caused those behaviors, and how societies respond to those behaviors. It also seeks to help the student evaluate criminal justice systems from a Christian perspective. This minor should be a good complement to majors in a variety of fields, especially those in the social sciences. It should also enhance the student's employment opportunities in the field of criminal justice.

18 credit hours from the following courses:

CRJ 210	Crime, Law, and Society	3
CRJ 230	Juvenile Justice	3
CRJ 249	Restorative Justice	3
CRJ 250	Homeland Security	3
CRJ 260	Criminal Law	3
CRJ 270	21st Century Policing	3
CRJ 345	Probation and Parole	3
CRJ 346	Corrections	3
CRJ 360	Criminal Investigation and Procedures	3
CRJ 410	Criminological Theory of Behavior	3
POL 151	American Government	3
POL 254	State and Local Government	3
POL 360	Public Administration	3
PSY 313	Abnormal Psychology	3
SOC 242	Criminology	3
SSV 202	Human Diversity	3
SSV 405	Community Intervention and Special Populations	3

## Pre-Professional Programs

### Pre-Law Program

To be admitted to a law school accredited by the American Bar Association, and eventually to the practice of law, the student generally must receive a bachelor's degree from an accredited college or university and an acceptable score on the Law School Admissions Test (LSAT). Most law schools prefer that students not make legal studies the focus of their undergraduate work. For this reason, Geneva College does not offer a pre-law major.

Geneva's pre-law committee provides counsel and advice to students interested in careers in the legal professions. The committee seeks to assist students in assessing their interests in the legal profession, in thinking about the role Christians should play in the legal profession, in preparing for law school and for the LSAT, and in the law school application process. Students with an interest in the legal professions are urged to identify themselves to the committee through the pre-law advisor, Dr. Frederick Neikirk.

While no particular major is necessary to gain admission to law school, law schools are looking for students who have good analytic and communication skills and a solid background in history and the social sciences. These attributes are also necessary for success in the practice of law. Many of these skills and much of this background knowledge can be attained through the

core curriculum of the college. For students who want to pursue these in more depth Geneva offers a minor in pre-law studies. This minor is designed to build on the skills and understandings developed in the core, to supplement the student's major, and to help the student gain some understanding of the study and practice of law.

## Pre-Law Studies Minor

18 credit hours

The pre-law studies minor requires at least six courses of which two must be chosen from the skill-oriented courses, two from the background courses, and one from the law-related courses. The sixth course may come from any of the three areas. No more than one course in this minor may be used to fulfill the requirements of any major and no more than one may be used to fulfill the requirements of the core curriculum. Students should see the pre-law advisor for more information on this minor and for assistance in planning which combination of courses will best meet their needs and interests.

### Approved Skill-Oriented courses:

ACC 151	Principles of Accounting I	3
ACC 152	Accounting II (recommended, may not be used in the minor)	3
COM 310	Advanced Public Speaking	3
COM 335	Public Rhetoric & Deliberation	3
ENG 113	Researched Writing	3
or ENG 205	Advanced Composition	3
PHI 100	Critical Thinking	3

### Approved Background courses:

ECO 100	Fundamentals of Economics	3
or ECO 211	Microeconomics	3
or ECO 212	Macroeconomics	3
HIS 250	US I: Colonial	3
or HIS 251	US II: 19th Century	3
or HIS 252	U.S. III: America Since 1900	3
or HIS 381	History of Britain	3
PHI 212	Ethics	3
POL 151	American Government	3
or POL 254	State and Local Government	3
or POL 361	American Public Policy	3
PSY 201	Introduction to Psychology	3
SOC 120	Society	3
or SOC 310	Deviance and Marginalization.	3

### Approved Law Related courses:

BUS 311	Business Law	3
POL 305	Constitutional Law	3

Plus, approved internship, special topics course, or off-campus course which introduces the student to some aspect of the law or legal profession. Students must see the pre-law advisor to get permission to include such a course or internship in the minor.

## Pre-Medical Program

The Geneva College curriculum provides an opportunity within a liberal arts context to fulfill the requirements for admission to allopathic or osteopathic medical schools and to professional schools of dental, veterinary, and podiatric medicine as well as optometry. The minimum entrance requirements for most of these schools can be met by completing the following courses: BIO 112, BIO 225, BIO 226, BIO 319, CHM 111, CHM 221, CHM 222, PHY 201, PHY 202 (or PHY 181, PHY 182), and six credit hours of English writing. Successful completion of these courses will also give the student the minimum preparation for the national admissions exams such as the MCAT, DAT, VAT, GRE, or OAT. Therefore, it is advisable that the student has completed or be enrolled in these courses by the spring of the junior year when these tests are ordinarily taken.

The MCAT places greater emphasis on psychology and sociology. To be prepared for this exam, a pre-medical student should take PSY 201 (Introduction to Psychology), PSY 205 (Psychological Statistics), PSY 207 (Research Methods), and PSY 408 (Social Psychology) as well as SOC 120 (Society) and SOC 225 (Sociological Investigation).

In addition, to provide the best preparation for the medical professions, as many as possible of the following courses should be completed: BIO 302 Embryology, BIO 305 Microbiology, BIO 315 Immunology, BIO 317 Biochemistry, BIO 331 Biomedical Ethics, and BIO 405 Molecular Biology.

Pre-medical students should complete the requirements for a major within an academic discipline. The most common majors of students preparing for a career in medicine are biology, chemistry, and psychology, although most other majors are acceptable if the student has an excellent record of achievement. See page 32 for biology major requirements and page 42 for chemistry major requirements.

Suggested electives, occasionally recommended by medical schools: MAT 120 Precalculus, MAT 161

Calculus I, PSY 313 Abnormal Psychology, Social Groups and Institutions, CHM 318 Biochemistry II.



## Undergraduate Course Descriptions

This listing of each course includes its formal name, the number of credit hours earned when it is completed successfully, a general description of the content, the frequency with which it is usually offered, and prerequisites that are usually required. Note that special circumstances may lead to the course being offered more frequently than scheduled and, on some occasions, the college may choose not to offer a course in the expected semester. Students should consult the course listing (found online via myGeneva) each semester prior to registration and, if difficulties in scheduling occur, should consult their academic advisor. In all cases, the content of each course will be indicated more fully by the course syllabus that will be available from the instructor at the beginning of the course.

The following courses may be repeated, but only eight credit hours will count towards a bachelor's degree and four credit hours maximum for an associate degree: COM 201, COM 216, COM 203, COM 204; COM 209; EDU 220; ENG 221, ENG 223; MUS 212, MUS 213, MUS 214, MUS 215, MUS 216, MUS 218, PED 104. (See limitations on page 15.)

## ACCOUNTING • ACC

### ACC 151, 152 Principles of Accounting I, II (3, 3)

*Prerequisite for ACC 152: ACC 151.*

This is a two-semester introduction to accounting. Accounting application is critical to this course as the preparation of trial balances, adjusting and other journal entries, and financial statements are the focus. Financial and managerial decision-making techniques are discussed and applied in detail during the second

semester. ACC 151: Every semester. ACC 152: Spring semester.

### ACC 256 Managerial Accounting (3)

*Prerequisite: ACC 151.*

Cost accounting with a managerial emphasis including cost-volume-profit relationships; job costing, ABC costing, master budgets, flexible budgets and variance analysis, cost behavior, decision-making and relevant information, cost allocation, and process costing. Fall semester.

### ACC 261, 262 Intermediate Accounting I, II (3, 3)

*Prerequisite for ACC 261: ACC 151;*

*Prerequisite for ACC 262: ACC 261.*

This is a two-semester intermediate accounting course where financial statement components are examined in detail and more complex financial concepts such as bond accounting, deferred income taxes, pensions, leases, and securities are studied.

ACC 261: Fall semester. ACC 262: Spring semester.

### ACC 350 Accounting Systems and Application (3)

*Prerequisite: ACC 151.*

Using QuickBooks to perform and understand accounting transactions, controls, and procedures in a simulation-type setting. Spring semester.

### ACC 357 Taxation (3)

*Prerequisite: ACC 151.*

Underlying principles and concepts of income taxation as they relate to the preparation of federal income tax returns for individuals. Fall semester.

### ACC 358 Advanced Taxation (3)

*Prerequisite: ACC 357.*

In-depth consideration of corporate income taxation, including the principles of estate and gift taxation. Offered periodically.

### ACC 363 Advanced Accounting (3)

*Prerequisite: ACC 151.*

Covers advanced topics such as purchase accounting, consolidations, partnership, governmental and not-for-profit accounting. Fall semester.

### ACC 365 Accounting Special Topics (3)

*Prerequisite: ACC 261.*

Topics are offered to fulfill core accounting requirements. Potential topics include International Accounting, Forensic Accounting, Advanced Managerial

Accounting, Governmental and Not-for Profit Accounting, etc. Spring semester.

**ACC 457 Auditing (3)**

*Prerequisite:* ACC 261.

This course examines the entire audit process from a professional point of view. The application of course materials are critical to understanding the preliminary, fieldwork, and review stages of an audit and crucial to the comprehension of risk assessment and management communications. Spring semester.

**ACC 199, 491, 493, 494, 495** (see page 14)

**BIBLICAL STUDIES • BIB**

**BIB 112 Old Testament Survey (3)** Introduction to the history of salvation as expressed in the Old Testament, including historical and theological study focused on Israel as the covenant people of God, with special attention on the relationship of the Old Testament to Jesus Christ. Every semester.

**BIB 113 New Testament Survey (3)** The political, social, and religious background and setting of the New Testament; the Gospels as witness to Jesus Christ; and the development of Christianity in the first century. Every semester.

**BIB 151 Advanced OT Survey (3)**

*Prerequisite:* invitation, based on pretest performance.

An introductory Old Testament Bible course for students with a strong Bible background. Fall semester.

**BIB 152 Advanced NT Survey (3)**

*Prerequisite:* invitation, based on pretest performance.

An introductory New Testament Bible course for students with a strong Bible background. Spring semester.

**BIB 200 How to Read the Bible (3)** This course provides a general overview to the principles of interpretation from a redemptive historical perspective. Every semester.

**BIB 300 Biblical Worldview: Testing the Spirits of Our Age (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152.

Students will expand their understanding of the concept of worldview generally and the Reformed worldview specifically by identifying and analyzing both hidden and competing worldviews. Open only to juniors and seniors. Every semester.

**BIB 301 Old Testament Prophecy (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152; or permission of the instructor.

Theological and ethical content, with attention to the original life-settings and contemporary relevance of the prophetic literature. Repeatable. Offered periodically.

**BIB 302 Wisdom Literature (3)**

*Prerequisites:* BIB 112, BIB 113, or permission of the instructor.

The wisdom tradition in Israel and the ancient Near East, with special emphasis on Job, Proverbs, and Ecclesiastes. Spring semester, odd years.

**BIB 303 Old Testament Studies (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152; or permission of the instructor.

Variable topics in the Old Testament. Gives opportunity to study the book of Psalms or a more in-depth examination of some of the Pentateuch or history books. Repeatable. Offered periodically.

**BIB 304 Psalms (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152; or permission of instructor.

This course explores the biblical book of Psalms under four headings: its ancient Israelite origins, its witness to Israel's Old Testament theology, its use in the New Testament, and its use in the Christian prayer and worship. Spring semester, even years.

**BIB 305 Isaiah (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152.

A study of the Old Testament Book of Isaiah, with special attention toward exploring its role in the unfolding of redemptive-history, and how its message and imagery contains key themes that were recognized by the New Testament writers as having been ultimately fulfilled in the Person and Work of Jesus Christ. Fall semester, odd years.

**BIB 306 Daniel (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152; or permission of instructor.

An introduction to Biblical prophecy and the book of Daniel. Offered periodically.

**BIB 307 Judah's Exile and Restoration (3)**

*Prerequisites:* BIB 112/113 or BIB 151/152; or permission of instructor.



A study of Judean history and prophecy from the Babylonian captivity to the return from exile. Offered periodically

**BIB 308 Luke (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the Gospel of Luke. Spring semester, even years.

**BIB 309 Revelation (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the book of Revelation. Spring semester, even years. Spring semester, odd years.

**BIB 310 Pauline Epistles (3)**

*Prerequisites: BIB 112, BIB 113 or permission of the instructor.*

In-depth study of various epistles. Repeatable. Offered periodically.

**BIB 311 Matthew (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the Gospel of Matthew. Spring semester, odd years.

**BIB 313 John (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the Gospel of John. Fall semester, odd years.

**BIB 314 New Testament Studies (3)**

*Prerequisites: BIB 112, BIB 113 or permission of the instructor.*

Study various New Testament books not covered in other courses. Repeatable. Offered periodically.

**BIB 315 Acts (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the Book of Acts. Offered periodically.

**BIB 316 Romans (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

An in-depth study of the Book of Romans. Fall semester, odd years.

**BIB 317 Ephesians/Pastoral Epistles (3)**

*Prerequisites: BIB 112/BIB 113, or BIB 151/152.*

A study of Ephesians, its themes and doctrines. Offered periodically.

**BIB 318 Hebrews (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

Studies the setting and theological themes of this major New Testament epistle. Spring semester, even years.

**BIB 320 Special Topics in Theology (3)**

*Prerequisites: BIB 112/BIB 113, or BIB 151/152.*

Variable theological topics. Repeatable. Offered periodically.

**BIB 322 Calvin's Institutes (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A survey of the theological concepts in John Calvin's *Institutes of Christian Religion* with an introduction to the life and ministry of John Calvin. Spring semester.

**BIB 324 Introduction to Reformed Tradition (3)**

*Prerequisites: BIB 112/113 or BIB 151/152 or permission of instructor.*

An introduction to the history and theology of the Reformation, especially as seen in the Westminster Confession of Faith. Fall semester, odd years.

**BIB 325 Biblical Theology (3)**

*Prerequisites: BIB 112/113 or BIB 151/152. Juniors and Seniors only.*

Dominant motifs of Biblical literature, emphasizing Biblical texts, with some review of theological literature and methods. Offered periodically.

**BIB 326 Historical Geography of the Gospels (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

This course will focus on how understanding the topographic and geographic setting of the four canonical Gospels adds another layer to our understanding of the story of Jesus. Fall semester, even years.

**BIB 340 Intertestamental Literature (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

Examines the history, literature, and religious developments of the Jewish people between the close of the Old Testament and the time of Jesus. Offered periodically.

**BIB 341 Archaeology & Geography of Israel (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

This course, team taught by faculty in the Bible Department, studies archeology in general, specific archeological sites in Israel, and the historical geography of Israel. This course culminates in a trip to Israel over Christmas Break. Students unable to participate in the travel component of the course may

write a research paper. Permission only. Offered periodically. Society Group C option.

### **BIB 350 History of the Christian Church (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

Origin and spread of Christianity from the time of the apostles to the end of the 1900s, with special emphasis on doctrinal formulations. Fall semester, even years.

### **BIB 351 Church History I: Patristic and Medieval (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the origin and development of Christianity from the time of the Apostles to the eve of the Protestant Reformation, with special emphasis upon doctrinal formulations. Every fourth or fifth semester, in sequence with BIB 352, Church History II.

### **BIB 352 Church History II: Reformation and Modern (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the history and development of Christianity from the time of the Protestant Reformation to the present, with special emphasis upon doctrinal formulations. Every fourth or fifth semester, in sequence after BIB 351, Church History I.

### **BIB 353 Covenanter History and Theology (Scotland) (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

Examines the origins of Presbyterians and other non-conformists in Scotland from the 16<sup>th</sup>–17<sup>th</sup> centuries up to the present day. Students will read primary and secondary sources that describe the doctrinal, ecclesiastical and political views of the Covenanters, why they stayed separate from the state church even when Scotland became Presbyterian, and how their legacy has led to the modern-day Reformed Presbyterian experience in Scotland.

### **BIB 356 History of Music in the Christian Church (3)**

This course is a survey of Western church music from its roots in pre-exilic Judaism to the modern era. It is structured to provide an introduction to the theological issues, musical developments, and various musical personalities connected to the Western church. While particular emphasis will be given to Reformed Presbyterian worship practice, we will also examine the practices of other Protestant and Roman Catholic traditions. Offered only in Scotland. Available every semester (if requested by student.)

### **BIB 401 Senior Seminar (1)**

*Prerequisites: Junior standing.*

Students in the biblical studies, pre-seminary, and missions majors will be guided in producing summative materials based on their coursework to date, and become further prepared for professional development after graduation.

**BIB 199, 491, 493, 495, 499** (See page 14)

## **BIOLOGY • BIO**

**BIO 101 Topics in Biology (3)** An in-depth examination of one biological topic that varies from semester to semester. Fulfills part of the cosmos requirement for graduation but does not give credit toward a major in biology. Repeatable. Every semester. Core, Cosmos option.

### **BIO 107 Foundations of Biology (4)**

*Prerequisite: biology or middle level education major.*

Intended to provide students with a solid understanding of foundational concepts in physiology, genetics, and ecology necessary for success in subsequent biology courses. Three hours lecture and three hours lab per week. Fall semester.

### **BIO 112 Introduction to Cellular Biology (4)**

*Prerequisites: BIO 107 or CHM 111, or permission of the instructor.*

An introduction to the biological principles that operate at the cellular and molecular levels of organization. Three hours lecture and three hours laboratory per week. Spring semester.

### **BIO 120 Fundamental Human Anatomy & Physiology I (4)**

*Prerequisite: declared Geneva College nursing major or permission of the instructor.*

This course covers the basic anatomy and physiology of selected organ systems of the human biology as well as basic biochemistry, cell biology and genetics as foundations to the study of anatomy and physiology. The laboratory portion of the course reinforces understanding of these topics, with an emphasis on structural anatomy. This course is designed for nursing students and does not fulfill any requirement for any major or minor within the Biology Department. Fall semester.

### **BIO 121 Fundamental Human Anatomy & Physiology II (4)**

*Prerequisite: declared Geneva College nursing major, BIO 120.*

This course covers the basic anatomy and physiology of selected organs systems of the human body. The laboratory portion of the course reinforces understanding of these topics, with an emphasis on structural anatomy. This course is designed for nursing students and does not fulfill any requirement for any major or minor within the Biology Department. Spring semester.

#### **BIO 201 Human Physiology (3)**

Biochemistry, cell biology and physiology of the organ systems of most relevance to Environmental Science majors: nervous, endocrine, circulatory, reproductive and immune. This course is designed for EVS majors and does not fulfill any requirement for any other major or minor within the Biology Department. Offered periodically.

**BIO 210 ID and Evolution (3)** This course explores the debate between the proponents of Intelligent Design (ID) and the defenders of Darwinian Evolution, by reading and discussing compelling publications written by each camp. Fall semester, even years. Fulfills part of the natural science requirement for graduation but does not give credit toward a major in biology. Core, Cosmos option.

**BIO 218 Introduction to Nutrition (3)** An introduction to the major types of nutrients needed by humans, their utilization by the body, the consequences of their deficiencies, and their sources. Nutritional principles are applied through the life cycle. Fall semester. Fulfills part of the cosmos requirement for graduation but does not give credit toward a major in biology. Core, Cosmos option.

#### **BIO 225 Human Anatomy and Physiology I (4)**

*Prerequisite: BIO 112 or permission of the instructor.*

An introduction to gross human anatomy and microscopic anatomy with an emphasis on homeostasis. Correlations between anatomic structures and function will be discussed throughout the course. Content will include basic tissues of the body, integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Fall semester.

#### **BIO 226 Human Anatomy and Physiology II (4)**

*Prerequisite: BIO 225 or permission of the instructor.*

This course is the continuation of BIO 225 (Human Anatomy and Physiology I); therefore, correlations between anatomic structures and functions, focusing

on homeostasis, remain a focus of the course. Content will include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Spring semester.

#### **BIO 302 Embryology (4)**

*Prerequisite: BIO 225 or permission of the instructor.*

Analysis of all stages of embryonic development, touching on underlying mechanisms. Focus is on mammalian development in lectures: fish, chick and human embryonic development in lab. Ethical issues involving human embryos are also discussed. Fall semester, odd years.

#### **BIO 305 Microbiology (4)**

*Prerequisite: BIO 112.*

An introduction to the various types of microorganisms and representative human microbial infections. Also includes principles of infectious disease and host responses to infection. Three hours lecture and three hours laboratory per week. Spring semester.

#### **BIO 306 General Ecology (4)**

*Prerequisite: BIO 107 or EVS 111.*

Principles describing the interactions of organisms with their living and non-living surroundings. Laboratories introduce field techniques. Three hours lecture and recitation; and three hours laboratory per week. Spring semester, odd years.

#### **BIO 310 Botany (4)**

*Prerequisite: BIO 112 or permission of the instructor.*

Introduction to plant structure, function, and diversity. Three hours lecture and three hours laboratory per week. Fall semester, even years.

#### **BIO 315 Immunology (3)**

*Prerequisite: BIO 112 or permission of the instructor.*

A thorough study of the fundamental principles and recent advances in immunology. Specifically, the role of the immune system during infection, allergy/hypersensitivity, vaccination, transplantation, autoimmunity, and cancer will be discussed. Fall semester, even years.

#### **BIO 317 Biochemistry (3)**

*Prerequisite: CHM 222. Cross-listed as CHM 317.*

An introduction to biochemistry focusing on the structure and function of biological compounds. Topics include cellular structure, biological reactions, compartmentalization, water, amino acids, proteins,

enzymes, carbohydrates, and membranes/lipids. Three hours lecture per week. Fall semester.

### **BIO 319 Genetics (4)**

*Prerequisite: BIO 112.*

A study of the inheritance, expression, and regulation of genes. Of particular interest is the relationship of these topics to human disease. Three hours lecture and three hours laboratory per week. Fall semester.

### **BIO 331 Biomedical Ethics (3)**

*Prerequisite: Bio, BioPsych, or Public Health majors and senior status or permission of the instructor.*

A description and critique of the worldviews underlying humanistic and Biblical principles of ethics and the application of those principles to contemporary problems in health care and medical technology. Fall semester.

### **BIO 405 Molecular Biology (3)**

*Prerequisite: BIO 319 and corequisite: CHM 313.*

An investigation into several of the hottest topics in molecular biology based on recent articles from biological journals. Particular areas of interest include intracellular sorting, signal transduction, cell cycle regulation, and cancer. Spring semester, odd years.

### **BIO 422 Neuroscience (3)**

*Prerequisites: BIO 225.*

The course will teach the basic principles and concepts of the electrophysical, cellular, and molecular structure and function of the nervous system pertaining to topics including motor function, sensory systems, homeostasis, emotion, and stress. This will serve as the foundation for understanding the neuroscientific basis of thought, mood, learning, memory, and selected diseases. The student will also be challenged to integrate current neuroscientific knowledge with their ethical, philosophical, and theological views of human nature. Spring semester, even years.

**BIO 199, 292, 491, 493, 495** (See page 14)

## **BIOMEDICAL ENGINEERING • BME**

### **BME 300 Introduction to Biomedical Engineering (3)**

*Prerequisites: BIO 225, MAT 162.*

A survey of applications of engineering principles to medical diagnosis/treatment of disease, monitoring/measurement of physiological function, and rehabilitation/replacement of body dysfunction. Specific applications include bioinstrumentation, bioelectricity, biotransport, biomaterials, and

biomechanics. Although discussion will focus primarily on the engineering aspects, issues such as patient safety, public policy and regulation, animal experimentation will be discussed as appropriate. Spring semester, even years.

### **BME 440 Biomedical Signal Processing (3)**

*Prerequisite: EGR 225 or EGR 316.*

Introduction to discrete signals and systems. Includes convolution, correlation, and Fourier transforms; sampling theorems, and digital filters. Offered in 2 lectures and one three-hour lab format. Taught concurrently with ELE 440. Fall semester, even years.

## **BUSINESS • BUS**

### **BUS 110 Business Foundations (3)**

A course that exposes students to current business concepts and provides a holistic view of business operation. Includes study of external factors affecting management decision-making. Every semester.

**BUS 115 Business Communication (3)** The course emphasizes business and professional communication in the marketplace. Topics include business research, writing, presentations, professionalism, teambuilding, social and electronic media, international business communication and integration of faith in the workplace. Every semester.

**BUS 140 Introduction to Business Computing (3)** An introductory course in the field of computing with a business emphasis. Course includes an introduction to computers, an introduction to programming and the use of business application software such as word processing and spreadsheets. This course is an elective in the business major. Every semester.

**BUS 220 Survey of Personal Finance (1)** A survey course for students interested in learning how to manage their personal finances. Topics include budgeting, checkbook and savings management, insurances, personal income taxes, personal loans and financing, debt management, investing, retirement planning and stewardship. Every semester.

**BUS 241 Business Analytics I (3)** Introduction to basic statistics and spreadsheets. Includes data collection, descriptive statistics, basic concepts of probability, inferential methods, hypothesis testing, correlation, and regression. Fall semester.

**BUS 242 Business Analytics II (3)**

*Prerequisite: BUS 241, MAT 105 or MAT 161.*

The study of the firm using a systems approach.

Problem solving and decision-making are examined as well as use of quantitative analysis to business problems. Extensive use of spreadsheets and simulations. Topics include forecasting, cash management, break-even analysis, decision theory, and statistical analysis. Spring semester.

**BUS 304 Report Writing for Management (3)** Practices learned in freshman composition applied to scientific description, report and research papers, and special correspondence. Written papers each week. Offered periodically.

**BUS 310 Principles of Management (3)**

*Prerequisite: sophomore standing and recommended to be taken in the sophomore year.*

Management and administrative concepts that are common to all types of organizations. Focuses on the functions of planning, organizing, leading, and controlling, with emphasis on integration of faith, systems, and contingency approaches. Every semester.

**BUS 311 Business Law (3)**

*Prerequisite: sophomore standing.*

General principles applied to contracts, agency and employment, business organizations, government regulation, and real and personal property. Every semester.

**BUS 313 Leadership (3)**

*Prerequisite: BUS 110.*

This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. An emphasis is placed on developing a leadership style within a Christian worldview. Spring semester, even years.

**BUS 314 International Business (3)**

*Prerequisite: BUS 110 and sophomore standing. BUS 310 recommended.*

A comprehensive course covering all the major uncontrollable forces at work in international business environments while doing business in a global marketplace. Topics include the sociocultural, economic, financial, political, legal, and natural environments where international business is conducted. Included are discussions on trade theory,

foreign direct investment, international marketing, current events, and the organizational environment abroad. Every semester.

**BUS 316 Business & Cultural Experience-Asia (3)**

*Prerequisite: BUS 317.*

A 12-14 day cultural and business exposure trip to Asia. The trip provides experiential learning in Asian history, culture, art, language, and business. Includes tours of cultural, historic, and business sites in Asia, specific to the Asian country chosen for learning and travel. Offered periodically.

**BUS 317 How To Do Business in Asia (1)** A semester long seminar class discussing the professional and cultural nuances of how to do business in Asia. The seminar class will prepare students for the cultural exposure trip, specific to the Asian country chosen for learning and travel. Offered periodically.

**BUS 318 Business & Cultural Experience-Latin America (3)**

*Prerequisite: BUS 319.*

A 12-14-day business and cultural exposure trip to Latin America. The trip provides experiential learning in Latin American history, culture, art, language & business. Includes tours of cultural, historic, and business sites in Latin America. Offered periodically. Approved Group C option.

**BUS 319 How To Do Business in Latin America (1)** A semester long seminar class discussing the professional and cultural nuances of how to do business in Latin America. The seminar class will prepare students for the cultural exposure trip. Offered periodically.

**BUS 320 Principles of Marketing (3)**

*Prerequisite: BUS 110.*

This course introduces the student to basic principles and foundations of marketing. Topics include defining marketing and the market process, understanding the marketplace and the major trends and forces that impact marketing. Special emphasis is placed on preparation of a marketing plan which includes an analysis of a company, their customers, competitors, etc. culminating in a customer-driven marketing strategy. Every semester.

**BUS 330 Principles of Finance (3)**

*Prerequisites: ACC 151, Sophomore standing.*

Principles of corporate financial management. Course topics include ratio analysis, cash flow forecasting,

leverage, working capital management, cost of capital, capital budgeting, and security types. Every semester.

**BUS 331 Investments (3)**

*Prerequisite: junior standing. ACC 151 recommended.*

Basic principles of investing suitable for the individual. Covers investment types and markets. Spring semester.

**BUS 332 Personal Finance (3)**

*Prerequisites: sophomore standing.*

A seminar course for students which covers the financial decisions of individuals such as budgeting, consumer finance, health, life, and property insurances, taxation, retirement, estate planning, and stewardship. Spring semester.

**BUS 335 Financial Statement Analysis (3)**

*Prerequisite: BUS 330.*

This course combines theoretical concepts underlying the presentation of financial statements with the practical techniques of financial analysis. Topics include accounting processes; examination of the components of the balance sheet, the income statement and the statement of cash flows; application of the various quantitative techniques of financial analysis, such as ratio interpretation and EPS evaluation; the meaning and significance of the auditor's opinion, and current SEC reporting regulations. The course will fulfill special topics requirement. Offered periodically.

**BUS 336 Risk Management (3)**

*Prerequisite: junior standing.*

The study of risk and liability exposures that face businesses and individuals and the steps to minimize the financial impacts of the risks they impose. Project deliverables include a risk assessment and a disaster contingency plan. Fall semester.

**BUS 341, 342 Development of Information Systems I, II (3, 3)**

*Prerequisites for BUS 341: BUS 110 and BUS 241 or permission of the instructor.*

*Prerequisite for BUS 342: BUS 341.*

Analysis of business, industrial and institutional organizations from the viewpoint of computer applications. Data processing, hardware configurations, peripheral devices; analysis of systems; development of computer implemented systems. BUS 341: Fall semester. BUS 342: Spring semester.

**BUS 343 Systems Analysis and Design (3)**

*Prerequisite: sophomore standing.*

This course provides the student with theory and practice associated with the analysis and design of computer-based information systems. Fundamental topics include systems theory, the role of the information system in operating and managing the organization, and systems design concepts from a structured and object-oriented perspective. The purpose, function, and expected outcomes of each phase and activity of the systems development life cycle (SDLC) are discussed from theoretical and practical perspectives. Specific design techniques, such as data flow diagrams and data dictionaries are discussed and used. Other topics include the function of design tools such as CASE, planning techniques, and project management. A cumulative project is used to supplement lectures, with hands-on experiences in applying the SDLC to the analysis and design of information systems. Fall semester.

**BUS 344 Management of Information Systems (3)**

*Prerequisite BUS 110. Cross-listed as CSC 344.*

Explores current information systems concepts and technologies. Students learn how information systems give a business or organization a competitive edge by providing technologies that help managers plan, control, and make decisions. Includes topics such as hardware and software components of an information system, e-business concepts and implementation, and a survey of common information systems used today. Every semester.

**BUS 350 Human Resource Management (3)**

*Prerequisites: BUS 310, sophomore standing, or permission of the instructor. BUS 310 may be taken concurrently.*

A survey of the management of human resources and its role in strategy formulation and implementation. Content includes the study of employee recruitment, socialization, motivation, training and development, legal compliance, evaluation, and retention. Every semester.

**BUS 353 Organizational Behavior (3)**

*Prerequisites: BUS 310.*

The course focuses on Organizational Behavior at three levels: individual, interpersonal, and collective. We will study the influence that individuals, groups, and structure have on behavior within organizations and how to apply that knowledge toward improving an organization's effectiveness. Fall semester, even years.

**BUS 371 Operations Research (3)**

*Prerequisite: BUS 242 or permission of the instructor.*

Quantitative approaches to management decision-making. Includes review of probability, decision theory, linear programming, network analysis, inventory control, waiting line theory, and simulation. Applications to business and industry. Spring semester.

### **BUS 400 Biblical Management and Business Ethics (3)**

*Prerequisite: BUS 310 and junior standing.*

The integration of insights from a Christian perspective wrestling with the problems associated with carrying out managerial decisions and managerial applications within organizations. The course focuses on management challenges and ethical issues facing managers. Every semester.

### **BUS 401 Tour de Commerce (1-3)**

This course provides an opportunity to see business in action and to focus more attention on a biblical worldview of business. Students will participate in a weekly book study related to biblical business and then travel to some destination city (e.g. Chicago, New York, Philadelphia, Washington DC, etc.) while making several stops on the way to visit businesses. The trip includes approximately 6-8 business visits and cultural and entertainment venues. Students are required to cover the cost of travel and meals. The costs are determined each semester. This course is repeatable every year. Students can choose to earn 1, 2, or 3 credits for the course. Offered periodically.

### **BUS 410 Strategic Management (3)**

*Prerequisites: senior standing and BUS 330 or permission of the instructor. BUS 320 and BUS 415 recommended.*

The capstone business class, integrating concepts and practices from the core business classes, utilizing an organization-wide perspective. The course emphasizes strategic analysis, strategy formulation, and strategy implementations so as to formulate sustainable competitive advantage. Case analysis and computer simulation are significant learning components. Every semester.

### **BUS 411 Advanced Business Law (3)**

*Prerequisite: BUS 311.*

In-depth considerations of principles including uniform commercial code, negotiable instruments, creditor's rights and bankruptcy, insurance, and professional liability and accountability. Intended to meet the CPA examination requirements of certain states that set a two-semester minimum requirement. Offered periodically.

### **BUS 412 Creativity & Innovation (3)**

*Prerequisite: sophomore standing.*

Intended for both entrepreneurs and corporate intrapreneurs, this course presents innovation and entrepreneurship as a purposeful and systematic discipline that explains and analyzes the challenges and opportunities of America's new entrepreneurial economy. It discusses what established businesses, as well as new ventures need to know about managing creativity and innovation to succeed in today's economy. The concept of intelligent fast failure (IFF) in which each failed attempt provides knowledge that can quickly result in new ideas is explored. Starting up a business involves creatively coming up with many ideas, sorting out the most promising ones, testing prototypes, and implementing the idea. Spring semester, even years.

### **BUS 413 Value Proposition & Business Model Design (3)**

*Prerequisite: sophomore standing.*

This course will teach the practical processes and tools needed to design, test, create, and manage products and services that satisfy customers' needs and wants. Students will learn the comprehensive process of designing and testing value propositions. Value Proposition Design is a tool embraced by startups, as well as large corporations such as MasterCard, Coca Cola, GE, LEGO, Colgate-Palmolive, Deloitte and more. Business Model Generation is a method for developing and designing successful business models for tomorrow's enterprises. Successful Business Model patterns will be investigated, and students will learn how to systematically understand, design, and implement a game-changing business model. Fall semester, odd years.

### **BUS 415 Operations Management (3)**

*Prerequisites: BUS 241, BUS 310, and junior standing.*

Planning and controlling the use of human resources, materials, capital, and equipment for production; the manufacturing and service firm from both a conceptual and a quantitative viewpoint. Fall semester.

### **BUS 416 Leading and Managing a Growing Business (3)**

*Prerequisite: sophomore standing.*

Most entrepreneurial start-ups fail. Those fortunate enough to succeed then face a second, major challenge: how to grow. This course focuses on the key problems an entrepreneur must solve in order to lead and manage growing a business. This course will review the research



of successful growth companies and discuss the top growth challenges and how to overcome them through case studies. The concept of the Entrepreneurial Operating System (EOS) for growth will be applied. In addition, the sales process for new start-ups, managing salespeople, and techniques for motivating employees throughout a young organization to maintain growth are explored. Spring semester, odd years.

### **BUS 417 The Entrepreneur (3)**

*Prerequisite: junior standing.*

Seminar in management for students interested in operating their own business. Study, guest speakers, and field trips designed to fit specific needs of students enrolled. Limit 15 students. Fall semester, even years.

### **BUS 419 Management Insights (1)**

*Prerequisite: junior or senior standing or by permission of the instructor.*

A seminar course for business students where students have the opportunity to engage business executives/industry experts in order to gain insights into current business perspectives through the sharing of current issues and challenges in business. Every semester. Not repeatable.

### **BUS 420 Market Research (3)**

*Prerequisites: BUS 241 and BUS 320 or permission of the instructor.*

Introduction to the research process, including sources of information, questionnaire preparation, design of a sample, analysis of data, and preparation of reports. Includes discussions on how good research provides informed details for use in solving marketing problems. A market research project is created as a practical application of the course materials. Fall semester, odd years.

### **BUS 421 Advertising and Promotion (3)**

*Prerequisite: BUS 320 or permission of the instructor.*

A comprehensive study of advertising, detailing its relationship to promotional practice. Topics including advertising planning, media selection and evaluation, consumer behavior and research, and promotional programming. The roles of public relations, direct marketing, personal selling, and sales promotion are also explored within the context of an integrated marketing communication (IMC) program. Fall semester, even years.

### **BUS 422 Sales and Sales Management (3)**

*Prerequisite: BUS 320.*

This course introduces the student to the basic principles and foundations of personal selling on three levels: industrial, commercial, and retail. Emphasis is on the detailed analysis of the sales process as viewed by the salesperson. Other topics include the organizational buying process, sales communications, the theory of adaptive sales, and ethical/legal issues in selling. Using a variety of instructional methods such as role-playing and video cases, students are given the opportunity to practice their newly acquired sales skills. In the second portion of the course, various specialized managerial functions are studied, such as sales department budgeting, sales force organization, territory design, and sales compensation. Spring semester.

### **BUS 423 Quality Engineering (3)**

*Prerequisite: BUS 242. Cross-listed as EGR 423.*

Introduction to traditional quality engineering topics such as statistical quality control (control charts, acceptance sampling, process capability analysis, design of experiments), total quality management, lean manufacturing, six-sigma concepts and practices, measurement, detection, reduction, elimination, and prevention of quality deficiencies. Taguchi method and its application to engineering design. Spring semester, even years.

### **BUS 424 International Marketing and Export Management (3)**

*Prerequisite: BUS 320.*

This course focuses on key management functions in international marketing including strategies on exporting, entering new markets, barriers to trade such as tariffs & quotas, and product, pricing, promotion, and distribution practices. This course includes a semester long project where students will perform a globalization analysis, entry analysis, and a high-level marketing strategy for entering the product into the foreign market. Spring semester, odd years.

### **BUS 425 Consumer Behavior (3)**

*Prerequisite: BUS 320.*

This course studies the concepts, theories, and marketplace factors that explain the decision-making process used by the consumer in purchasing goods and services. A number of influences including Economic, Sociological, Psychological, and Cultural as well as Marketing strategy are integrated to understand the influences on choice made by the consumer. Fall semester, odd years.

### **BUS 427 Digital Marketing (3)**

*Prerequisite: BUS 320.*

Digital marketing has become critical to most all organizations' success. Nearly all organizations (both for profit and non-profit) now use digital marketing to compliment the traditional four P's of marketing (product, pricing, place, and promotion). This course will explore the impact of digital marketing in each of these areas via in-class discussions, special readings, an online text, guest speakers, and a multi-week simulation. Spring semester.

**BUS 428 Strategic Marketing Policy (3)**

*Prerequisites: BUS 320 and senior standing.*

Capstone course for the Marketing major, minor, and concentration. The course challenges students to apply their business and marketing knowledge to create an extensive strategic plan using a 15-tool strategic analysis of the internal and external environment each organization must negotiate in order to compete for market share and profitability. Spring semester.

**BUS 430 Intermediate Finance (3)**

*Prerequisites: BUS 242 and BUS 330.*

Advanced finance course covering risk and return, capital structure, and special topics including mergers, acquisitions, and bankruptcy. Fall semester.

**BUS 441 Project Management (3)**

*Prerequisite: Junior standing. Cross-listed as CSC 441, EGR 441.*

Students will learn the application of the nine Knowledge Areas and five Process Groups that comprise the Common Body of Knowledge for Project Management. Emphasis is placed on the five Process Groups- initiating, planning, executing, controlling, and closing. The course emphasizes refining individual communications skills necessary to the field of project management. Every semester.

**BUS 445 Computing Applications in Management (1-3)**

*Prerequisite: permission of the instructor.*

Special topics. Offered periodically.

**BUS 453 Employee & Labor Relations (3)**

*Prerequisite: BUS 310 or junior standing.*

Class will cover relational strategies for both union and non-union environments. Offered periodically.

**BUS 454 Compensation & Benefits (3)**

*Prerequisite: BUS 310 or junior standing.*

Class will cover compensation and benefits issues related to employment. Fall semester, even years.

**BUS 455 Strategic Human Resource Management (3)**

*Prerequisites: BUS 350 and junior/senior standing or permission of the instructor.*

This capstone course challenges students to apply their HR knowledge in employment law and regulatory related scenarios. A seminar-style class, students will be asked to critically analyze and discuss in-depth, complex human resource issues. Spring semester, even years.

**BUS 456 Strategic Staffing (3)**

*Prerequisite: BUS 310 or junior standing.*

Class will cover recruitment and selection including organizational entry and socialization. Fall semester, odd years.

**BUS 199, 491, 493, 494, 495, 499** (See page 14)

**CHEMICAL ENGINEERING • CHE**

**CHE 301 Process Analysis (3)**

*Prerequisite: CHM 111 and MAT 161.*

Introduction to the units and methods involved in designing commercial chemical processes. Fall semester.

**CHE 302 Unit Operations (3)**

*Prerequisite: CHE 301 and EGR 330.*

Study of equipment necessary to carry out chemical processes. Spring semester.

**CHE 312 Advanced Laboratory-Physical/Inorganic (2)**

*Prerequisite: CHM 232. Pre or corequisite: CHM 307.*

*Cross-listed as CHM 312.*

Techniques of inorganic synthesis and physical measurement on these and other chemical systems. Includes handling of air-sensitive materials, bubble-cap fractional distillation, kinetics, spectroscopy, and thermochemistry. Three hours laboratory per week per credit hour. Fall semester.

**CHE 315 Mass Transfer (1)**

*Prerequisite: EGR 330.*

Fundamentals of mass transfer; steady-state and unsteady-state molecular diffusion in fluids and solids with chemical reaction. Spring semester, even years.

**CHE 401 Reactor Design (3)**

*Prerequisites: CHM 221 and either EGR 330 or CHM 307.*

*Cross-listed as MEE 418.*

Techniques involved in choosing a reactor to produce a desired product. Fall semester.

## CHEMISTRY • CHM

### CHM 100 Introductory Applied Chemistry (3)

*Prerequisite: Math proficiency is required. (See page 204).*

An introduction to the basic concepts of chemistry with emphasis on utility for daily life. Not applicable toward a major or minor in chemistry. Three hours lecture per week. Offered periodically. Core, Cosmos option.

### CHM 111 General College Chemistry (4)

*Prerequisite: Math proficiency is required or permission of instructor. (See page 204).*

Begins with atomic theory and bonding and continues through simple chemical reactions, the periodic table, and forms of matter. The students will develop the skills to perform general chemical calculations. Laboratory experiments will include physical properties, synthesis, kinetics, and identifying unknowns. Three hours lecture and 3.3 hours laboratory per week. Every Fall and periodically in Spring semesters.

### CHM 160 Chemistry in Art (3)

*Prerequisite: Math proficiency is required.*

Topics include a scientific description of the materials and methods used in making works of art; light and the chemistry of color; pigments and dyes; restoration and conservation; scientific examination of artworks; the identification of fakes; and scientific probes of influence and style. Not applicable toward a major or minor in chemistry. Three hours lecture per week. Fall semesters, odd years. Core, Cosmos option.

### CHM 170 Worth of Water (4)

The course, which includes a lab component, focuses on cultivating an understanding and awareness of complex issues related to water issues in Southwestern Pennsylvania, the United States and the global environment. It concludes with a travel component to southern Florida. This class satisfies the core requirement for a laboratory course in the natural sciences. Offered periodically. Core, Cosmos option.

### CHM 221 Organic Chemistry I (4)

*Prerequisite: CHM 111.*

A study of carbon compounds that includes topics in structure, properties, and reactivity. All functional groups will be surveyed with alkanes, alkenes, halogens, and alcohols covered in detail. Attention will be given to basic mechanisms of organic reactions and introductory spectroscopy. Includes applications with fuels and polymers. The laboratory will introduce basic techniques in studying organic molecules. Three hours

lecture and 3.3 hours laboratory per week. Spring semester.

### CHM 222 Organic Chemistry II (4)

*Prerequisite: CHM 221.*

A continuation of study of the structure and chemistry of organic molecules, including radical reactions and the functional group chemistry of aromatics, alcohols, ketones, aldehydes, and amines. Introduction to biochemical molecules. Use and interpretation of major spectroscopy techniques including: NMR, IR, and mass spectroscopy. Laboratory will focus on synthesis and characterization. Three hours lecture and 3.3 hours laboratory per week. Fall semester.

### CHM 232 Quantitative Analytical Chemistry (4)

*Prerequisite: CHM 111.*

Classical methods of analysis of chemical substances with an introduction to instrumental methods. Includes thorough understanding of the processes of ionic equilibria. Three hours lecture and 3.3 hours laboratory per week. Spring semester.

### CHM 304 Inorganic Chemistry (3)

*Prerequisite: CHM 232.*

Chemical properties of inorganic chemical substances correlated with current theories of atomic and molecular structure and the periodic table. Special emphasis on current topics in inorganic chemistry. Fall semester, even years.

### CHM 305 Advanced Organic Chemistry (3)

*Prerequisite: CHM 222.*

Organic structures and reactivities, methods of studying reaction mechanisms (including spectroscopy), and comprehensive study of mechanisms of organic reactions. Topics will include ideas important in modern organic chemistry including the relationship of structure and reactivity, functional group manipulations, spectroscopy, methods of studying reaction mechanisms, and a comprehensive study of mechanisms of organic reactions. Offered periodically.

### CHM 306 Instrumental Analysis (3)

*Prerequisites: CHM 232 and PHY 182 or PHY 202.*

Overview of the theory and practice of spectroscopic, electrochemical, and chromatographic techniques of chemical analysis. Spring semester, even years.

### CHM 307 Physical Chemistry I: Thermodynamics (3)

*Prerequisites: PHY 202, MAT 162, and CHM 221. Cross-listed as PHY 307.*

The three laws of thermodynamics and the concepts of energy and equilibrium applied to physical and chemical systems. Includes the kinetic theory of gases and an introduction to statistical mechanics. Fall semester.

**CHM 308 Physical Chemistry II: Structure and Dynamics (3)**

*Prerequisite: CHM 307.*

Topics include the models of the structure of matter, surface phenomena, transport properties of matter, and chemical kinetics. Spring semester.

**CHM 310 Advanced Laboratory-Organic (1-2)**

*Prerequisite: CHM 222.*

Synthesis of organic compounds via multi-step and classic named reactions. Characterization and analysis of organic compounds by NMR, IR, MS, and chromatography. Three hours laboratory per week per credit. Periodically.

**CHM 311 Advanced Laboratory-Instrumental (1-2)**

*Prerequisite or corequisite: CHM 306.*

Quantitative and qualitative analyses by spectroscopic, electrochemical, and chromatographic techniques. Three hours laboratory per week per credit hour. Spring semester, even years.

**CHM 312 Advanced Laboratory-Physical/Inorganic (2)**

*Prerequisite: CHM 232. Pre or corequisite: CHM 307.*

*Cross-listed as CHE 312.*

Techniques of inorganic synthesis and physical measurement on these and other chemical systems. Includes handling of air-sensitive materials, bubble-cap fractional distillation, kinetics, spectroscopy, and thermochemistry. Three hours laboratory per week per credit hour. Fall semester.

**CHM 313 Biochemistry Laboratory (1)**

*Prerequisite or corequisite: CHM 317.*

Purification and characterization of biological molecules with a focus on proteins, enzymes, lipids and carbohydrates. Techniques important for isolation and characterization of these molecules will be learned and applied in the laboratory. Techniques/experiments to include electrophoresis, spectroscopy, centrifugation, drug binding to proteins and kinetic analysis. Spring, odd years.

**CHM 317 Biochemistry I (3)**

*Prerequisite: CHM 222. Cross-listed as BIO 317.*

An introduction to biochemistry focusing on the structure and function of biological compounds. Topics include cellular structure, biological reactions, compartmentalization, water, amino acids, proteins, enzymes, carbohydrates, and membranes/lipids. Three-hour lecture per week. Fall semester.

**CHM 318 Biochemistry II (3)**

*Prerequisite: CHM 317.*

A study of metabolic and nucleic acid chemistry. Topics include bioenergetics, metabolic reaction mechanisms, metabolic pathways, biosynthesis, and pathway regulation. Spring, even years.

**CHM 412 Polymer Chemistry (3)**

*Prerequisite: CHM 307.*

Nomenclature, structure, properties, characterization methods, reactions, and synthesis of polymeric materials. Spring semester, odd years.

**CHM 420 Chemical Research** (credit variable—usually 2) Individualized laboratory work in a specialized field of chemistry under direct supervision. Problems should be selected a semester in advance to provide for preliminary literature review. Every semester. Three hours laboratory per week per credit hour. May be taken repeatedly but a maximum of two credit hours count toward a chemistry major or minor.

**CHM 421 Current Topics Seminar (1)**

*Prerequisite: CHM 222 and junior standing.*

Study and discussion of selected current topics in chemistry. Requires use of primary chemical literature. May be taken repeatedly but counted no more than two times toward a chemistry major or minor. Every semester.

**CHM 199, 491, 493, 494, 495, 499** (See page 14)

**CIVIL ENGINEERING • CIE**

**CIE 201 Geomatics Engineering (3)** Field measurement of distance, elevation, and angles using various instruments including tape, automatic level, and total station. Topics include types of surveying, legal aspects, and error analysis. Fall semester.

**CIE 231 Structural Analysis (3)**

*Prerequisite: EGR 211.*

Shear and moment diagrams, influence lines. Analysis of statically determinate and indeterminate trusses and frames. Virtual work, moment distribution, and matrix methods. Spring semester.

**CIE 301 Transportation Engineering (3)**

*Corequisite: CIE 201.*

Introduction to the primary modes of transportation. Main emphasis on planning, design, and operation of roadways, including traffic flow theory, highway capacity, traffic control, geometry, drainage, and design of pavements. Fall semester, odd years.

**CIE 333 Reinforced Concrete Design (4)**

*Prerequisite: CIE 231.*

Design of reinforced concrete beams, columns, frames, and slabs using the strength method. Concentrates on use of the ACI 318 Code. Design software application. Practical design project. Spring semester, odd years.

**CIE 407 Geotechnical Engineering (4)**

*Prerequisite: EGR 211.*

Mechanics of aggregations applied to earthwork and foundations design. Spring semester, even years.

**CIE 434 Structural Steel Design (3)**

*Prerequisite: CIE 231.*

Introduction to the design of structural steel beams, columns, tension members, frames, trusses, and connections (bolted and welded) using the load and resistance factor design (LRFD) method. Concentrates on AISC specifications and manuals. Design software application. Practical design project. Fall semester, even years.

**CIE 451 Urban Hydrology (3)**

*Prerequisite: EGR 330.*

Water supply and sewer systems, reservoirs, wells, water transmission and distribution, sanitary sewers, storm sewers, flooding, and flood control. Practical design projects. Fall semester.

**CIE 199, 491, 493, 494, 495, 499** (See page 14)

**COMMUNICATION DISORDERS • CDS****CDS 160 American Sign Language 1 (3)**

Students will learn ASL signs for vocabulary words and begin to learn ASL sentence structure. Includes introduction to understanding Deaf culture including interpreting, family life, and education. Online resources will also be included. Spring semester, odd years.

**CDS 165 American Sign Language 2 (3)**

*Prerequisite: CDS 160.*

Continuation in the study of American Sign Language (ASL). Students will continue in ASL vocabulary

development as well as syntax of ASL. Further in-depth study of the Deaf culture via deaf history, current cultural trends and interaction with the local deaf community. Spring semester, even years.

**CDS 190 Introduction to Communication Disorders (3)**

Characteristics, etiology, and an introduction to individuals with various communication disorders. Overview of the field. Fall semester.

**CDS 220 Language Development Across the Lifespan**

(3) Focuses upon current information and theory regarding language development through the lifespan. Fall semester.

**CDS 230 Phonetics (3)** The science of the production, perception and transcription of speech sounds. Studies of the physiological, acoustical, perceptual, and descriptive aspects of speech and sound production. Spring semester.

**CDS 250 Treatment Procedures in Communicative Disorders (3)**

*Prerequisite: CDS 190.*

Treatment principles and procedures used in treating communicative disorders. Current issues and ethics in the field of communicative disorders. Spring semester.

**CDS 260 Introduction to Audiology (3)** Physics of sound; anatomy and physiology of the ear; types of hearing disorders, etiology, and treatments; audiometric evaluation. Fall semester.

**CDS 270 Aural Rehabilitation (3)**

*Prerequisite: CDS 260.*

Communicative rehabilitation or habilitation of the hearing-impaired individuals through auditory training, speech reading, and hearing-aid orientation. Includes linguistic development of the hearing-impaired child, therapy planning, educational alternatives, and psychosocial aspects of hearing impairment. Spring semester.

**CDS 280 Anatomy and Physiology of the Speech Mechanism (3)** Anatomy and physiology of the speech/language mechanism. Includes respiration, phonation, articulation, and neurology. Spring semester.

**CDS 330 Topics in Communication Disorders (3)**

Seminar course that covers current trends and research, exposing students to the breadth and depth of the

disciplines of Speech-Language Pathology, Audiology, or Speech and Hearing Science. Spring semester, even years.

### **CDS 340 Voice/Fluency Disorders (3)**

*Prerequisites: CDS 190 and CDS 250 or permission of the instructor.*

Description, diagnosis, and treatment of voice and fluency disorders in children and adults. Spring semester.

### **CDS 350 Language Disorders in Children (3)**

*Prerequisites: CDS 190, CDS 220, and CDS 250 or permission of the instructor.*

Description, diagnosis, and treatment of language disorders in children. Spring semester.

### **CDS 360 Speech Sound Disorders (3)**

*Prerequisites: CDS 190, CDS 230 and CDS 250 or permission of the instructor.*

Description, diagnosis, and treatment of articulation/phonological disorders in children. Fall semester.

### **CDS 370 Neurological Foundations of Language and Cognition (3)**

*Prerequisites: CDS 190 and CDS 250 or permission of the instructor.*

This course provides a foundation in neuroanatomy as it relates to communication, cognition, and swallowing. The description, diagnosis, and treatment of neurogenic communication disorders in adults will also be explored. The material in this course addresses Standard IV-B Knowledge Outcomes in ASHA's 2014 SLP Standards and Implementation Procedures. Fall semester.

### **CDS 420 Speech & Hearing Science (3)**

*Prerequisites: CDS 190, CDS 230, CDS 260, and CDS 280.*

The scientific study of the processes of speech production (neurology, respiration, phonation, articulation, and resonance) and perception (audition), and the application of this study to the evaluation and treatment of communication disorders. Special emphasis is given to the exploration of modern instrumental techniques used in clinical practice by Speech-Language-Pathologists. Fall semester, odd years.

### **CDS 450 Clinical Experience in Communication Disorders (6)**

*Prerequisites: CDS 250, CDS 340, CDS 350, CDS 360 and CDS 370.*

Experience in working with individuals that exhibit speech and/or language disorders to achieve more effective communication skills. Provide therapy under the supervision of a certified speech/language pathologist at facilities in the surrounding area. Every semester. Communication Disorders majors must have an overall GPA and major GPA of 3.0 to enroll in CDS 450.

## **COMMUNICATION • COM**

### **COM 101 Principles of Communication (3)**

A preliminary inquiry into the fundamental areas of study in the communication discipline including interpersonal, group and public speech. Emphasis placed on the development of sensitivity and competency in the various settings of oral communication. Every semester.

### **COM 111 Intro Rhetoric & Phenomenology (3)**

A foundations course introducing students to communication through rhetoric and phenomenology as methods of inquiry. Students study themes such as character, community, craftsmanship, and competency practiced in projects spanning writing, recording, filming, and speaking. Fulfills core rhetoric (COM 101) requirement for Communication and Communication Design majors. Fall semester.

**COM 201\* Theatre Practicum (1)** Practical experience in the various phases of theatre work connected with the major productions of the department. Repeatable. Every semester.

**COM 202\* Public Relations Practicum (1)** Individual projects. Every semester. Repeatable with permission of the instructor.

**COM 204\* Integrated Media Practicum (1)** Practical experience with print, audio, video, and digital communication tools. Repeatable. Every semester.

### **COM 205 Public Relations – Memory & Invention (3)**

Explores the rhetorical roles of memory and invention/discovery in public relations. Examines persuasive communication strategies, giving careful attention to research and audiences, applying Biblical values of sacrificial love for and service to neighbor in our practice of public relations in organizations. Spring semester.

**COM 208 Communication Design Practicum (1)** An independently directed student project facilitated by

the professor in addition to three off-campus site visits to cultural institutions, professional workplaces, and contexts related to practical experience. Repeatable with instructor permission. Every semester.

**COM 209\* Cabinet Newspaper Practicum (1)**

Practical experience with newspaper creation including story selection, interviewing, investigating, writing, editing, layout design, and publication. Repeatable. Every semester.

**COM 212 Organizational Communication (3)**

The course explores the historical and theoretical developments in the research and practice of communication within organizational structures. Students will learn major theories and will be able to identify and define primary concepts, then apply them to real world situations. Students will also examine the roles of technology, culture, leadership, teamwork, and ethics as they relate to organizational communication. Fall semester.

**COM 216 3D Art Fundamentals (3)** An introduction to mold making and casting methods related to the manipulation of three-dimensional forms and space by completing sculptural and architectural projects. Fall semester.

**COM 226 Painting Techniques (3)** An introduction to fundamental painting materials, processes, techniques and language related to the visual vocabulary and production of paintings. Spring semester. Repeatable with instructor permission.

**COM 230 Interpersonal Communication (3)**

An introduction to historical perspectives and contemporary research in the study of interpersonal communication focused on developing and sustaining valuable and desired interpersonal relationships. Written assignments include directed research for potential publication and training in personal correspondence. Spring semester.

**COM 234 Communication Media-Audio Production (3)**

Teaches the fundamentals of good sound recording and editing through projects like podcasting, music recording, and storytelling. As the foundation for all high-quality media products, audio production equips students for field recording and studio editing techniques. Spring semester.

**COM 236 Drawing Techniques (3)** An introduction to the fundamental processes of visual perception and drawing methods related to the application of mark making instruments to a variety of substrates. Repeatable one time with instructor permission. Fall semester.

**COM 246 Black & White Photography (3)** An

introductory course in black and white film-based photography specifically using a 35mm SLR camera. Content includes the absence of a lens in the creation of photograms and pinhole photography. The photographic process will be examined as a fine art and communication design practice, understanding the historically impactful and persuasive nature of the medium. Basic camera operation, darkroom printing, film processing, antiquarian techniques and skills will be investigated. Spring semester.

**COM 247 Media Ecology (3)** As a field, Media Ecology traces the history of communication technologies from orality through the advent of literacy and into digital publication methodologies. This course explores how citizens, strategists, news media, and other professionals use communication media to distribute messages. Fall semester.

**COM 255 Communication Media-Video Production (3)**

Features hands-on study of videography in single and multiple-camera productions. Projects involve using professional and consumer cameras and studio equipment, followed by post-production practice in multiple editing applications. Fall semester.

**COM 280 Communication Design: Print (3)** Hands-on

experience in the theory and development of creating graphic communications. Basics of design for printed and electronic materials used in public relations and marketing are discussed. Fall semester, even years.

**COM 305 Culture & Communication (3)**

A comprehensive study of human culture emphasizing disability as a key theme. Students study the relationship between social and sacred orders, interrogating cultural categories in their own culture of origin. Assignments include research writing, and presentations on common cultural attitudes toward ways of living. Spring semester.

**COM 310 Civic & Professional Presentation (3)**

*Prerequisite: COM 101 or COM 111; or 200 level Communication courses.*



Advanced stylistic practice and careful study of the rhetorical principles of speech in varied settings, including but not limited to civic and professional contexts. Spring semester, even years.

**COM 315 Communication Theory (3)**

*Prerequisites: COM 101 or 111, and junior standing or permission of department chair.*

The study of communication through the exploration and analysis of societal theories and contemporary issues. Fall semester.

**COM 330 Special Topics in Communication (3)**

Special Topics in Communication will be a seminar course that will rotate between members of the department allowing them to teach various communication courses/topics based on research interests with the intent of exposing students to the breadth and depth of the discipline. Spring semester, odd years.

**COM 331 Special Topics in Communication Design (3)**

Special studies in aspects of expression and communication in visual media. Offered periodically.

**COM 335 Public Rhetoric & Deliberation (3)**

Critical analysis, organization, and evidence applied to intensive study of common public arguments. Fall semester.

**COM 346 Communication Design: Voice (3)**

Communication design requires facility within a variety of sensory conditions necessary for universal design work. Communication Design: Voice prepares students for considering the way sound, especially the sound of the human voice can be supported or accentuated by different conditions. Combining both the nature of vocal production and listening, students develop a keen sense of what structural and social situations facilitate the essential nature of conversation in human interaction. Fall semester, even years.

**COM 350 Communication Design: Digital (3)**

Engage digital communication contexts emphasizing the role of design in web and mobile-based mediums. Learn the process for design decisions about content invention and arrangement. Practice first level content development in industry standard sketch up prototypes. Fall semester.

**COM 375 Communication Ethics (3)**

*Prerequisite: junior standing.*

Study artistic works and how they inform communication ethics. Analyze different materials and formal components in art practice to discern the value in human thought and action related to communication. Projects include analysis of stories in different media. Spring semester, odd years.

**COM 380 Public Relations – Strategy & Delivery (3)**

*Prerequisite: COM 205.*

Explore the thoughtful creation of compelling messages, informed by diligent research of various publics, written from rhetorical techniques, and published or shared through the preferred media of a given public. Fall semester, odd years.

**COM 385 Event Planning (2)**

Designed upon the practice of hospitality and the command to love our neighbors. Learn the knowledge and skill necessary for planning, implementing, and evaluating corporate, non-profit, educational, and ceremonial events. Specific topics include strategic planning, event design and management, primary publics, budgeting venue selection, and promotion. Fall semester, even years.

**COM 400 Rhetoric & Phenomenology Pract (3)**

*Prerequisite: senior standing or permission of the instructor.*

Emphasizes professional preparedness in the communication professions. Revisiting themes from COM 111, assignments prepare students to apply and secure positions post-graduation in the professions or graduate studies. Projects include industry research reports, portfolio compilation, personal refinement of vocational philosophy, and professional presentation. Spring semester.

**COM 420 Communication Design: Space (3)**

*Prerequisite: junior standing.*

The convergence of communication studies and phenomenology has resulted in the sub discipline of Communicology. Communicology offers fruitful viewpoints for the study and practice of communication. This course employs the phenomenological method to improve perceptive awareness and communicative sensitivity in various situations. This course could also benefit majors of art, engineering, music, psychology, and writing. Spring semester, even years.

**COM 481, 482 Communication Campaign (1, 1)**

*Prerequisite: senior standing.*

Students demonstrate professional skill through an integrated, well-researched communication plan. Campaign planning occurs during 481 and is

implemented the following semester during 482. Student deliverables directly reflect the faculty-approved plan. Must be taken in sequence after COM 481. COM 481 will be graded In Progress (IP); the final grade in COM 482 will count for both credit hours. Every semester.

### **COM 493 Internship (3)**

*Prerequisite: junior or senior standing and permission of the instructor.*

Supervised involvement in professional and applied settings: integrated media, public relations, visual communication, writing, general communication, and communication disorders. Offered periodically.

**COM 199, 491, 494, 495, 499** (See page 14)

\*See limitation explained on page 15.

## **COMMUNITY DEVELOPMENT • CDV**

### **CDV 230 Introduction to Community Development (3)**

This course is designed to help students learn how to interact with the broader community, especially with regard to the development of resources necessary for communities of need. Fall semester, odd years.

**CDV 240 Christians and the City (3)** Students will study the city as described Biblically and in the Christian tradition. Students will be grounded in the reformed tradition as a way to theologically understand their work in communities. Fall semester, odd years.

**CDV 250 Poverty/Inequality (3)** Students will study the ways in which families, jobs, schools, and neighborhoods are increasingly impacted by the wealth gap in the US. In the tradition of the social sciences, structural causes for poverty will be explored. Fall semester, odd years.

**CDV 255 Race and Immigration (3)** The impact of race and immigration on urban neighborhoods will be studied. The long struggle American society has had with both will be examined. Spring semester, even years.

### **CDV 300 Restoring Place (3)**

*Prerequisite: sophomore standing.*

This course is built around themes of place, localism, and Beaver Falls. Spring semester.

**CDV 310 Sociology of Cities and Mill Towns (3)** This course introduces students to the central role the city

plays in social life today. It is set in the long history of sociology's interest in urbanism and highlights current attempts to thriving neighborhoods. Fall semester, even years.

**CDV 370 Urban Design and Public Art (3)** Students will study how community life and identity are shaped by our physical surroundings. The design of buildings, streetscapes, streets, and sidewalks matter to the health of communities. The course will include good urban design and the way in which art and beauty enhance and empower neighborhoods. Fall semester, odd years.

### **CDV 400 Public Scholarship (3)**

*Prerequisite: junior or senior CDV majors or permission.*

The capstone course for the Community Development major. A major part of the course is an applied research project to be done in conjunction with an existing organization, agency, or ministry where the student's research is conducted in response to an identified problem. Most typically the research will be conducted in conjunction with the Beaver Falls Community Development Corporation. Spring semester, odd years.

## **COMPUTER ENGINEERING • CPE**

### **CPE 111 Introduction to Engineering**

#### **Computation (3)**

Structured programming and problem solving using a current application (MATLAB). Fall semester.

### **CPE 133 Survey of Computer Science (3)**

*Prerequisite: CPE 220. This course is a cross-listing of CSC 133 with CPE 220 material removed.*

An exploration of computer science including digital systems, computer architecture, networks, operating systems, database systems, computer languages, simulation, algorithms, artificial intelligence, and software engineering. Fall semester.

### **CPE 203 Software Engineering (3)**

*Prerequisite: CSC 102. Cross-listed as CSC 203.*

Traditional and Agile software engineering, including process models, requirements, specifications, design, implementation, testing, documentation, deployment, configuration management, maintenance, project management, and brief introductions to current software engineering tools. Spring semester.

**CPE 220 Digital Systems (3)** Boolean algebra, logic components, combinatorial and sequential system analysis and synthesis, number and coding systems;

circuits, structure, and logical design of digital systems. Includes laboratory exercises and a design project using standard integrated circuits. Spring semester.

#### **CPE 251 Networks and Security (4)**

*Prerequisite:* CPE 133. *Cross-listed as* CSC 251.

Introduction to data networking, telecommunications, and security. Topics include: Analog and digital signals, network topologies, network protocols (TCP/IP), network operating systems, network hardware, frame types, the OSI model, LANs, WANs, the Internet, Ethernet, network and host-based intrusion detection, firewalls, secure web filtering, security vulnerabilities, public key infrastructures (PKI), and virtual private networks (VPN). Spring semester.

#### **CPE 303 Microprocessor Systems (4)**

*Prerequisite:* CPE 220 and EGR 212.

A study of microprocessors and their peripheral components as central elements in a digital system. Includes machine architectures, instruction sets, peripheral interfacing, data acquisition and control. A semester design project is required. Spring semester, odd years.

#### **CPE 304 Advanced Digital Logic (2)**

*Prerequisite:* CPE 220.

Design and implementation of complex combinational and sequential digital systems. Topics include the VHDL hardware description language, programmable logic devices, CAD tools for design entry, simulation and synthesis, and rapid prototyping. A semester design project is required. Fall semester, even years.

#### **CPE 335 Unix & Linux Program (3)**

*Prerequisite:* sophomore standing. *Cross-listed as* CYB 335.

Hardware configuration, operating systems, and organization of computing systems; functional components, bus input/output, and memory systems, operating system support including process, storage, and input/output management, instruction set design, comparison of RISC and CISC systems, and instruction pipelining. Spring semester.

#### **CPE 354 Cybersecurity (3)**

*Prerequisite:* Sophomore standing. *Cross-listed as* CYB 354.

This course contains theory and hands-on practice in topics to include: Cryptography, exploit development for penetration testing, intrusion detection, system hardening, ethical hacking, web app penetration

testing, security plan development, and securing various types of operating systems. Fall semester.

#### **CPE 363 Database Systems (3)**

*Cross-listed as* CSC 363.

Introduction to the fundamental concepts necessary for designing, using, and implementing database systems. Topics include: entity-relationship models, relational data model, relational database schemas, SQL, and emerging database technologies such as data warehousing and data mining. Hands-on experience using current database system. Fall semester.

#### **CPE 425 Operating Systems & Architecture (3)**

*Prerequisite:* CSC 133, CSC 204.

*Cross-listed as* CSC 425.

Introduction to operating systems and computer architecture with systems software programming exercises utilizing the C language. Topics include: the kernel abstraction, process management, concurrency, synchronization, memory management and persistent storage. Fall semester.

#### **CPE 465 Big Data Analytics (3)**

*Prerequisites:* CPE 363 or CSC 363, MAT 265, MAT 350.

*Corequisite:* CSC 204. *Cross-listed as* CSC 465.

Introduction to extracting, verifying, and presentation of information and knowledge from data using fundamental technologies that support distributed storage and efficient analysis of very large amounts of data. Spring semester, even years.

#### **CPE 471 Computer Forensics (3)**

*Prerequisite:* CPE 335 and junior standing. *Cross-listed as* CYB 471.

Computer and network in-depth forensic analysis by applying key techniques one byte at a time using various operating systems, memory systems, smartphone devices, and reverse-engineering of malware. Spring semester.

#### **CPE 490 Embedded Systems (3)**

*Prerequisite:* CPE 303.

Design and implementation of embedded microprocessor systems. Includes the use of micro-controllers and complex logic devices to implement digital systems. Topics include C++ and assembly language programming, data structures, I/O structures, and real time operating systems. Includes a semester design project. Fall semester, odd years.

**CPE 199, 491, 493, 494, 495, 499** (See page 14)

## COMPUTER SCIENCE • CSC

**CSC 101 Introduction to Programming (3)** Basic concepts in structured programming including data types, selection, iteration, methods, arrays, strings, files, and graphical user interfaces. Fall semester.

**CSC 102 Object-Oriented Programming (3)**

*Prerequisite: CSC 101.*

Object-oriented programming including class design, information hiding, inheritance, polymorphism and templates. OOP concepts are demonstrated through building abstract data types that implement basic data structures. Spring semester.

**CSC 133 Survey of Computer Science (4)**

*Cross-listed as CPE 133.*

An exploration of computer science including digital systems, computer architecture, networks, operating systems, database systems, computer languages, simulation, algorithms, artificial intelligence, and software engineering. Spring semester.

**CSC 190 HTML (1)** Basic web page development using HTML5 and CSS3, with emphasis on methods for backward compatibility to older browsers and a short introduction to JavaScript. Fall semester.

**CSC 203 Software Engineering (3)**

*Prerequisite: CSC 102. Cross-listed as CPE 203.*

Traditional and Agile software engineering, including process models, requirements, specifications, design, implementation, testing, documentation, deployment, configuration management, maintenance, project management, and brief introductions to current software engineering tools. Fall semester.

**CSC 204 Algorithms (3)**

*Prerequisite: CSC 102.*

An in-depth study of essential data structures and algorithms their implementation and analysis. Specific topics include object-oriented implementation, recursion, backtracking, searching, sorting, hash tables, dictionaries, trees, graphs, design patterns, functional programming, and parallel programming. Every semester.

**CSC 205 HCI Design and Programming (3)**

*Prerequisite: CSC 101; corequisite: COM 350.*

Human Computer Interaction design and implementation in an event-driven programming language. Concepts include issues of graphical user interface design, event processing, integration of a

database system, exception handling, and simple screen graphics. Spring semester, even years.

**CSC 206 Web Programming (3)**

*Prerequisite: CSC 102.*

Design and implementation of web pages and websites using a server-side scripting language with forms and validation programming. Fall semester, odd years.

**CSC 220 Digital Systems (3)**

*Cross-listed as CPE 220.*

Boolean algebra, logic components, combinatorial and sequential system analysis and synthesis, number and coding systems; circuits, structure, and logical design of digital systems. Includes laboratory exercises and a design project using standard integrated circuits. Spring semester.

**CSC 251 Networks and Security (4)**

*Prerequisite: CSC 133. Cross-listed as CPE 251.*

Introduction to data networking, telecommunications, and security. Topics include: Analog and digital signals, network topologies, network protocols (TCP/IP), network operating systems, network hardware, frame types, the OSI model, LANs, WANs, the Internet, Ethernet, network and host-based intrusion detection, firewalls, secure web filtering, security vulnerabilities, public key infrastructures (PKI), and virtual private networks (VPN). Spring semester.

**CSC 303 Microprocessor Systems (4)**

*Prerequisite: CSC 220 and EGR 212.*

*Cross-listed with CPE 303.*

A study of microprocessors and their peripheral components as central elements in a digital system. Includes machine architectures, instruction sets, peripheral interfacing, data acquisition and control. A semester design project is required. Lab fee \$40. Spring semester, odd years.

**CSC 311 Cyberethics and Cyber Law (2)**

*Prerequisites: ENG 101, BIB 112/113 (or BIB 151/152), or permission of instructor.*

Significant consideration of ethical and legal issues, professional practice and social responsibility especially as illuminated by Christian faith. Spring semester.

**CSC 344 Management Information Systems (3)**

*Cross-listed as BUS 344.*

Explores current information systems concepts and technologies. Students learn how information systems give a business or organization a competitive edge by

providing technologies that help managers plan, control, and make decisions. Includes topics such as hardware and software components of an information system, e-business concepts and implementation, and a survey of common information systems used today. Every semester.

### **CSC 363 Database Systems (3)**

*Cross-listed as CPE 363.*

Introduction to the fundamental concepts necessary for designing, using, and implementing database systems. Topics include: entity-relationship models, relational data model, relational database schemas, SQL, and emerging database technologies such as data warehousing and data mining. Hands-on experience using current database system. Fall semester.

### **CSC 370 GPUs & Parallel Programming (3)**

*Prerequisite: CSC 204*

An introduction to parallel computing using shared memory and distributed memory models. An emphasis will be placed on design and implementation of parallel code in a General Purpose Graphic Processing Unit (GPGPU) environment. GPU architecture will be studied and compared/contrasted with CPU architecture. Programming will be done in a low-level language such as C or C++. Spring semester, even years.

### **CSC 407 Cloud and Back-End Systems (3)**

*Prerequisite: CSC 206 and CSC 363.*

Develop server-based applications using the tools and technologies appropriate for the application and deployment environment. Construct a cloud-based environment to host the application that takes into account cost, performance, and management requirements. Fall semester, even years.

### **CSC 408 Mobile Applications (3)**

*Prerequisite: CSC 205 and CSC 407.*

Design and development of applications for mobile devices using the appropriate tools and technologies. An emphasis is placed on the relationship between device capabilities, application design and functionality. Spring semester, odd years.

### **CSC 425 Operating Systems & Architecture (3)**

*Prerequisite: CSC 133, CSC 204.*

*Cross-listed as CPE 425.*

Introduction to operating systems and computer architecture with systems software programming exercises utilizing the C language. Topics include: the kernel abstraction, process management, concurrency,

synchronization, memory management and persistent storage. Spring semester.

### **CSC 427 Artificial Intelligence (3)**

*Prerequisite: CSC204, MAT105 or MAT265, MAT130.*

Artificial intelligence theory and techniques are introduced with an emphasis on practical application with some mathematical theory. Topics will include search, planning, localization, machine learning and robotics in deterministic and stochastic environments. An emphasis will be placed on artificial intelligence and its role within a Christian worldview. Spring semester.

### **CSC 441 Project Management (3)**

*Prerequisite: junior standing. Cross-listed as BUS 441, EGR 441.*

Students will learn the application of the nine Knowledge Areas and five Process Groups that comprise the Common Body of Knowledge for Project Management. Emphasis is placed on the five Process Groups- initiating, planning, executing, controlling, and closing. The course emphasizes refining individual communications skills necessary to the field of project management. Every semester.

### **CSC 465 Big Data Analytics (3)**

*Prerequisites: CPE 363 or CSC 363, MAT 265, MAT 350.*

*Corequisite: CSC 204. Cross-listed as CPE 465.*

Introduction to extracting, verifying, and presentation of information and knowledge from data using fundamental technologies that support distributed storage and efficient analysis of very large amounts of data. Spring semester, even years.

### **CSC 481, 482 Senior Project (3,3)**

*Prerequisites: senior standing.*

Projects derived from realistic problems requiring a computer-related solution. Projects may be undertaken by individuals or teams. Projects may be interdisciplinary or specific to an area of interest. Must be taken in sequence. CSC 481 will be graded in progress (IP); the final grade in CSC 482 will count for all 6 credits in GPA. Offered at the discretion of the department.

### **CSC 483, 484 Senior Software Project (3, 3)**

*Prerequisites: CSC 203, 204, senior standing, CSC 483 is a prerequisite for CSC 484.*

Senior capstone experience. Members of the class will function as a software development team facilitated by the course instructor to develop an original application. Fall and Spring semesters.

**CSC 485 Faithful Gaming (1)**

*Prerequisite: Senior standing.*

This course provides an integrated discovery of a biblical worldview in the game development industry. Students will have the opportunity to consider how a faithful Christian can participate in the gaming industry. Seminar-style course. Offered periodically.

**CSC 486 Formulating a Biblical Worldview of AI (1)**

*Prerequisite: Senior standing.*

This course provides an integrated discovery of a biblical worldview of artificial intelligence. Students will have the opportunity to consider how a faithful Christian can approach and participate in the rapidly advancing area of artificial intelligence. Every semester.

**CSC 490 Embedded Systems (3)**

*Prerequisite: CSC 303.*

*Cross-listed with CPE 490.*

Design and implementation of embedded microprocessor systems. Includes the use of micro-controllers and complex logic devices to implement digital systems. Topics include C++ and assembly language programming, data structures, I/O structures, and real time operating systems. Includes a semester design project. Lab fee \$40. Fall semester, odd years.

**CSC 199, 491, 493, 494, 495, 499** (See page 14)

**CRIMINAL JUSTICE • CRJ****CRJ 115 Career Pathways in Criminal Justice (2)**

*Prerequisite: CRJ major or Instructor permission.*

This course will explore the various policing organizations and the way they operate in America. This includes municipal, county, state, and federal law enforcement entities. Attention will be given to career exploration and preparation. Fall semester.

**CRJ 210 Crime, Law, and Society (3)** This course will provide students with an introductory survey of the basis of American civil and criminal law; key contemporary legal issues; and the processes and institutions of the justice system, including law enforcement, courts, and corrections. Particular attention is placed on the relationship between the law and society's norms, and the relationship of both to Scriptural principles of justice. Spring semester.

**CRJ 220 Victimology (1)** This course will explore the legal, emotional, and social responses to the process of victimization by offenders and third parties. It will also address the victim's rights movement, and alternative

ways of defining and responding to victimization. Fall semester.

**CRJ 230 Juvenile Justice (3)**

*Prerequisite: CRJ 210.*

Students will review causal theories of juvenile crime and will also examine the history and philosophy of the treatment of juveniles in the criminal justice system and the goals and effectiveness of the system. Promising alternatives rooted in a biblical reconciliation worldview will be included. Problems such as gangs, drug usage, and school violence will also be explored. Fall semester, even years.

**CRJ 249 Restorative Justice (3)** This course proposes an alternative way of administering criminal justice. It involves the victim (when possible), the community, and the offender in a process of restoration following the damage of a crime. Spring semester.

**CRJ 250 Homeland Security (3)** This course is an introduction to both public and private sector dimensions of theoretical and practical aspects of homeland security and emergency management, including: origins of natural and terrorist-caused disasters; local, state, and federal emergency management planning and operations; health infrastructure capabilities, public communication strategies; business community concerns; ethical, legal, and constitutional questions; as well as the social and psychological dimensions of disasters. Offered periodically.

**CRJ 260 Criminal Law (3)** This course is an introduction to the basic concepts of criminal law focusing on a study of what constitutes particular crimes, both in the common law and by statute, including certain defenses. Principles learned in this course will help students develop a deeper ability to discern what constitutes fair administration of justice: dealing fairly with the accused while continuing to uphold the interests of both victims and society at large. Fall semester.

**CRJ 270 21st Century Policing (3)** An introduction to the role of the police organization in America. Topics will include the various roles and tasks of police and law enforcement officers. The police subculture and bureaucracy, the stresses of modern-day police work along with innovative changes taking place in policing and law enforcement are the significant topics covered in this course. Offered periodically.

**CRJ 315 Women and the Criminal Justice System (3)**

*Prerequisite: CRJ 210.*

This course focuses on the experiences of women as offenders, prisoners, parolees, victims, and professionals (law enforcement officers, lawyers, judges, and correction and parole officers) in the criminal justice system. Professionals from criminal justice agencies may participate in classroom discussions. Offered periodically.

**CRJ 345 Probation and Parole (3)**

Probation and Parole examines the history, structure, organization, and operation of probation and parole in the Criminal Justice System. The focus is on the application of services provided to people convicted of committing crimes who are allowed to remain in the community either through probation or parole. Distinctions will be drawn between probation and parole, the types of offenders under each, styles of supervision, goals, and objectives and between adult and juvenile offenders. Spring semester, even years.

**CRJ 346 Corrections (3)**

This introductory level course provides a review of contemporary institutional and community-based correctional systems including jails, prisons, probation, parole and alternative sanctioning. The course examines how punishment justifications impact the policy and procedures in juvenile and adult correctional systems. Specific attention is given to identification of evidence-based practices and programs in all aspects of the corrections system. Offered periodically.

**CRJ 360 Criminal Investigation and Procedures (3)**

*Prerequisite: CRJ 260 or permission of instructor.*

This course continues the material covered in Criminal Law, this time focusing on the procedural protections guaranteed by the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> Amendments to the Constitution, helping students develop a more sophisticated understanding of things like searches and seizures and the right to an attorney. Students will learn the crucial role these protections play in protecting the rights of those suspected or accused of criminal activity. Fall semester.

**CRJ 410 Criminological Theory of Behavior (3)**

*Prerequisite: CRJ 115 or instructor permission.*

This course provides an examination of the origins of modern criminology, followed by a survey of major theories in criminology and contemporary criminological theories with consideration of future theory development. Some of the theories will focus on

explaining criminality, others will focus on crime incidents. Some of these theories will focus on individual or micro-level factors while others will focus on mesa- and macro-level factors either at one point in time or life course offending. Spring semester.

**CRJ 450 Senior Seminar (3)**

*Corequisite: CRJ 493.*

This course is offered in conjunction with the internship experience. It acts as a capstone course for the major. Students will be given the opportunity to consider their worldview, the Christian worldview and a Christian response to the discipline and issues of criminal justice. Attention will also be focused on ethical principles necessary in the field. The course acts as a preparation for the professional career launch of a student, particularly giving attention to leadership theory and roles in the field of criminal justice. The course is taken in conjunction with the field experience and is designed to support the student's field experiences. Spring semester.

**CRJ 493 Internship in Criminal Justice (3)**

*Prerequisites: declared criminal justice emphasis or minor; junior or senior standing.*

This field experience provides exposure to the type of activities in which Criminal Justice graduates are likely to be involved. Requires a total of 135 site hours. Spring semester.

**CROSS CULTURAL EXPERIENCE • XCX**

**XCX 150 Introduction to Italian Culture (3)** This course offers a multi-disciplinary approach to the study of Italian culture through an exploration of history, art, architecture, literature, and religion. The class culminates with travel to Italy. Offered periodically.

**XCX 160 Exploring America (1)** This course will introduce global students to American culture and life through attendance at cultural events and visits to historical sights and museums. It will also seek to help participants understand and cope with cultural differences and make a smooth transition to life in the US. Offered periodically.

**XCX 210 Foundations for Developing Intercultural**

**Competence (3)** This course will introduce students to biblical and theoretical approaches to the development of inter- and intracultural competencies, the history of immigration and minority-majority relations in the United States, and strategies for promoting intercultural understanding between and among



neighbors in the Church, on campus, and beyond. The course is a requirement for domestic Global Partners Program students. Offered periodically.

### **XCX 311 Puerto Rico (3)**

*Prerequisite: HUM 203, HUM 303 concurrently.*

This course will be a multi-disciplinary course integrated around the theme of Puerto Rico and, specifically, colonialism in Puerto Rico. Offered periodically.

**XCX 315 Ireland (3)** This course will be a multi-disciplinary course integrated around the theme of Ireland and, specifically, colonialism in Ireland. Offered periodically. Core, Society Group C option.

## **CYBERSECURITY • CYB**

### **CYB 335 Unix & Linux Program (3)**

*Prerequisite: sophomore standing.*

*Cross-listed as CPE 335.*

This course immerses the computer scientist into the world of UNIX and Linux programming and administration. It includes administration techniques, the installation of web, ftp, ntp, and other services; scheduled jobs, shell programming, RAID deployment, system data structures, the usage of UNIX command line utilities, networking, named-pipe data transfers, troubleshooting, and security operations. Lab fee \$50. Spring semester.

### **CYB 354 Cybersecurity (3)**

*Prerequisites: Sophomore standing. Cross-listed as CPE 354.*

This course contains theory and hands-on practice in topics to include: Cryptography, exploit development for penetration testing, intrusion detection, system hardening, ethical hacking, web app penetration testing, security plan development, and securing various types of operating systems. Fall semester.

### **CYB 410 Intrusion Detection- Intrusion Prevention (3)**

This course investigates the methods by which security professionals can detect and respond to individual and persistent threats. In depth labs provide the student with the skills needed to implement and manage an intrusion detection or prevention system, while solid foundational theory allows the students to utilize any upcoming technology that the future may provide. Fall semester.

**CYB 420 Governance, Risk, and Compliance (3)** This course details the requirements to properly govern and maintain a technical enterprise. Topics include:

Corporate Governance, IT Governance and Strategies, Operational Risk, Governance, Risk, and Compliance (GRC) Technology and Tools, and International Guidance. This course will focus on conducting internal audits to meet regulatory guidelines and consulting initiatives. Fall semester.

### **CYB 425 Disaster Recovery and Business Continuity Planning (3)**

IT disaster recovery: identifying the risks, analyzing impact, user recovery, facilities protection and recovery, system and network recovery, data recovery, writing the plan, implementing the plan, testing the plan and managing the plan, prevention. Spring semester.

### **CYB 471 Computer Forensics (3)**

*Prerequisites: CYB 335 and junior standing. Cross-listed as CPE 471.*

Computer and network in-depth forensic analysis by applying key techniques one byte at a time using various operating systems, memory systems, smartphone devices, and reverse-engineering of malware. Spring semester.

### **CYB 472 Faithful Hacking (3)**

*Prerequisite: CYB 335.*

This course will prepare students to succeed in the areas of system reconnaissance, scanning, and exploitation, including investigation into viruses, attacks, defenses, ethical processes, cryptographic methods, remote administration, vulnerability scanning, and penetration testing. Fall semester.

## **ECONOMICS • ECO**

**ECO 100 Fundamentals of Economics (3)** General introduction to the field for non-majors. Credit is not granted to students completing ECO 211 and/or ECO 212. If a student declares a major in the department after having taken ECO 100, this course may be substituted for ECO 212. Offered periodically.

### **ECO 211 Microeconomics (3)**

*Prerequisite: sophomore standing/or permission of instructor or department chair.*

This course examines consumption and production at the household, firm, and industry level; explains methods of economic analysis and price formulation; and examines the various market structures and behavior of pure competition, monopoly, oligopoly, and monopolistic consumption. Fall semester.

### **ECO 212 Macroeconomics (3)**

*Prerequisite: sophomore standing/ or permission of instructor or department chair.*

This course explains the characteristics and operations of the national economy including the measurement of national employment, production and income, the role of money and banking, and international trade. Students also learn methods of economic analysis, the role of government, and economic policy. Spring semester.

### **ECO 270 Principles of Microeconomics for Engineers (3)**

*Prerequisite: sophomore standing.*

An introduction to the principles of microeconomics with selected topics in finance. Topics include, but are not limited to, the theoretical basis of markets (supply and demand), basic market structures, externalities and other market failures, the time value of money, project revaluation, and related concepts. The emphasis throughout is on economics as a social science. Not applicable toward a major, minor, or associate degree in Accounting or Business. Every semester.

### **ECO 311 Money, Credit, & Banking (3)**

*Prerequisite: ECO 100 or ECO 212.*

Monetary system of the United States, the Federal Reserve System, and commercial banking. Spring semester.

### **ECO 327 International Economics (3)**

*Prerequisites: ECO 211 and ECO 212.*

Differences in economic institutions between countries are studied based on theory and historical experience. The course compares and contrasts countries based on internal and international economic systems and policies. Spring semester, even years.

### **ECO 350 History of Economic Thought (3)**

*Prerequisites: ECO 211 and ECO 212.*

Contribution of the classical economists are examined starting with Adam Smith and continuing to the marginal revolution with Jevons, Menger, Walras, as well as socialist and historical thought, and concluding with Keynes. Offered periodically.

### **ECO 351 Intermediate Economic Theory (3)**

*Prerequisites: ECO 211 and ECO 212.*

General theory examined with emphasis on the micro approach. Offered periodically.

**ECO 199, 491, 493, 494, 495, 499** (See page 14)

## **EDUCATION • EDU**

### **EDU 099 Foundations of Academic Success (1)**

*Prerequisite: Admitted on Academic Probation.*

This course introduces the student to the most basic and critical academic study skills and strategies necessary for success in the collegiate environment. This course will introduce students to their own personal potential for continuous growth, development, and maturation as active learners within the collegiate environment. Every Fall. **NOTE: This course does not earn credit toward graduation.**

### **EDU 202 Social and Philosophical Foundations of Modern Education (3)**

This course reviews the historic, philosophical, and social developments that affect American education, along with a study of its organization and legal foundations. Particular attention is given to the development of a philosophy of education. The course is designed to analyze historical, philosophical, and social developments in American education from a Christian perspective. This course must be taken at Geneva College. Fall semester.

### **EDU 211 Educational Psychology (3)**

Psychological principles and theories applied to teaching. The coverage of psychological variables that influence teacher functioning in the classroom, the role of human development, learning, instructional models, motivation, classroom management and discipline, the nature of and the response of teachers to exceptionality, and ethnic, racial, and social differences in schools. Spring semester.

### **EDU 214 Stage 2 - Field Experience Exploration (1)**

*Prerequisite: Act 34, 114, and 151 clearances.*

In this course, each student will complete 20 hours of field experience in a Birth through PK setting that includes students with and without disabilities. Assignments related to Cognitive, Physical, Social, Behavioral, and Language Development will be given and students will participate in small group and individual tutoring with reading, math, and other subject matter; activities with outdoor and indoor play; and monitoring classroom routines and procedures. These assignments will help students explore various issues related to the development of children in this age range. Fall semester.

### **EDU 216 Stage 1 - Field Experience Observation (1)**

*Prerequisites: Act 34, 114 and 151 clearances.*

Systematic visitation, observation and participation in elementary school classroom. Nine seminar classes will

help explore educational methods, techniques, and related issues. Recommended to be taken during the sophomore year. It is a prerequisite to junior year courses. Credit granted up to two semesters. Spring semester.

**EDU 217 Stage 1 - Field Experience Observation, 4-12 (1)**

*Prerequisites: Act 34, 114 and 151 clearances.*

Systematic visitation, observation and participation in the secondary school classroom. Must be taken by the sophomore year. It is prerequisite to junior year courses. Spring semester.

**EDU 219 Stage 2 - Field Experience Exploration, 4-12 (1)**

*Prerequisites: Act 34, 114, and 151 clearances.*

A ten-week practical field experience and a series of discussion seminars. The student is assigned to a local secondary or middle school where he/she observes and carries out tasks assigned by the professional teachers. Discussion seminars are scheduled throughout the semester. The student will expand his/her understanding of teaching techniques, classroom management strategies and other related issues during the seminar. One of the primary goals of this course is to help the student develop an understanding about the nature of the student learning and effective types of instructional mediation in a secondary school environment. Fall semester.

**EDU 220\* Tutoring (1)**

*Prerequisites: EDU 211 or PSY 211 and sophomore standing.*

Thirty hours of tutoring in a supervised setting. With permission from the instructor and education department chair, credit can be given for working with tutoring programs or other, directed tutoring situations. Credit granted up to two semesters and graded as credit/no credit.

**EDU 249 Teaching of Science for PreK-4 (3)** This course provides the future teacher with preparation for teaching science at the PK-4 grade level. A variety of strategies and philosophies for teaching will be explored. Inquiry-based science is an important focus of the course. Spring semester.

**EDU 251 Integrating the Arts in the PreK-4 Classroom (3)**

*Prerequisite: PK-4/PK-12 Special Education majors only or by permission.*

The course will focus on the integration of the arts- visual arts, dance/movement, music/song, drama/theater- at the PreK-4 grades. The course will build an appreciation of the arts as well as basic concepts in the arts. It will also develop in the preservice teacher an understanding how the arts can be used to support and develop the core subjects of math, language arts, science and social studies. The emphasis will be: What is basic to the arts, Why integrating the arts can be essential to the curriculum, and How the arts can be used in the PreK-4 classrooms. Fall semester.

**EDU 290 Educational Technology (2)** A course designed to explore various technology tools and instructional strategies to enhance student learning. Spring semester.

**EDU 303 Introduction to Christian Education (3)** Teaching of the Scriptures as they relate to education; the role of the teacher in the Christian school; the history of Christian education; and the organization and administration of the Christian school. Offered periodically.

**EDU 321 Teaching of Reading PK-4 (3)** This course covers foundations of the Science of Reading, Structured Literacy, reading process, history of reading methodologies, current approaches to teaching reading, and evidenced-based teaching strategies. The Five Pillars of Reading are also covered: phonemic awareness, decoding, vocabulary, comprehension, and fluency for PK-4 teachers. Fall semester.

**EDU 323 Teaching Children Mathematics PK-4 (3)** The course provides a strong background in teaching children mathematics PK-4. It was designed to examine math concepts developed in PK-4 and best practices for teaching these concepts, explore the role of assessment, provide opportunity to examine math standards, and explore and reflect on the teacher's role in the creation of a positive math environment. Fall semester.

**EDU 342 Children's Literature PK-4 (3)** This course is an introductory course in children's literature that gives a brief overview of the field and the various genres as they are used in the elementary school. Books that are appropriate for children ages 3-12 will be read and discussed, and teaching strategies that involve literature in the context of the curriculum will be modeled. Spring semester.

**EDU 343 Meeting the Instructional Needs of PK-4 English Learners: Language & Cultural Diversity in the PK-4 Classroom (3)** This course is designed to prepare future teachers to work with English Learners (ELs) in the PK-4 classroom. This includes using effective strategies to help ELs meet the PA Academic Standards, as well as working and communicating with the ESL Program Specialist in regard to appropriate and effective classroom instruction, Pennsylvania's English Language Proficiency Standards (ELPS), and assessment data. Spring semester.

**EDU 344 Classroom Management (2)**

*Corequisites: EDU 342, 343, 345, 346, and 347.*

Principles and practices of classroom management will be addressed particularly with a Christian worldview in mind. Students will apply these principles and practices in actual classroom situations. Spring semester.

**EDU 345 Advanced Teaching of Reading and Writing PK-4 (3)**

*Prerequisite: EDU 321*

This course investigates current approaches to teaching reading and writing and includes strategies involved in assessing, planning, and instructing in alignment with Structured Literacy. This is an advanced field placement. Spring semester.

**EDU 346 Language Arts in Early Childhood PK-4 (3)**

This course covers listening, speaking, reading, and writing skills as they apply to child development and the early childhood curriculum. Teaching strategies for the language arts and the integration of the language arts into content areas and ELL education will be addressed. Spring semester.

**EDU 347 Teaching of Social Studies in the PK-4 Grades (3)**

*Prerequisites: Educational psychology and requirements as mandated by Chapter 354.*

This course provides the future teacher with preparation for teaching in the content area of social studies in prekindergarten-4<sup>th</sup> grade. A variety of strategies and philosophies for teaching will be explored. This course is part of a block of courses in the PK-4 major. Field experience is a major component of the course. This course must be successfully completed prior to student teaching. Spring semester.

**EDU 370 Survey of Disabilities- PK-4 and PK-12 Special Education (3)**

*Prerequisites: EDU 211 or PSY 211 and requirements as mandated by Chapter 354.*

This course will provide PK-4–PK-12 Special Education aspiring teachers with a survey of the characteristics of students with special needs, including differences in Cognitive, Physical, Social, Behavioral, and Language Development. Academic challenges of students with disabilities will be highlighted including their specific needs and legal status. Federal legislation, team collaboration, special support services, and IEPs will be discussed. Fall semester.

**EDU 375 Survey of Disabilities- 4-12 and Secondary (3)**

*Prerequisites: EDU 211 or PSY 211 and requirements as mandated by Chapter 354.*

This course will provide 4-12 and Secondary Education aspiring teachers with a survey of the characteristics of students with special needs, including differences in Cognitive, Physical, Social, Behavioral, and Language Development. Academic challenges of students with disabilities will be highlighted including their specific needs and legal status. Federal legislation, team collaboration, special support services, and IEPs will be discussed. Spring semester.

**EDU 380 History of Mathematics & Mathematics Education (2)**

*Corequisites: EDU 382 and requirements as mandated by Chapter 354. Cross-listed as MAT 380.*

Today's efforts to reform the teaching of mathematics will be examined in an historical context. Both the history of mathematics education and the history of mathematical thought will be explored. The great thinkers and their contribution to mathematical thought will be highlighted. The implications of various worldviews, including a Christian worldview, concerning the nature of mathematics and mathematics pedagogy will be examined. Spring semester.

**EDU 382 Math Curricula in the Middle and Secondary School (2)**

*Corequisites: EDU 380 and requirements as mandated by Chapter 354. Cross-listed as MAT 382.*

An introduction to curriculum resources focusing on what is critical for students to know and be able to do. Emphasis is on creating unity among the written, taught, and tested curricula. Those taking the course will become knowledgeable about and able to use the standards of the State of Pennsylvania and the National Council for the Teaching of Mathematics (NCTM) with regard to their own teaching of mathematics. Spring semester.

**EDU 385 The Role of Phonics and Spelling in Literacy Instruction (3)**

*Prerequisite: EDU 321.*

Principles of phonics and spelling patterns as aids to word identification will be addressed, as well as methods of teaching and assessing phonemic awareness, alphabetic principle, spelling and fluency within diverse contexts to diverse learners. This course will also examine current research on different phonics approaches aligned with the Science of Reading and Structured Literacy in reading and spelling instruction. Spring semester.

**EDU 415 Literacy Across the Curriculum Grades**

**4-12 (3)** This course provides preservice teachers with an understanding of the ways in which reading and writing can be used to enhance students' comprehension of content area material for all students. Additional topics include the Science of Reading, Structured Literacy, and the Five Pillars of Reading. Fall semester.

**EDU 420 Educational Assessment (3)**

*Prerequisites: EDU 211 or PSY 211 and requirements as mandated by Chapter 354.*

Methods and instruments for evaluating the individual and the various outcomes of the school program; elementary statistical techniques for interpreting measurements. Every semester.

**EDU 430 Student Teaching Performance—Special Education (3)**

*For prerequisites, see admission to student teaching section on page 60.*

Observation and pre-service teaching under the supervision of a cooperating teacher and a student teaching supervisor from Geneva College. Every semester.

**EDU 431 Student Teaching Performance—Elementary (3)**

*For prerequisites, see admission to student teaching section on page 60.*

Observation and pre-service teaching under the direction and supervision of a cooperating teacher and a student teaching supervisor from Geneva College. Every semester.

**EDU 432 Student Teaching Performance – 4-12 (6)**

*For prerequisites, see admission to student teaching section on page 60.*

Observation and pre-service teaching under the direction and supervision of a cooperating teacher and a student teaching supervisor from Geneva College. Every semester.

**EDU 433 Student Teaching Portfolio (3)**

*For prerequisites, see the admission to student teaching section on page 60.*

An integral part of student teaching, the portfolio experience is an opportunity for students to produce a collection of materials to show growth of knowledge and application of teaching practices. It is expected that, in the production phase, students will reflect on their performance and analyze their own work. A well-developed portfolio will be a useful tool to help a graduate present herself or himself to prospective employers. Every semester.

**EDU 434 Student Teaching Seminar (3)**

*For prerequisites, see admission to student teaching section on page 60.*

A weekly seminar provides a context in which professional issues can be explored and to which student teachers can bring issues they need to raise. The seminar will revolve around reviewing professional literature, developing curriculum materials and lesson plans, and participating in analysis and resolution of real and simulated concerns. Every semester.

**EDU 435 Student Teaching Performance 7-8 (3)**

Observation and pre-service teaching under the direction and supervision of a cooperating teacher and a student teaching supervisor from Geneva College. Every semester.

**EDU 436 Student Teaching Performance 9-12 (3)**

Observation and pre-service teaching under the direction and supervision of a cooperating teacher and a student teaching supervisor from Geneva College. Every semester.

**EDU 437 Student Teaching Perf: Overseas (3)**

Observation and pre-service teaching in an overseas placement under the direction and supervision of a cooperating teacher and a student teaching supervisor from Geneva College. Every semester.

**EDU 470 Advanced Studies in Special Education (3)**

*Prerequisites: EDU 370 and requirements as mandated by Chapter 354. Concurrent enrollment in EDU 471, 472, 473 and 474.*

Prepares students for classroom teaching through (1) understanding the historical foundations of special education, (2) demonstrating an understanding of IDEA, ADA, Section 504, and ESSA and how these acts impact the school, (3) understanding procedural safeguards, disciplinary procedures, preventing over-representation of diverse students, effective early intervention procedures to prevent placement, (4) authoring an appropriate transition IEP based on a student's post-secondary and independent living needs as well as the academic needs. This course includes field experience. Fall semester.

#### **EDU 471 Assessment of Exceptional Children (3)**

*Prerequisites: EDU 370 and requirements as mandated by Chapter 354, concurrent enrollment in EDU 470, EDU 472, EDU 473, EDU 474.*

Prepares the students to assess individuals with disabilities by (1) applying general evaluative and assessment techniques to exceptional children, (2) identifying types of instruments used to assess exceptional learners, (3) identifying factors involved in collecting, interpreting, and analyzing information about the family, school, and personal history of exceptional learners, (4) applying universal screenings and progress monitoring techniques within field placements, (5) interpreting evaluative data for screening and placement, (6) evaluating student progress toward mastery learning outcomes and objectives, (7) organizing, interpreting, and summarizing evaluation data for instructional planning, delivery, and management, and (8) authoring an appropriate IEP based on student's individual needs and present levels of performance. Fall semester.

#### **EDU 472 Academic Skill Intervention for Exceptional Children (3)**

*Prerequisites: EDU 370 and requirements as mandated by Chapter 354, concurrent enrollment in EDU 470, EDU 471, EDU 473, EDU 474.*

Prepares prospective teachers to develop and implement special education and inclusive academic programs for the students with disabilities. Proven methods, strategies, and techniques will emphasize the required planning behind the use of such methods, strategies, and techniques. Geneva students will be given the opportunity to practice the skills learned through field experience work in local educational agencies prior to the student teaching experience. Fall semester.

#### **EDU 473 Behavioral Skill Intervention for Exceptional Children (3)**

*Prerequisites: EDU 370 and requirements as mandated by Chapter 354, concurrent enrollment in EDU 470, EDU 471, EDU 472, EDU 474.*

Prepares prospective PK-12 Special Education teachers to develop and implement special education and inclusive programs of behavioral intervention the students with disabilities. Behavioral management, behavioral modification techniques, therapeutic crisis intervention, positive behavioral support skills, and other methods will be emphasized to prepare Geneva students to deal with problem behaviors with skill and confidence. Geneva students will be expected to practice their newly acquired skills and techniques through field experience work in local educational agencies prior to the student teaching experience. Fall semester.

#### **EDU 474 Teaching Reading to the Exceptional Child (3)**

*Prerequisites: EDU 370 and requirements as mandated by Chapter 354, concurrent enrollment in EDU 470, EDU 471, EDU 472, EDU 473.*

Teaches the theory and skills necessary for success in teaching reading to exceptional students. A wide variety of research on proven methods and techniques in teaching reading to exceptional students will be covered in this course. Geneva students will be given the opportunity to work with children with reading disabilities through our on-campus reading laboratory as well as through field experience opportunities prior to student teaching. Fall semester.

**EDU 482 Intervention for Students in Inclusive Classrooms (Grades 7-12) (3)** This course is designed to instruct the undergraduate student in techniques and strategies used in teaching students with special needs. It is designed to include technology as it relates to methods, how to use specific instructional approaches, and how to modify existing curricular methods to meet individual needs. Spring semester.

**EDU 199, 491, 493, 494, 495, 499** (See page 14)

\*See limitation explained on page 15.

## **ELECTRICAL ENGINEERING • ELE**

### **ELE 222 Linear Circuit Analysis II (3)**

*Prerequisite: EGR 212.*

Use of Phasors in AC linear circuit analysis, AC Power Analysis including three phase systems, magnetically

couple circuits, circuit frequency response, and the simulation of circuits. Spring semester, even years.

**ELE 305 Electromagnetic Fields and Waves (4)**

*Prerequisites: PHY 202, MAT 405.*

*Corequisite: MAT 261.*

Such topics as Coulomb's Law, Gauss' Law, energy and potential. Poisson and Laplace's equations, the steady magnetic field, time-varying fields, and Maxwell's equations. Fall semester, odd years.

**ELE 309 Electronic Devices and Circuits I (4)**

*Prerequisite: PHY 202 or EGR 212.*

Introduction to the characteristics and circuit applications of diodes, field-effect and bipolar junction transistors and vacuum tubes. Includes energy band theory, graphical analysis, biasing, small-signal equivalent circuits, device modeling, and computer simulation. Emphasis is on analysis and design of power supplies, small-signal amplifiers, power amplifiers, oscillators, and switching circuits. Laboratory exercises in design, simulation, and construction of circuits and measurements of their properties. Spring semester, odd years.

**ELE 324 Electrical Machines (3)**

*Prerequisite: EGR 212.*

Energy, power transfer devices, magnetic circuits, transformer analysis, introduction to rotating machinery. Spring semester, odd years.

**ELE 402 Communications Engineering (4)**

*Prerequisites: ELE 225 or EGR 316.*

Amplitude, phase and frequency modulation, Fourier analysis and spectra, transmission and reception circuits, transmission line and antenna theory. Laboratory exercises in spectral analysis of modulated signals, communications circuits, and transmission line and antenna properties. Fall semester, odd years.

**ELE 410 Electronic Devices and Circuits II (4)**

*Prerequisites: ELE 309 and either EGR 316 or EGR 225.*

Continuation of ELE 309. Topics include feedback theory, linear integrated circuits with emphasis on operational amplifiers and their applications, SCR and Triac theory and applications, tunnel diodes, optoelectronic devices, and switching power supplies. Laboratory exercises in design, simulation, construction and measurement of circuits. Fall semester, odd years.

**ELE 440 Digital Signal Processing (3)**

*Prerequisite: EGR 225 or EGR 316.*

Introduction to discrete signals and systems. Includes convolution, correlation, and Fourier transforms; sampling theorems, and digital filters. Offered in 2 lectures and one three-hour lab format. Fall semester, even years.

**ELE 199. 491, 493, 494, 495, 499** (See page 14)

**ENGINEERING • EGR**

**EGR 100 Engineering: Calling and Vocation (1)**

Introduction to the engineering design profession, the Biblical concepts of calling and vocation, and skills and information to enhance the transition from high school or work to college. Fall semester.

**EGR 101 Introduction to Engineering Design (2)**

Introduction to engineering design and decision-making. Christian worldview applied to engineering. Use of logic, experimental data, and design criteria. Project-oriented. Every semester.

**EGR 102 Computer-Aided Engineering (2)**

Design problems requiring the use of computers and professional software. Continuation of issues addressed in EGR 101. Introduction to engineering graphic design. Every semester.

**EGR 211 Solid Mechanics (4)**

*Prerequisite: MAT 161.*

Statics of particles and rigid bodies. Equivalent force-couple systems and equilibrium in 2D and 3D. Frames and machines; centroids; introduction to friction. Mechanics of deformable bodies: stress, strain, tension, compression, torsion, bending, shear. Design and deflection of beams, stability of columns. Every semester.

**EGR 212 Linear Circuit Analysis I (3)**

*Prerequisite: MAT 162.*

DC and AC circuit analysis, network theorems, Kirchhoff's Laws, topology, and computer aided techniques. Introduction to Fourier Analysis. Every semester.

**EGR 214 Dynamics (3)**

*Prerequisites: EGR 211, MAT 162.*

Plane kinematics and kinetics of particles and rigid bodies. Equations of motion, work and energy, impulse and momentum. Simple gyroscopic phenomena. Spring semester.

**EGR 225 Signals and Systems (3)**



*Prerequisite: EGR 212.*

Characterization of linear systems in terms of differential and difference equations, superposition, convolution, transfer function and frequency response. Emphasis on continuous-time signals and systems. Specific topics include Fourier series and transforms, Laplace transforms and their application to electrical systems, sampling theory and aliasing. Spring semester.

### **EGR 304 Technology and Society (3)**

*Prerequisites: HUM 203, SCS 110 (or two lab science courses), or permission of the instructor.*

An examination of the interactions between technological development and the development of human societies. Emphasizes the historical approach and involves the use of historical, imaginative, theoretical, sociological, philosophical, and/or theological writings on technology and society. Fall semester, even years.

### **EGR 316 Process Control (3)**

*Prerequisites: EGR 212, MAT 405.*

Introduction to classical and modern control theory. Discussion of the elements of a practical system and computer modeling of such systems. Spring semester.

### **EGR 322 Manufacturing Engineering (3)**

*Prerequisite: EGR 211 or permission of instructor.*

Introduction to both traditional and modern manufacturing engineering topics including Geometric Dimensioning and Tolerancing. Traditional manufacturing topics include machining, stamping, forming (plastics and metal), casting, metrology, etc. Modern manufacturing topics include Computer Numerical Control, Flexible Manufacturing Systems, robotics, CAD/CAM/CIM/CAPP, nano-fabrication, etc. Hands-on team projects/labs and plant tours included. Spring semester, odd years.

### **EGR 325 Materials Engineering (3)**

*Prerequisite: CHM 221.*

Atomic bonding, crystal lattices, dislocation theory, phase diagrams, heat treatment, ferrous and non-ferrous alloys, ceramics and glasses, polymers and composites. Fall semester, even years.

### **EGR 330 Thermal Fluid Sciences (3)**

*Prerequisite: PHY 201.*

Application of the first law of thermodynamics to systems involving heat transfer and fluid flow. Introduction to fluid properties, work and energy, basic

rate processes (heat and momentum transfer), and application to heating, cooling, and movement of solids, liquids and gases. Every semester.

### **EGR 331 Introduction to Thermal and Fluid Engineering Laboratory (1)**

*Corequisite: EGR 330.*

Selected experiments in thermodynamics, heat transfer, and fluid flow integrated with EGR 330 topics. Additional topics in report writing, appropriate statistical and data presentation approaches. Fall semester.

### **EGR 332 Fluid Mechanics (4)**

*Prerequisite: EGR 330 and EGR 331.*

Fluid properties and hydrostatics. Open channel flow, compressible flow, pipe flow and pipe networks, pumps and turbo machinery, boundary layers, dimensional analysis, similitude, lift and drag. Spring semester.

### **EGR 371 Operations Research (3)**

*Prerequisite: MAT 105 or MAT 265. Cross-listed with BUS 371.*

Quantitative approaches to management decision making. Includes review of probability, decision theory, linear programming, network analysis, inventory control, waiting line theory and simulation. Applications to business and industry. Spring semester, even years.

### **EGR 401 Christian Ethics and Engineering (2)**

*Prerequisite: senior standing or permission of the instructor.*

The engineering profession, professional life. Christian ethics applied to engineering, discussion of case histories of ethical problems in engineering. Every semester.

### **EGR 423 Quality Engineering (3)**

*Prerequisite MAT 265 or BUS 242. Cross-listed as BUS 423.*

Introduction to traditional quality engineering topics such as statistical quality control (control charts, acceptance sampling, process capability analysis, design of experiments), total quality management, lean manufacturing, six-sigma concepts and practices, measurement, detection, reduction, elimination, and prevention of quality deficiencies. Taguchi method and its application to engineering design. Spring semester, even years.

### **EGR 441 Project Management (3)**

*Prerequisite: junior standing. Cross-listed as BUS441, CSC 441.*

Students will learn the application of the nine Knowledge Areas and five Process Groups that comprise the Common Body of Knowledge for Project Management. Emphasis is placed on the five Process Groups- initiating, planning, executing, controlling, and closing. The course emphasizes refining individual communications skills necessary to the field of project management. Every semester.

### **EGR 481, 482 Senior Design Project (3, 3)**

*Prerequisite: senior standing.*

Projects derived from industry sources or realistic integrated design problems. Projects may be undertaken by individuals or teams. Projects may be interdisciplinary or specific to an area of concentration. Must be taken in sequence; EGR 481 will be graded in progress (IP); the final grade in EGR 482 will count for all six credit hours in the GPA. Every semester.

**EGR 199, 491, 493, 494, 495, 499** (See page 14)

## **ENGLISH • ENG**

**ENG 100 English Composition (4)** English Composition with Lab prepares students for academic reading and writing. Attention will be given to paragraph development, writing for context, critical thinking, argumentation, and research. Required in the first semester of enrollment for students who score below 460 SAT Evidence-Based Reading & Writing, below 32 on the ACT Reading + English Test, or below 41 on the CLT Verbal & Grammar Test. **This requirement is met only with a grade of C- or better.** Every semester.

### **ENG 101 English Composition (3)**

*Prerequisite: Proficiency or permission of instructor.*

Fundamentals of expository writing. Offers practice in reading, interpreting, and responding to texts. **Note: Passing grade to meet college requirement is C- or better. Does not count toward the English major.** Every semester.

### **ENG 102 Academic Writing and Research Process (3)**

*Prerequisite: ENG 101 or equivalent.*

The course is intended to serve those students who seek to improve the knowledge, skills, and strategies to find and critically evaluate information, and then organize the results of their research and communicate them in writing. Offered periodically or summer semester.

## **ENG 110 Proficiency in English as a Second Language**

(2) Development of oral and written communication skills in English for non-native users of English. Limited to those recommended by department action. Offered periodically. Credit-no credit.

### **ENG 112 Introduction to Literary Study (3)**

*Prerequisite: By permission only*

Basics of literary critical theory, study of literary genres, written work applying various critical perspectives to literature. Fall semester.

### **ENG 113 Researched Writing (3)**

*Prerequisite: ENG 112.*

Writing based on various kinds of research and investigation primarily in the field of English studies; an emphasis on individualized projects and extensive practice in using library and literary resources. Fulfills core writing requirement for English and Writing majors. Spring semester.

### **ENG 201 Introduction to Creative Writing (3)**

Introduction to the forms and concepts of literary creation; treatment of the basic elements of compositional principles in fiction, poetry, and drama. Spring semester.

**ENG 205 Advanced Composition (3)** Study and practice of making expository writing answerable to the writer's voice, purpose, and audience. Fall semester, even years.

**ENG 207 Creative Nonfiction (3)** Supervision for writing creative nonfiction (personal essay, memoir); seminar discussion of class members' work. Spring semester, odd years.

**ENG 212 Cinema (3)** Structure, technique, and values in film. Film classics and contemporary movies will be studied with written responses required. Offered periodically.

### **ENG 213 Topics in Non-Western Film (3)**

*Prerequisite: HUM 103.*

Study of film focusing on theme, issue, genre, director, actor, or other film topic. Variable topics. Fall semester, even years.

### **ENG 215 Writing Fiction (3)**

*Prerequisite: ENG 201.*

Supervision for writing short stories, seminar discussion of class members' work, and individual conferences. Fall semester, odd years.

**ENG 216 Poetry (3)**

*Prerequisite: ENG 201.*

Supervision for writing poetry, seminar discussion of class members' work, individual conferences. Fall semester, even years.

**ENG 223\* Literary Magazine (1)**

*Prerequisite: ENG 101, COM 101, or PHI 100.*

Workshop course for *The Chimes* staff. Credit-no credit basis. Every semester. Repeatable.

**ENG 242 Editing (3)**

*Prerequisite: ENG 112 or permission of the instructor.*

Basic concepts in editorial writing, news editing, headlining, and layout and designing applicable to any publication. Spring semester, even years.

**ENG 271 British Literature through the Renaissance (3)**

*Prerequisite: ENG 112.*

Survey of British literature from its beginnings through the Renaissance (i.e., to 1600). Fall semester, even years.

**ENG 272 Brit. Lit. - Restoration through 18<sup>th</sup> Century (3)**

*Prerequisite: ENG 112.*

Survey of British literature from 1600 to 1800. Spring semester, odd years.

**ENG 273 British Literature from Romanticism to WWII (3)**

*Prerequisite: ENG 112.*

Survey of British literature from the Romanticism to WWII. Fall semester, odd years.

**ENG 281 American Literature to 1820 (3)**

*Prerequisite: ENG 112.*

Survey of American literature from indigenous oral literature to 1820. Fall semester, odd years.

**ENG 282 American Literature from 1820 to 1914 (3)**

*Prerequisite: ENG 112.*

Survey of American literature from the Romanticism through early modern literature. Spring semester, even years.

**ENG 283 American Literature from 1914 to Present (3)**

*Prerequisite: ENG 112.*

Survey of modern and post-modern American literature. Fall semester, even years.

**ENG 290 Non-Western World Literature (3)**

*Prerequisites: HUM 103.*

An introduction to the study of nonwestern cultures and literatures that includes a range of texts (in English translation) from regions that may include the Americas, Africa, Asia, and the Pacific Rim. Spring semester, even years.

**ENG 291 Masterpieces of World Literature (3)**

*Prerequisite: ENG 112.*

Study of the concept of masterwork through examining texts representative of the Ancient Western World, the High Middle Ages, and the Post-Enlightenment era. Spring Semester.

**ENG 301 Genre Writing Topics (3)**

*Prerequisite: ENG 201.*

Introduces students to writing in a variety of popular fiction forms. Seminar-style class focused on discussion of class members' work; includes individualized conferences. Spring semester, even years.

**ENG 311 Writing for Business and Industry (3)** Writing for technology and industry in a variety of modes. Practice in oral presentation. Spring semester, odd years.

**ENG 320 Tutoring Writing (2)**

*Prerequisite: ENG 113.*

Instruction and practice of tutoring writers needing guidance in developing writing skills. Work in Writing Center is integral to course. Fall semester.

**ENG 328 History of the English Language (3)**

Development from Indo-European sources to contemporary forms. Offered periodically.

**ENG 335 Literature of Minorities (3)**

*Prerequisite: ENG 112.*

Study of literature of one or related minorities in American society—for example, African American, Native American or Asian American literature. Variable topics. Repeatable with different topic. Offered periodically.

**ENG 336 Studies in Women's Literature (3)**

*Prerequisite: ENG 112.*

Study of literature written by women from a variety of historical and cultural contexts. Offered periodically.

**ENG 337 Immigration and American Literature (3)**

*Prerequisite:* HUM 103.

Study of the social, cultural, and literary history of various immigrant communities in America from the 19<sup>th</sup> to the 21<sup>st</sup> century. Spring semester, odd years.

**ENG 344 Publishing (3)** Study and practice of desktop publishing, other technologies of publication, and approaches to being accepted for publication. Spring semester, odd years.

**ENG 351 Shakespeare (3)** Representative histories, comedies, and tragedies. Fall semester.

**ENG 382 English Grammars (3)** Traditional and modern, including generative grammar. Spring semester, odd years.

**ENG 390 Special Topics in Literature (3)**

*Prerequisite:* ENG 112.

Study of a major author or related authors, or of a theme, issue, or other literary topic. Repeatable with a different topic. Spring semester.

**ENG 394 Special Topics in Writing (3)** Study and practice of various kinds of writing, creative and/or informational. Topics change from offering to offering. Fall semester, odd years.

**ENG 401 Advanced Creative Writing Workshop (3)**

*Prerequisite:* ENG 215 or 216.

Workshop-style format involving writing and revising in one established form in order to produce a publishable work. Fall semester.

**ENG 402 Teaching of ELA & Science of Reading 4-8 (3)** *Prerequisite:* junior standing.

Literacy methods for integrating reading, writing, speaking, listening, viewing, critical thinking, and literature for the middle grades 4-8. Methods will include the essentials of reading including phonemic awareness, phonics, vocabulary, fluency, and comprehension as well as methods for structured literacy with systematic and explicit instruction of phonology, orthography, morphology, syntax, and semantics. This course has a field requirement. Fall semester.

**ENG 405 Teaching of English –Secondary (4)**

*Prerequisite:* junior standing.

Methods course required of all students seeking certification to teach English on the secondary level. Focus on approaches appropriate to middle and high

school students. Field experience required as part of the course. Fall semester.

**ENG 413 Teaching English as a Second Language (3)**

Theory, principles, and practice of teaching English language skills to non-native speakers of English. Fall semester.

**ENG 489 Majors Seminar (3)**

*Prerequisites:* ENG 112, and senior standing.

Focused seminar on literary, historical, or cultural topics designated in current class schedule. Research and presentation of a major paper. English and writing majors only. Fall semester.

**ENG 199, 491, 493, 494, 495, 499** (See page 14)

\*See limitation explained on page 15.

**ENGLISH AS A SECOND LANGUAGE • ESL****ESL 310 Academic Oral Communication (2)**

Development of listening and speaking skills in an academic setting. Classroom emphasis placed on video lectures, note-taking, discussions, and presentation on academic topics. Offered periodically.

**ESL 320 Academic Writing (2)** Development of a clear, natural, and effective written communication in English. Awareness is placed on style, levels of usage, and the difference between written and spoken language. Vocabulary enrichment through readings and compositions. Offered periodically.

**ESL 330 Academic Reading (2)** Development of strategies for academic reading, speed, and overall comprehension of authentic material. Vocabulary enrichment through readings and discussions of academic texts. Offered periodically.

**ESL 410 Academic Oral Communication (2)**

Development of the ability to listen to authentic, fluent speech in lectures and note taking. Classroom emphasis placed on video lectures, note taking, discussions, and presentations on academic topics. Offered periodically.

**ESL 420 Academic Writing (2)** Development and refinement of a clear, natural, and effective written communication in English. Emphasis on academic grammar and rhetorical skills needed for English 101. Awareness is placed on style, levels of usage, and the difference between written and spoken language.

Vocabulary enrichment through readings and compositions. Offered periodically.

**ESL 430 Academic Reading (2)** Development of strategies for academic reading, speed, and overall comprehension of authentic material. Vocabulary enrichment through reading and discussion of advanced academic texts. Offered periodically.

## **ENVIRONMENTAL ENGINEERING • EVE**

### **EVE 240 Water Quality Control (4)**

*Prerequisite: CHM 111. Corequisite: MAT 162.*

Stewardship of God's creation; material and energy balances, physical, chemical, and biological processes for the treatment of water supplies, municipal wastewaters, and industrial wastewaters. Fall semester, even years.

### **EVE 341 Environmental Monitoring and Impact Analysis (3)**

*Prerequisites: CHM 111 and MAT 265.*

Design and operation of air and water quality monitoring systems. Sampling methods for air, water, sludges, and solids. Introduction to environmental impact analysis. Spring semester, even years.

### **EVE 453 Solid and Hazardous Waste (3)**

*Prerequisites: CHM 221 and corequisites of either EGR 330 or CHM 307.*

Generation, handling, collection, processing, treatment and disposal of municipal solid waste; unit processes for hazardous waste treatment, including incineration and solidification; landfills and ground water contamination. Fall semester, even years.

### **EVE 454 Air Pollution Control (3)**

*Prerequisites: CHM 221 and corequisites of either EGR 330 or CHM 307.*

Sources and impacts of air pollution, atmospheric transport, and dispersion processes, unit processes for air pollution control in stationary and mobile sources. Fall semester, odd years.

### **EVE 461 Surface Water Hydrology (3)**

*Prerequisites: CHM 111 and EGR 330.*

Hydrologic cycle, focusing on the rainfall-runoff process, stream flow, and evapotranspiration. Reservoirs, open-channel flow, flow routing, contaminant transport, and dispersion. Spring semester, odd years.

### **EVE 462 Ground Water Hydraulics and**

### **Hydrology (3)**

*Prerequisites: CHM 111 and EGR 330.*

Hydrologic cycle, focusing on infiltration, ground water flow, and aquifers. Darcy's law, continuity equation, well theory, contaminant transport and dispersion. Spring semester, even years.

**EVE 199, 491, 493, 494, 495, 499** (See page 14)

## **ENVIRONMENTAL SCIENCE • EVS**

### **EVS 111 Environmental Science (4)**

*Prerequisites: BIO or EVS or EGR major (Environmental Engineering Concentration) or permission of instructor.*

An introduction to environmental issues and Biblical principles of environmental stewardship with emphasis on human impacts on the environment as well as approaches and solutions that minimize negative impacts. This course is designed for science and environmental engineering majors. Three hours lecture and three hours laboratory per week. Spring semester.

### **EVS 221 Environmental Ethics (3)**

*Prerequisites: BIO 107 or EVS 111 or SCS 105 or permission of instructor.*

Critique and application of ethical theories that influence decision-making related to environmental issues and controversies, with an emphasis on biblical principles that inform environmental ethics. The history of the modern environmental movement and the writings of influential thinkers will provide a backdrop for our study of environmental ethics. Spring semester.

**Au Sable Courses** (see page 150)

## **GAME DEVELOPMENT • GDM**

**See Rize Education Courses p. 151**

## **GREEK • GRK**

### **GRK 101, 102 Elementary Hellenistic Greek I, II (3, 3)**

*Prerequisite: GRK 101 is a prerequisite for GRK 102.*

The purpose of these courses is to enable students to begin reading and translating the Greek New Testament on their own. Emphasis is placed upon understanding the basic grammar, developing a working vocabulary and basic translation methods. GRK 101: Fall semester, odd years. GRK 102: Spring semester, even years.

### **GRK 201 Intermediate Hellenistic Greek (3)**

*Prerequisite: GRK 102 or permission of the instructor.*

The purpose of this course is to enable students to gain greater proficiency in reading and studying the Greek New Testament. Elements of advanced Greek grammar and syntax are introduced through translation assignments. Basic methods of New Testament Greek exegesis are also demonstrated and practiced. Fall semester, even years.

### **GRK 202 Biblical Greek Exegesis (3)**

*Prerequisite: GRK 201 or permission of the instructor.*

A continuation of Intermediate Hellenistic Greek. It involves the further development of reading facility and the application of exegetical principles and methods. Spring semester, odd years.

**GRK 199, 491, 493, 494, 495, 499** (See page 14)

## **HEBREW • HEB**

### **HEB 101, 102 Elementary Biblical Hebrew I, II (3, 3)**

*Prerequisite: HEB 101 is a prerequisite for HEB 102.*

An introduction to Biblical Hebrew grammar, with reading in simple Biblical prose texts.

HEB 101: Fall semester, even years. HEB 102: Spring semester, odd years.

### **HEB 201 Intermediate Biblical Hebrew (3)**

*Prerequisite: HEB 102 or permission of the instructor.*

Continuation of Hebrew grammar and syntax with emphasis upon reading selected Biblical passages on an intermediate level. Fall semester, odd years.

### **HEB 202 Biblical Hebrew Exegesis (3)**

*Prerequisite: HEB 201 or permission of the instructor.*

Development of reading facility in the Hebrew Bible, with application of basic exegetical principles. Spring semester, even years.

**HEB 199, 491, 493, 494, 495, 499** (See page 14)

## **HISTORY • HIS**

**HIS 150 Survey of American History (3)** An overview of major themes in American history from the pre-Colombian period to the present. Designed for non-history majors, especially elementary education. Special attention given to Pennsylvania history. Spring semester. Core, Society Group B option.

### **HIS 151 American History Through Reconstruction (3)**

Development of the nation from colonial origins through 1870s. (Early College program only). Core, Society Group B option.

### **HIS 152 American History Since Reconstruction (3)**

Survey from 1870s to the present. (Early College program only). Core, Society Group B option.

### **HIS 201 Introduction to Historical Studies (3)**

An introduction to the practice and discipline of history, ranging from research and writing to more theoretical concerns. Spring semester.

### **HIS 220 Europe I: Ancient through Medieval (3)**

Survey of ancient and medieval history, from fifth century BC to the 14th century AD, tracing major ideas, institutions, and events and the shift from Mediterranean to European culture. Offered on a three-semester rotation. Core, Society Group B option.

### **HIS 221 Europe II: 1500–1815 (3)**

From the Renaissance through the Napoleonic period. The formation of modern Europe. Offered on a three-semester rotation. Core, Society Group B option.

### **HIS 222 Europe III: 1815–Present (3)**

Nineteenth and twentieth century Europe. Offered on a three-semester rotation. Core, Society Group C option.

### **HIS 250 U.S. I: Colonial (3)**

Survey of the colonial era from the earliest settlements to the adoption of the Constitution. Special emphasis on Pennsylvania history. Offered on a three-term rotation. Core, Society Group B option.

### **HIS 251 U.S. II: 19th Century (3)**

Development of the nation from the early republic through the 1890's. Special emphasis on Pennsylvania history. Offered on a three-term rotation. Core, Society Group B option.

### **HIS 252 U.S. III: America Since 1900 (3)**

Survey of major themes in US history since 1900. Special emphasis on Pennsylvania history. Offered on a three-term rotation. Core, Society Group B option.

### **HIS 260 Latin America (3)**

Colonial developments from discovery to independence and problems of the republics from independence to the present. Alternate years. Core, Society Group C option.

### **HIS 270 Middle East (3)**

History of Islam, noting especially its impact on political behavior of the Islamic countries and including the Arab-Israeli confrontation. Alternate years. Core, Society Group C option.

**HIS 280 Modern Africa** (3) History and politics of Sub-Saharan Africa, with emphasis on the interaction of indigenous and Western influences. Alternate years. Core, Society Group C option.

**HIS 290 Modern Asia** (3) Historical and political aspects of the people, particularly in China and Japan, especially since 1800. Alternate years. Core, Society Group C option.

**HIS 300 Special Surveys** (3) Specialized surveys of various historical topics not otherwise listed in the catalog. Examples would be philosophy of history, Pennsylvania history, history of the British Empire, women's history, etc. May be repeated with different topics. Offered every year.

**HIS 303 Special Surveys- Society Group B** (3)  
Specialized surveys of various historical topics that may be counted toward the History major or to fulfill the Core Curriculum Society B requirement. Topics vary from semester to semester and may include: "The Crusades;" "Greece and Rome;" "History of Spain;" etc. Offered regularly.

**HIS 304 Special Surveys- Society Group C** (3)  
Specialized surveys of various historical topics that may be counted toward the History major or to fulfill the Core Curriculum Society Group C requirement. Topics vary from semester to semester, and may include "Colonial Latin America;" "Genocide;" "Global Christianity;" "World Religions;" etc. Offered regularly.

**HIS 342 Gilded Age and Progressive Era** (3) This course provides an in-depth investigation of the years from 1877 through the 1920s, a time when many of the structures that define modern America originated. Industrialization, immigration, settlement of the West, social and national political reform, urbanization, Jim Crow-ism, the end of traditional Native American lifestyles, and New Manifest Destiny are among the topics explored. Offered periodically.

**HIS 351 U.S. Foreign Policy** (3) Survey of the history of American foreign relations with particular emphasis on the period 1898 to the present. Investigates the ideas, decisions, personalities, and ideological underpinnings that have shaped and defined US foreign policy. Offered periodically.

**HIS 361 Religion and American Civilization** (3)  
A survey of American religious history from the

pre-Colombian period through the present. Offered periodically.

**HIS 365 World Religions** (3)

*Cross-listed with PHI 318.*

This course will survey the major religious traditions, with particular focus upon Hinduism, Buddhism, Chinese religions, and Islam. Consideration will be given to assessment of the historical development of beliefs and practices of these traditions from a Christian perspective. Particular attention will be paid to the doctrinal, intellectual, and ritual dimensions of these religions. Spring semester. Core, Society Group C option.

**HIS 366 Global Christianity** (3) This course explores the worldwide Christian movement from the perspective of the current African, Asian, and Latin American resurgence and the shift of Christianity center of gravity from the global north to the global south. Fall semester. Core, Society Group C option.

**HIS 371 United States Cultural History** (3) An exploration of overarching themes in American cultural history, including marriage and family, consumerism, political culture, and sport. Offered periodically. Core, Society Group B option.

**HIS 381 History of Britain** (3) Overall view from earliest times to the present, with special emphasis on the unique developments that distinguish British history from continental history. Offered periodically.

**HIS 391 History of Russia** (3) An overall consideration of Russian history, with emphasis on the modern period and the distinctive features of Russian history and culture. Core, Society Group C option. Offered periodically.

**HIS 401 Selected Themes in History** (3)

*Prerequisite: junior or senior standing or permission of the instructor.*

Specialized reading and writing within a subfield. Examples: French Revolution, capitalism and its American critics, genocide, Stuart Britain, the Israel-Palestine conflict. Repeatable with different topics.

**HIS 421 Senior Seminar** (3)

*Prerequisite: senior standing.*

A seminar on a topic or theme of the instructor's choosing, involving intensive engagement with historiographical literature as well as original research.



Senior status. Fall semester. May be replaced by SSC 403 for Education majors only.

### **HIS 422 History and Theory (3)**

*Prerequisite: senior standing.*

A reading course on theory and methodology, including readings on the intersection of Christian faith and the doing of history. Fall semester.

**HIS 199, 491, 493, 495, 499** (See page 14)

### **HONORS • HON**

#### **HON 101, 102 Freshman Honors "College" (1, 1)**

*Prerequisite for HON 102: HON 101, admission to the Honors Program.*

This course is a two-course sequence (HON 101/HON 102) designed to challenge first-year honors students to consider questions profoundly relevant to their new vocation as "college students." What is college for? What is a Christian college? Why are you here? (i.e., in college/in a Christian college). While HON 101 in the Fall semester operates more like a traditional classroom, HON 102 in the Spring semester consists of a book discussion and various learning and service experiences, with the purpose of understanding how our studies and vocations can bring glory to God. Prerequisite: admission to the Honors Program.  
HON 101: Fall semester. HON 102: Spring semester.

#### **HON 201 The Thinking Christian (1)**

*Prerequisite: admission to the Honors Program.*

This reading seminar guides students into the thinking of Christian scholars whose work has influenced the contemporary academy in a way that crosses disciplines; scholars whose work we will read include Roger Lundin, Marilynne Robinson, Abraham Kuyper, among others. Students will develop a clearer understanding of their respective fields in the light of the writers they have been reading. Fall semester.

#### **HON 300 Academic Faithfulness (3)**

*Prerequisite: admission to the Honors Program.*

This course encourages students to develop a vision for their lives that is motivated by a love for Christ and focused on helping "young scholars" to understand Christian faith and the academic life more clearly and fully. Spring semester. BIB 300 option.

#### **HON 401 Academic Partners: Capstone (1-4)**

*Prerequisite: admission to the Honors Program.*

This includes a one-hour seminar along with additional credit hours for research as determined by the partnering professor (each credit hour should reflect

three hours of research per week). The seminar will help students more fully understand their honors projects in the light of Christian faith. The readings will help students to grasp their work at the level of its theoretical bases; they will concretely address epistemological and ideological issues of concern across majors. The seminar will be conducted in conjunction with the student's particular research projects, and the seminar instructor will join the students' mentors in helping to develop and guide their projects.

### **HUMANITIES • HUM**

#### **HUM 100 Humanities Lab (1)**

*Prerequisite: ENG 100.*

*Corequisite: Humanities 103.*

Humanities Lab is designed to support students in HUM 103 who did not demonstrate reading and writing proficiency upon matriculating to the college. It is to be taken with HUM 103, which invites students to explore what it means to be human through a variety of challenging texts and lectures. The lab aims to equip students with the study, reading, and note-taking habits needed for HUM 103. Every semester.

#### **HUM 103 Invitation to the Humanities (3)**

*Prerequisite: Reading and Writing proficiency.*

This course introduces students to the Humanities through an interdisciplinary and thematic approach to the question, What is the good life? One lecture and two discussion meetings each week. Every semester.

#### **HUM 200 The Humanities in England and Scotland (3)**

*Prerequisite: HUM 103.*

This course is designed to expose students to the history, art, architecture, and literature of England and Scotland as unique expressions of Western culture that nevertheless illustrate the main themes and patterns of Western civilization. Offered periodically.

#### **HUM 201 Book Discussion (1)** Reading and discussion of one book. Several options each semester.

Attendance at weekly group discussions required for credit. Enrollment limits determined by each instructor. Repeatable with different books. Subject to eight credit hour limitation. Graded credit-no credit. Every semester.

#### **HUM 203 Making the West (3)**

*Prerequisite: HUM 103.*

This course explores three dominant themes within western cultural history as expressed through the literary, visual, and musical arts. Diverse viewpoints on cosmology and culture-making from the pre-Christian

era to the Christian eras (until the Baroque era of the 17<sup>th</sup> century) will be discussed and evaluated from a Christian perspective. One lecture and two discussion meetings each week. Every semester.

### **HUM 301 Italy and the Western Humanities (6)**

*Prerequisite: HUM 103.*

This travel course explores western culture as expressed in the literary, visual, and musical arts in historical and intellectual context from origins in Judeo-Christian and Greco-Roman traditions through the 20<sup>th</sup> century. Particular emphasis will be placed on the study of ancient Rome, the Renaissance, the development of Christianity in Western Europe, and the Fascist era. The course will make extensive use of field trips in Rome and Florence. Spring semester, odd years. Course fulfills the requirements for HUM 203 and HUM 303.

### **HUM 303 Perspectives: Faith, Culture, Identity (3)**

*Prerequisites: HUM 103 and HUM 203.*

This course surveys the movement of Western culture from the 18<sup>th</sup> to the 21<sup>st</sup> centuries through examining Modern and Post-modern responses to questions of human purpose, the nature of reality, and technological progress. Special emphasis is placed on contemporary issues and values in their historical and intellectual contexts and as evidenced in literature, visual art, and music. One lecture and two discussion meetings each week. Every semester.

## **INDEPENDENT • IDM**

### **IDM 495 Independent Major Tutorial (1–3)**

Preparation of a paper, project, or completion of an internship directed by a faculty advisor that serves as a culminating experience.

## **LANGUAGES AND CULTURES • FLC**

### **FLC 101, 102 (1-4)**

*No prerequisite for FLC 101; FLC 101 is a prerequisite for FLC 102.*

Designed to provide enrichment in the language and culture of a designated country and its people. Courses will cover the basic aspects of pronunciation, grammatical structures, and cultural knowledge needed for using the language in conversing. Vocabulary development will be an integral part of the course. Courses may include such languages as Italian, Chinese, Japanese, Russian, and others. Some of these courses may be offered using a nontraditional format such as individualized courses using audiovisuals. Offered periodically.

### **FLC 201, 202 (1-4)**

*Prerequisite: FLC 102.*

A continuation of the material included in FLC 102. Emphasis will be on speaking, understanding, vocabulary development and cultural knowledge. Reading and writing skills will be introduced. Some of these courses might be offered using a nontraditional format such as individualized courses using audiovisuals. Offered periodically.

## **LINGUISTICS • LIN**

**LIN 219 Introduction to Linguistics (3)** Basic elements of phonology, morphology, syntax, and semantics. Fall semester.

### **LIN 220 Applied Linguistics (3)**

*Prerequisite: LIN 219.*

Issues and topics in historical linguistics, sociolinguistics, and psycholinguistics. Spring semester.

### **LIN 384 Special Topics in Linguistics (3)**

*Prerequisites: LIN 219 and others as designated at time of offering.*

Study of a major topic in theoretical or applied linguistics. Variable topics. Offered periodically or summer semester.

**LIN 199, 292, 491, 493, 495** (See page 14)

## **MATHEMATICS • MAT**

**MAT 095 Algebra (3)** A study of basic algebraic concepts and skills that underlie college-level mathematics and are required background for core science and statistics courses. The course may not be taken as an audit. Every semester. This course does count for financial aid and full-time enrollment. **NOTE: This course does not earn credit toward graduation.**

### **MAT 101 College Algebra (3)**

A rigorous review of Algebra I and II with some geometry. Every semester.

Math proficiency (see Math Proficiency in the College Catalog) or Mathematics Department permission is required. **If being used to satisfy math proficiency, must earn a grade of C- or better.**

### **MAT 102 Trigonometry (3)**

*Prerequisite: MAT 101 or Math SAT 530 or Math ACT 21, Math CLT Quant at least 19.*

A detailed study of trigonometry. Students may take only one course for credit from MAT 102 and MAT 120. Spring semester.

**MAT 105 Elementary Statistical Methods (3)**

Introduction to data collection, descriptive statistics, basic concepts of probability, inferential methods, hypothesis testing, correlation, and regression. Every semester. Math proficiency is required (See page 204).

**MAT 120 Precalculus (3)**

*Prerequisite:* Math SAT score at least 530, Math ACT score at least 21, Math CLT Quant at least 19; MAT 101 or MAT 102.

Designed to prepare students for Calculus I. Review of algebraic manipulations, functions, trigonometry, radicals, complex numbers, logarithms, and conic sections. Five hours per week. Students may take only one course for credit from MAT 102 and MAT 120. Fall semester.

**MAT 130 Discrete Math (3)**

*Prerequisite:* MAT 101 or Math SAT 530 or Math ACT 21, Math CLT Quant at least 19.

Number systems, set theory, graph theory, induction, Boolean algebra. Spring semester.

**MAT 161 Calculus I (4)**

*Prerequisite:* Math SAT score at least 590, Math ACT score of at least 25 and experience with trigonometry, Math CLT Quant at least 22; or MAT 120 Precalculus or MAT 102 Trigonometry.

Limits, differentiation, related rates, analytic geometry, max/min problems, basic integration, area, volume of revolution, and applications. Five hours per week. Every semester.

**MAT 162 Calculus II (4)**

*Prerequisite:* MAT 161.

Exponential and logarithmic functions, inverse trig functions, L'Hopital's rule, techniques of integration, infinite series, series expansions, and polar coordinates. Five hours per week. Every semester.

**MAT 261 Calculus III (4)**

*Prerequisite:* MAT 162.

Multivariable calculus; introductory linear algebra and differential equations; partial derivatives; multiple integrals. Five hours per week. Every semester.

**MAT 265 Probability and Statistics I (3)**

*Prerequisite or corequisite:* MAT 162.

A calculus-based study of probability distributions and densities, mathematical expectation, sampling theory, and hypothesis testing. Every semester.

**MAT 266 Probability and Statistics II (3)**

*Prerequisites:* MAT 261 and MAT 265.

A rigorous, mathematical development of many of the topics introduced in MAT 265. In addition, joint probability distributions, moment-generating functions, order statistics, and selected topics related to actuarial science will be covered. Fall semester, odd years.

**MAT 307 Linear Algebra (3)**

*Prerequisite:* MAT 162.

Vectors, vector spaces, matrices, determinants, linear transformations, eigen values. Fall semester.

**MAT 309 Introduction to Abstract Algebra (2)**

*Prerequisite:* MAT 130; pre- or corequisite MAT 310.

Groups, rings, integral domains, and fields. Spring semester, even years.

**MAT 310 Introduction to Real Analysis (2)**

*Prerequisite:* MAT 162.

A rigorous axiomatic approach to real numbers, sequences, limits, continuity, and derivatives. Spring semester, even years.

**MAT 350 Numerical Methods (3)**

*Prerequisites:* MAT 162 and (either CSC 101 or CPE 111), or permission of the instructor.

Solution of linear and nonlinear equations, polynomial interpolation and extrapolation, numerical differentiation and integration, ordinary differential equations, matrix operations. Fall semester, even years.

**MAT 380 History of Mathematics & Mathematics Education (2)**

Today's efforts to reform the teaching of mathematics will be examined in an historical context. Both the history of mathematics education and the history of mathematical thought will be explored. The great thinkers and their contribution to mathematical thought will be highlighted. The implications of various worldviews, including a Christian worldview, concerning the nature of mathematics and mathematics pedagogy will be examined. Spring semester.

**MAT 382 Math Curricula in the Middle and Secondary School (2)**

An introduction to curriculum resources focusing on what is critical for students to know and be able to do. Emphasis is on creating unity among the written, taught, and tested curricula. Those taking the course will become knowledgeable about and able to use the

standards of the State of Pennsylvania and the National Council for the Teaching of Mathematics (NCTM) with regard to their own teaching of mathematics. Spring semester.

**MAT 402 Teaching of Math, 4-8 (3)** Study of the methods and procedures needed to teach math, grades 4-8. Fall semester.

**MAT 403 Methods of Teaching Math (4)**

*Prerequisites: math education major, MAT 261, EDU 380, and EDU 382.*

Study of the methods and procedures needed to teach high school algebra and geometry. Fall semester.

**MAT 404 College Geometry (3)**

*Prerequisites: math education major and junior standing or instructor permission.*

Euclidean Geometry developed from basic postulates. Fall semester, even years.

**MAT 405 Differential Equations (4)**

*Prerequisite: MAT 162.*

Methods of solution and application of ordinary differential equations. Every semester.

**MAT 409 Partial Differential Equations (3)**

*Prerequisite: MAT 261.*

*Prerequisite or corequisite: MAT 405.*

Sturm-Liouville Theory. Fourier analysis and boundary value problems. The heat and wave equations. Spring semester, even years.

**MAT 410 Special Topics (3)**

*Prerequisite: MAT 261 and MAT 310; or instructor permission.*

Covers an advanced topic in mathematics or statistics according to student interest. Possible topics include Advanced Real Analysis or Topology. Spring semester, odd years.

**MAT 430 Mathematics Senior Project (1)**

*Prerequisites: MAT 405 and senior standing, majors only.*

Independent senior work on a project related to mathematics culminating in a written paper and an oral presentation. May be literature-related or connected with faculty-student research or applied projects. Fulfills the Major Capstone Experience for the Applied Mathematics major.

**MAT 199, 491, 493, 494, 495, 499** (See page 14)

## **MECHANICAL ENGINEERING • MEE**

**MEE 321 Mechanics of Deformable Bodies (3)**

*Prerequisites: MAT 261, EGR 211.*

A review and continuation of the deformable body topics in EGR 211. Bending, torsion, direct stress and transverse shear in beams; curved members; thin-walled members; combined stresses; experimental stress analysis using strain gauges; theories of failure; deflection of beams; statically indeterminate problems; elastic stability of columns; energy methods; introduction to plasticity. Fall semester.

**MEE 324 Kinematics of Mechanisms (3)**

*Prerequisites: MAT 261, EGR 214.*

Displacement, velocity, and acceleration analysis of linkage and cam mechanisms by graphical and analytical methods. Synthesis of mechanisms. Gears and gear trains. Fall semester.

**MEE 333 Applied Thermal and Fluid Engineering (3)**

*Prerequisites: EGR 330 and EGR 331.*

Application of thermodynamics and fundamental heat transfer concepts to power and refrigeration cycles and their components, with a focus on cycle modifications to improve efficiency. First and second law analysis of gas and vapor power and refrigeration cycles. Design and selection of heat exchangers. Radiation and multimode heat transfer. Thermodynamics of ideal gas mixtures with application to gas-vapor mixtures and combustion. Spring semester.

**MEE 371 Instrumentation Engineering (3)**

*Prerequisites: EGR 212 or PHY 202; corequisite MAT 405.*

A survey of sensors and their applications. Dynamic characteristics of sensors and of the analog and digital electronics involved in making measurements. Interpretation of signals based on appropriate first and second order models of system performance. Applications include measurement of strain, velocity, pressure, flow rate, acceleration, and temperature, and others as determined by the instructor and by student project needs. Fall semester, odd years.

**MEE 403 Mechanical Component Design (3)**

*Prerequisite: MEE 321.*

Statistical concepts, reliability, factor of safety, fatigue, and wear failure. Applications to the design of shafting, bearings, gears, springs, and fasteners. Design optimization. Fall semester.

**MEE 405 Finite Element Methods (3)**

*Prerequisite: MEE 321 or permission of the instructor.*

Formulation of discrete elements for structural and stress analysis. Variational theorems. Isoparametric elements. Heat conduction, elastic stability, vibration, fluid flow, magnetics, and optimization problems solved using professional software. Spring semester.

**MEE 410 Mechanical Vibration (3)**

*Prerequisites: MAT 261, MAT 405, EGR 214.*

Steady state and transient analysis of systems with single or multiple degrees of freedom. Modal analysis and dynamic response of structures and machines. Introduction to the dynamics of continuous systems. Spring semester, odd years.

**MEE 416 Design of Thermal Systems (3)**

*Prerequisites: MEE 333 or CHE 302.*

Applications of thermodynamics, fluid dynamics, and heat transfer to the design of thermal systems such as power plants, solar energy systems, and HVAC systems. Extension to complex cycles, heat exchangers, and radiation heat transfer. Includes individual and team design problems as a major component. Spring semester.

**MEE 418 Reacting Systems (3)**

*Prerequisites: CHM 221 and either EGR 330 or CHM 307.*

*Cross-listed as CHE 401.*

Equilibrium and kinetics of reacting flows. Techniques involved in choosing a reactor to produce a desired product. Possible applications include chemical synthesis, combustion systems, incineration, and pollution control systems. Fall semester.

**MEE 199, 491, 493, 494, 495, 499** (See page 14)

**MINISTRY • MIN**

**MIN 201 Cultural Anthropology (3)** General survey of cultural anthropology in which different cultural groups are studied. Particular emphasis is placed on the implications of cultural variations for Christian missions. Spring semester, even years. Society Group C option.

**MIN 202 Holistic Spiritual Formation (3)** An introduction to principles and practices of spiritual formation, including its nature, history, means, and outcomes. Offered periodically.

**MIN 203 Discipleship (3)** This course will explore and identify critical foundational elements toward embodying a definition of biblically based discipleship. Fall semester, odd years.

**MIN 204 Principles of Sustainable Development (3)**

Students will develop a Biblical understanding and response to the poor, and consider ministry approaches that promote sustainability in a complex global context. Spring semester, odd years.

**MIN 205 Christian Education in the Local Church (3)**

*Prerequisite: BIB 113 or BIB 152 or permission of the instructor.*

Emphasis on principles essential for participation. Fall semester, alternate years. Offered periodically.

**MIN 210 Evangelism (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

A study of the theology, the theory and the practice of evangelism. Spring semester.

**MIN 215 Methods of Teaching the Bible (3)**

*Prerequisites: BIB 112/113 or BIB 151/152.*

The focus of this course is on the structure, knowledge base, and practical application of teaching the Bible in a variety of ways and settings. Spring semester.

**MIN 219 World Christian Movement (3)** Selected types of societies, both past and present, that represent varying levels of cultural development. Cross-cultural and Christian approach to case studies. Fall semester, even years. Society Group C option.

**MIN 220 Topics in Christian Ministry (3)**

*Prerequisites: BIB 112, BIB 113, and sophomore standing.*

Exposure to new approaches and strategies to ministry. Repeatable.

**MIN 224 Missions and Culture (3)** This course aims to prepare students for engagement in societies that differ significantly from their own. Students will research the features of a distant people group from historical and worldview perspectives and consider how, (working as missionaries or as business professionals with people from different places), they can adapt themselves to significantly different cultural circumstances while bringing the heart of the gospel and Christian service into their work lives. Fall semester, odd years. Society Group C option.

**MIN 225 Globalism and Multiculturalism (3)**

This course explores the phenomenon of globalism in the 21st century as the world's "global village" is being forged by the inexorable forces of instantaneous communication, international transportation and trans-national corporations. Students will learn how these forces are influencing various aspects of life, from

religion to business, politics and family dynamics, and will be encouraged to consider Christian responses to these forces. Spring semester, even years. Society Group C option.

**MIN 227 Cultural Perspectives for Missions (3)** This course explores, from anthropological and biblical perspectives, the nature of culture (especially, in the non-Western world), its constituent elements and other social structures and their impact on developmental processes. It aims to orient students toward acquiring skills for understanding cross-cultural dynamics and developing the requisite competences for effective cross-cultural engagement as ambassadors of Christ in a globalized pluralistic world. Every fourth semester. Core, Society Group C option.

**MIN 240 Introduction to Student Ministry (3)** Consideration of the Biblical basis for a relational ministry, of the current high school scene, and of the leadership qualities, techniques, and insights required for working with adolescents, both the uncommitted and the church nourished. Fall semester.

**MIN 242 Children's Ministry (3)** This course will address the need to understand developmentally appropriate practices for infants through elementary-aged children as a prerequisite for effective children's ministry. Students will develop an understanding of how children learn and the appropriate ways to initiate, nurture, and sustain faith responses as children physically and cognitively grow and develop. A special focus will be given to the importance of family and church connections. In addition, students will learn how to communicate Biblical truths to children. Spring semester, alternate years.

**MIN 244 Urban Student Ministry (3)** The purpose of this course is to encourage in students a love for God's cities and people of the cities by giving students an introduction to urban youth, culture, dilemmas, and ministry models. Offered periodically.

**MIN 246 Campus Ministry (3)** This course will address these key topics: developing essentials in Biblical theology; defining the mission of campus ministry; confirming calling; understanding college student development; and identifying effective approaches to campus ministry. Spring semester, even years.

**MIN 250 Theory and Practice of Experiential Education (3)** Comparing adventure education with traditional education, this class studies components of

experiential education history, modalities, philosophy and effective Christian ministry. It includes practical pieces of how to develop, administer, and conduct experiential activities for a variety of settings including classrooms, youth groups, colleges, retreats, and camps. Spring semester, even years.

**MIN 253 Challenge Course Facilitation (3)** This class will develop in students the ability to assess a group's need and design a challenge course experience to facilitate the necessary experience for growth. It will instruct and develop the personal and technical skills necessary to lead experiences that grasp meaning at its depth for various ages and purposes. Offered periodically.

**MIN 292 Ministries Practicum (2)** Opportunity to gain hands-on experience in missions, student ministry or pastoral ministry in a guided setting. Every semester.

**MIN 311 Family Ministry (3)** This course explores the theological significance of the family and its impact on nurturing faith. It considers various approaches and designs of family ministries as it responds to the cultural challenges facing intergenerational engagement. Fall semester.

**MIN 316 Special Topics in Student Ministry (3)**  
*Prerequisites: BIB 112/113 or BIB 151/152.*

Students will consider topics that reflect important aspects of the world of student ministries. They will critically consider challenges facing the church that include: apologetics, arts & ministry, leadership, and cultural issues. Offered periodically.

**MIN 319 Contemporary Adolescent Culture (3)**  
A survey of the last 40 years of American history investigating social trends and technology that have changed the nature of adolescence and must be considered as we attempt to evangelize teenagers. Spring semester, odd years

**MIN 430 Senior Seminar (3)** This course is dedicated to pulling all of the preliminary course work of the prior three years into one cohesive whole. Students will produce their own student ministry manual—as well as complete, in a practical manner, their ability to articulate a wholistic, theoretical, and Biblical approach to student ministry. Every semester.

**MIN 493 Student Ministry Internship (9)** Mentored student ministry experience in a church or ministry setting taken in one or two semesters. Every semester.

**MIN 199, 292, 491, 493, 494, 495, 499** (See page 14)

## **MUSIC APPLIED • MUA**

**MUA 105 Beginning Piano for Adults** (1) Introductory class lessons for non-music majors who have no prior experience at the piano. Offered periodically.

**MUA 106 Class Piano I** (1) Designed for music majors who, having little or no previous experience with piano, need to acquire the skills necessary to pass the piano proficiency examination. Every semester. Repeatable.

**MUA 107 Class Piano II** (1) Continuance of preparation for the piano proficiency examination. Every semester. Repeatable.

**MUA 121, 122 Private Lessons** (1–2) Private instruction in voice, piano, organ, or other instrument. Music majors take two half-hour lessons per week for two credit hours; others take one lesson per week for one credit hour. Every semester.

**MUA 153 Class Percussion** (1) Class instruction in the fundamentals of all basic percussion instruments with emphasis on snare rudiments. Spring semester, even years.

**MUA 154 Class Strings** (1) Class instruction in fundamentals of string playing with emphasis on violin. Ranges, bowing, fingering, the use of violins in ensembles. Spring semester, even years.

**MUA 155 Class Brass** (1) Instruction in the brass family of instruments, including transposition, basic repair, technique, and uses in combinations. Course meets twice a week. Fall semester, even years.

**MUA 156 Class Voice** (1) Class instruction in voice, tone production, posture, diction, interpretation; emphasis on teaching proper development and use of the voice. Spring semester, odd years.

**MUA 157 Class Woodwinds** (1) Instruction in woodwind instruments, including single and double reeds. Will include transposition, instrument repair, technique, and uses in combinations. Course meets twice a week. Fall semester, odd years.

**MUA 193 Class Functional Guitar** (1) Guitar class required for Music Education majors and open to all students. Spring semester.

## **MUA 220 Accompanying** (2)

*Prerequisite: major or concentration in a keyboard instrument.*

Principles and problems of accompanying, with practical experience. Repeatable. Two semesters required of applied majors in keyboard instruments. Every semester, Offered periodically.

**MUA 221, 222 Private Lessons** (1–2) Continuation of private study in voice or instrument. Every semester.

**MUA 321, 322 Private Lessons** (1–3) Continuation of private study in voice or instrument. Every semester.

**MUA 421, 422 Private Lessons** (1–3) Continuation of private study in voice or instrument. Every semester.

## **MUA 451 Senior Recital** (1)

*Prerequisites: senior standing, approval of music department.*

Presentation of the degree recital. Every semester. Required of all music education. In the semester in which the senior recital is performed, the student will register for MUS 451 (1) and MUS 421 or MUS 422 (1–2).

## **MUSIC • MUS**

**MUS 108 Music Theory I** (2) Review of music fundamentals. Intervals, scales, triads, inversions, voice leading. Meets three hours per week. Fall semester.

## **MUS 109 Music Theory II** (2)

*Prerequisite: MUS 108.*

Diatonic harmony of the common practice period. Meets three hours per week. Spring semester.

## **MUS 120 English and Italian Diction for Singers** (2)

Required of performance majors in voice, recommended for music education majors with voice concentration. Spring semester, alternate years as needed.

## **MUS 121 German and French Diction for Singers** (2)

*Prerequisite: competence in International Phonetic Alphabet (IPA).*

Required of performance majors in voice, recommended for music education majors with voice concentration. Spring semester, alternate years as needed.

**MUS 128 Aural Skills I** (2) Basic concepts in sight-singing, ear training, and eurhythmics. Fall semester.

## **MUS 129 Aural Skills II** (2)

*Prerequisite: MUS 128.*

Continuation aural musicianship. Spring semester.

**MUS 208 Music Theory III (2)**

*Prerequisite: MUS 109.*

Chromatic harmony; studies in analysis of 18<sup>th</sup> and 19<sup>th</sup> century music. Fall semester.

**MUS 209 Music Theory IV (2)**

*Prerequisite: MUS 109 or permission of the Department.*

Harmonic and stylistic practices of 19<sup>th</sup> and 20<sup>th</sup> century composers. Spring semester.

**MUS 212\* Marching Band (1)** The Geneva marching band is a high energy program that also includes majorettes, drill team, and a silk line. Three rehearsals per week. Fall semester.

**MUS 213\* Symphonic Band (1)** Performing great compositions of yesterday and today. Two rehearsals per week. Spring semester.

**MUS 214\* Instrumental Ensemble (1)** Brass, jazz, woodwind, or string instruments, depending on student interest and availability. One and a half to two hours per week. Membership by audition only. Offered periodically.

**MUS 215\* Genevans (1)** The college *a cappella* choir shares the pleasure and excitement of great choral music. Two rehearsals per week. Yearly off-campus tours. Membership by audition only. Every semester.

**MUS 216\* Vocal Ensemble (1)** Selected members of the Genevans Choir. Membership by audition only. One and a half to two hours per week. Every semester.

**MUS 218\* Handbell Ensemble (1)** The excitement and beauty of music for bells, rung on the college's six-octave set of English handbells. Every semester.

**MUS 228 Aural Skills III (1)**

*Prerequisite: MUS 129.*

Continuation of sight-singing and ear training; identification of more complex chords. Fall semester.

**MUS 229 Aural Skills IV (1)**

*Prerequisite: MUS 129 or permission of the Department.*

Continuation of sight-singing and ear training. Spring semester.

**MUS 231, 232 Fundamentals of Conducting I, II (1, 1)**

*Prerequisite for MUS 231: MUS 108. Prerequisite for MUS 232: MUS 231.*

Basic beat patterns, starting and stopping, rudiments of score preparation. Every semester. Required of all music education majors.

**MUS 301 Legal and Ethical Aspects of Music Business**

(3) Applications of business law to music (contracts, copyright, etc.), and consideration of ethics in art and entertainment. Fall semester, odd years.

**MUS 310 Music History I (3)** A survey of the historical development of Western music from Antiquity through the Baroque; consideration of bibliography and research technique in music. Fall semester.

**MUS 311 Music History II (3)** A survey of styles, composers and performers in Europe and America from the Classical period through the present. Spring semester.

**MUS 320 Literature of Piano/Voice/etc. (2)**

*Prerequisite: three to four semesters of college-level study in the applied instrument.*

Survey of the standard literature for the major instrument, including listening and analysis. Spring semester, Offered periodically.

**MUS 334 Advanced Choral Conducting (1)**

*Prerequisites: MUS 109 and MUS 232.*

Advanced choral patterns and principles of directing an ensemble; score preparation; interpretation; rehearsals; programming, organization, etc. Practical experience in conducting laboratory or regular ensembles. Second half of Spring semester.

**MUS 335 Advanced Instrumental Conducting (1)**

*Prerequisites: MUS 109 and MUS 232.*

Advanced instrumental patterns and principles of directing an ensemble, score preparation; interpretation; rehearsals; programming, organization, etc. Practical experience in conducting laboratory of regular ensembles. First half of Spring semester.

**MUS 350 Elementary School Music (3)** Music in relation to the growth needs of children; development of varied musical experiences through good literature, games, rhythm band instruments, recorders, Orff instruments, autoharp, and recordings. Fall semester.

**MUS 351 Secondary School Music (3)** The place of music in the education of adolescents; materials and



activities for the music program; the changing voice; literature, instrumental arranging, and methods of presentations. The course involves advanced field practice in the high school setting. Spring semester.

**MUS 370 World and Popular Music** (3). Survey of non-Western, non-art, and commercial music, with special emphasis that will vary. Spring semester. Required of music education majors; elective for all other students.

**MUS 420 Pedagogy of the Piano/Voice/etc.** (2)  
*Prerequisite: six semesters of college-level study in the applied instrument.*  
Methods of teaching on the major instrument, selection of materials, design of a teaching plan, and practical experience under observation. Fall semester, offered periodically.

**MUS 491 Special Topics** (1–3) See page 15. May be repeated for different topic.

**MUS 493 Internship** (credit variable) Supervised internship in music or audio business, church music, etc. Offered periodically.

**MUS 199, 491, 493, 494, 495, 499** (See page 14)  
\*See limitation explained on page 15.

## **NURSING • NUR**

**NUR 100 Pre-Nursing Seminar** (1)  
This course is a one-credit hour academic core course requirement for first-time freshmen nursing students during the fall semester of their first year. Geneva College helps students succeed by focusing on the characteristics responsive to transformation: promoting higher levels of academic, interpersonal, and intrapersonal performance within a college environment. To accomplish this goal, students will develop a valuable perspective of college while concurrently developing skills useful in navigating college life and preparation into the nursing field. Introduction to a career in nursing, test taking strategies, and clinical entrance exam preparation. This class is a graduation requirement for all incoming nursing freshmen, it is not required but is recommended for honors and transfer students. Fall semester.

**NUR 300 Nursing Seminar** (1)  
*Prerequisite: nursing major.*  
*Corequisite: Enrolled in CCBC nursing program.*

This course is designed to offer students a guided opportunity to discuss and enhance the nursing student's learning. This forum will focus on relevant issues to the nursing student in practice. The seminar will serve to deepen the student's vision of the Christian Worldview in relation to secular society. Fall semester.

**NUR 301 Nursing Seminar** (1)  
*Prerequisites: nursing major. NUR 300*  
*Corequisite: Enrolled in CCBC nursing program.*

This course is designed to enhance the nursing student's understanding of patient safety, quality improvement processes, and communication within multidisciplinary teams. This forum will focus on relevant issues to the nursing student in practice and key health care quality processes. Fall semester.

**NUR 310 Health Care Informatics** (3)  
*Prerequisite: Enrolled in Geneva College nursing major.*  
This course is designed to provide students with concepts about information technology by demonstrating skills such as basic computer literacy, acknowledging reliable internet resources and integrating patient care technologies into safe health care practice. Students considering nursing or other healthcare careers will benefit from the information provided. Equivalent to CCBC HSCI 203.

**NUR 330 Called to Care - A Worldview of Nursing** (3)  
*Prerequisite: Declared Geneva College nursing major, completed CCBC nursing program.*  
This course will seek to discuss and explain the role of a Christian nurse. This course will define nursing for today based on historically and theologically grounded understanding of the "nurse's call." A focus on the ministry of compassionate care with a holistic perspective. This course will engage the student with nursing ethics, ethical reasoning and actions, promoting advocacy, and social justice in the context of a Christian worldview. Fall semester.

**NUR 350 Nursing Research and Scholarship** (3)  
*Prerequisite: Declared Geneva College nursing major, Completed CCBC nursing program and MAT 105.*  
This course is designed for the RN to BSN student and focuses on the cognitive and professional skills of nursing research and theory. The cognitive skills emphasized include critical thinking, problem solving, research critique, and theory utilization in professional nursing practice. This course examines essential concepts, principles and techniques utilized in scientific

inquiry. The research process is systematically introduced with an emphasis on its application to nursing practice. Reading and critique of current nursing research is a central activity during this course. Students are assisted in the development of a realistic research proposal. Fall semester.

### **NUR 420 Contemporary Nursing-Leadership and Management (3)**

*Prerequisite: Declared Geneva College nursing major, completed CCBC nursing program, or RN Licensure.*

This course will provide the student of nursing practice to understand the complex issues facing today's healthcare systems. This course will provide practical solutions for implementing strategies from direct patient care level to that of the National legislative arena with a goal of improvement of patient care, the health-care system and nursing as a profession. Looking at nursing from a historical perspective to today's trends and issues that have effect on patient care and patient outcomes. Every nurse has the necessity to lead and manage within the realm of practice. From nursing theory to roles, budget, communication, delegation, staffing, to care delivery models a deeper understanding of basic leadership and management principles will help in decision making ability for quality improvement and patient safety. Spring semester.

### **NUR 440 Population Health (3)**

*Prerequisite: sophomore standing.*

This course addresses population focused health promotion and disease and injury prevention based on determinants of local, national, and global health, including lifestyle, environmental, cultural, and genetic factors. Population Health provides students with an overview of health and wellness regarding populations. It is designed to help students understand the importance of health promotion in populations, how policy and reform impacts populations, how the use of health education and marketing improves health and wellness, and trends for the future of population health. Spring semester.

### **NUR 490 Nursing Clinical Capstone (6)**

*Prerequisite: Declared Geneva College nursing major, completed CCBC nursing program, RN licensure, NUR 330 and NUR 350.*

The Nursing Clinical Course will build upon and synthesis knowledge gained through previous learning. The student will be selecting a problem of interest and using the skills obtained in their Research course to create an evidence-based plan. Students will be

working with a community, acute or abroad setting to explore their area of interest under the direction of an approved preceptor or director. As a Christian College, we believe our students come to campus with a Mission, this course can offer the Nursing Student an opportunity to travel to places in the World that are less fortunate to experience what Mission's Nursing could mean for them. Spring semester.

## **PHILOSOPHY • PHI**

**PHI 100 Critical Thinking (3)** An introduction to the tools and terminology of logic, various argument forms and common fallacies, including hands-on practice analyzing arguments, in order to improve reasoning skills fundamental to effective communication and critical thinking in every academic discipline and avenue of life. Every semester.

**PHI 110 The Philosophical Conversation (3)** Designed for the student with little or no background in philosophy, this course surveys the history of Western philosophy, key philosophers, and important philosophical concepts that continue to shape our perception of ourselves, our world and God. Philosophy concerns the fundamental questions of life, study, worship and work—What is reality? How do I know what I know? and What is right and good? Every year.

### **PHI 114 Moral Education in the Ancient Semitic Tradition (3)**

*Prerequisite: Chinese students only.*

While locating attention around ancient Near & Middle Eastern cultures, this course will focus on the religious tradition that developed within Semitic, i.e. Israelite, peoples particularly from the Bronze and Iron Age and up through the emergent imperial periods. Historical, prophetic, poetic and legal literature of the Jewish scriptures will provide the basis for examining how moral values and social influences were extended to these people. Fall semester.

### **PHI 115 Moral Education in the Western Tradition (3)**

*Prerequisites: Chinese students only.*

Building upon the foundation laid in PHI 114, this course investigates the historical, epistolary and apocalyptic literature that accompanied and promoted the internationalization of the Semitic moral tradition in the early centuries of the modern era. It seeks to understand how its Semitic base changed and adapted in unique ways, thereby explain developments that both affirmed as well as changed the moral educational

patterns first formed during the earlier period. Spring semester.

**PHI 200 Plato and Classical Philosophy** (3) Studies Plato's major works, including the *Apology* and *The Republic* against the backdrop of Pre-Socratic philosophy. Introduces students to Aristotle and Cicero and their works on politics and ethics. Fall semester, odd years.

**PHI 202 Augustine** (3) Explores the context and content of Augustine's major works, including *The City of God*, *The Confessions* and *On the Free Choice of the Will*. Students learn how to closely read a philosophical text closely and interpret it, applying it to the history of Christendom. Early church fathers and major philosophical figures from late antiquity are examined to provide a context for Augustine's work. Fall semester.

**PHI 206 Aquinas and Medieval Philosophy** (3) Explores the contours of Aquinas' thought in *Summa Theologica*. Attention is given to understanding his views in light of their background in Aristotle. This course examines Aquinas against the background of the major figures in medieval philosophy such as Anselm, Bonaventure and Duns Scotus. Spring semester.

**PHI 210 C. S. Lewis** (3) Explores Lewis' thought through philosophical themes such as, What is morality? What is love? What does it mean to be human? Why does suffering occur? Students in this course will read *The Screwtape Letters*, *The Four Loves*, *Mere Christianity*, *The Abolition of Man*, and *The Problem of Pain*. Spring semester.

**PHI 212 Ethics** (3) Examines the nature of ethical principles, theories and judgments as these have developed historically and provides an analysis of various ethical problems such as abortion, capital punishment, euthanasia, etc. Attention is given to several major Christian ethicists such as Augustine, Aquinas and Kierkegaard. Suitable as an introduction to philosophy. Fall semester, even years.

**PHI 300 History of Modern Philosophy** (3) Explores the development of the theory of knowledge and ethics in the early modern period through an analysis of continental rationalism (Descartes, Spinoza, Leibnitz), British empiricism (Hobbes, Locke, Berkeley, Hume) and the American theologian/philosopher Jonathan Edwards. Fall semester, even years.

**PHI 304 Nineteenth-Century Social Philosophers and Pragmatism** (3) Explores the early pragmatist philosophers, C.S. Peirce, William James, and John Dewey through their major philosophical texts. Pragmatism is a uniquely American variety of philosophy that has shaped American cultural life, its educational and political experience. It was the dominant position in the first half of the 20<sup>th</sup> century and has had a significant revival in modern philosophical discourse principally through the work of neopragmatist Richard Rorty, whose essays will be examined as well. Society Group B option. Offered periodically

**PHI 305 Contemporary Philosophy: The Analytic Tradition** (3) Examines the work, influence, and value of key philosophers in 20<sup>th</sup>-Century analytic philosophy, such as Bertrand Russell, Ludwig Wittgenstein, J.L. Austin, and current contributors in this widespread tradition. Of special interest for students in linguistic, language, literary, communication and biblical studies. Offered periodically.

**PHI 306 Postmodern Philosophers** (3) Explores the philosophical antecedents and thought of important contemporary philosophers who represent the philosophical reaction against modernity and the dominance of the Enlightenment paradigm—specifically, Jacques Derrida, Michel Foucault, Jean Francois Lyotard, and Richard Rorty. Additionally considers Christian thinkers' responses to and appropriation of postmodern thought. Of special interest for students in sociology, literature, and student ministry majors. Offered periodically.

**PHI 307 Women Philosophers** (3) Exposes the student to the work of important women philosophers such as Marjorie Grene, Simone de Beauvoir, Hannah Arendt, Simone Weil, and Martha Nussbaum, Lorraine Code, Caroline Simon, and Elenore Stump. Offered periodically.

**PHI 308 Contemporary Continental Philosophy** (3) This course considers major themes of 20<sup>th</sup> Century Continental Philosophy, through a closer look at the work of important Continental philosophers such as Heidegger and Merleau-Ponty: existence, being-in-the-world, and the lived body. Offered periodically.

**PHI 309 Kierkegaard and Nietzsche** (3) Explores the early foundations of the 19<sup>th</sup> century philosophical movement called existentialism by examining the two

main philosophers in its genesis. Students will read a number of major works by both philosophers including (Kierkegaard) *Sickness Unto Death*, *Fear and Trembling*, and *Practice in Christianity* and (Nietzsche) *Thus Spake Zarathustra*, *Genealogy of Morals*, *Beyond Good and Evil*, as well as some others. This course provides the framework for understanding the critique of modernism by the postmodernists. Spring semester, odd years.

**PHI 310 Christian Understanding of Life (3)**

In *Christian Understanding of Life* students will engage in the philosophical underpinnings of the Christian Worldview in light of an articulation of the classic Christian doctrine of the Holy Trinity. As such, the student will study the implications of Trinitarian thought as faith seeking understanding applied to the historic philosophical disciplines of metaphysics, epistemology, and ethics. Fall semester. Approved BIB 300 option.

**PHI 318 Philosophies of World Religions (3)** A study of the major religions of the world including Buddhism, Hinduism, Taoism, Confucianism, Islam and Judaism from the vantage point of a Christian world view. Students explore the question of exclusivity (only one religion is true) and what constitutes a religious experience. Offered periodically.

**PHI 353 Philosophy of Science (3)** Examines fundamental philosophical questions undergirding and implied by the practice of science, and major positions and debates in contemporary philosophy of science regarding scientific explanation, confirmation, discovery, and the realist or antirealist status of scientific claims. Additional attention will be given to the insights of scientist-turned-philosopher Michael Polanyi, as well as to the implications of Christian commitment for philosophy of science. Of special interest for students in the sciences. Offered periodically.

**PHI 354 Political Philosophy (3)**

*Cross-listed as POL 309.*

Studies in the variety of political philosophies of the last 300 years including social contract theory, liberalism, Marxism and socialism, tolerance or pluralism by concentrating on the major theories with a view toward contemporary analysis and criticism. Offered periodically. Society Group B option.

**PHI 355 Philosophy for Theology (3)** Explores philosophical developments and discussions which have proven germane and valuable in service to the recent theological enterprise, e.g., hermeneutics, deconstruction, speech act theory, and reformed epistemology. Spring semester, even years.

**PHI 410 Senior Seminar (1)**

*Prerequisite: junior or senior standing.*

This course is designed for philosophy majors and minors to study a contemporary or historical philosophical topic in-depth. Students will learn to do advanced research in philosophy and will write a major paper in the process. Offered periodically.

**PHI 199, 491, 493, 494, 495, 499** (See page 14)

**PHYSICAL EDUCATION • PED**

**PED 103 Physical Fitness (1)** Instruction in the role and improvement of health-related components of fitness in conjunction with each student's lifestyle. Special emphasis will be given to proper Christian stewardship of the body, developing an individual fitness program, and understanding the structure and function of several body systems as they are related to fitness. Every semester.

**PED 104 Intercollegiate Sport Participation (1)** An intercollegiate sport athlete may earn one credit for PED 104 (non-graded) for each season of intercollegiate athletic participation, up to three credits per sport. The recognized intercollegiate sports are: baseball (men), basketball (women and men), cross-country (women and men), football (men), golf (women and men), lacrosse (women), soccer (women and men), softball (women), tennis (women and men), track and field (women and men), and volleyball (women and men). To fulfill the Physical Fitness requirement of the Core, student-athletes may take PED 201.

**PED 150 Coaching Effectiveness (3)** This course is designed to provide students with knowledge and practical experiences related to coaching. It focuses on knowledge, skills, and issues in coaching. This course aims to develop insight and knowledge in the areas of philosophy, conditioning and training, and pedagogy. The course will study issues involved in coaching in an attempt to expose the complicated demands of coaching and the necessary tools one should possess in order to be successful in coaching. Spring semesters, even years.

**PED 201 Physical Fitness Varsity (1)**

*Prerequisite: Sophomore standing.*

Instruction in the role and improvement of health-related components of fitness in conjunction with each student's lifestyle. Special emphasis will be given to proper Christian stewardship of the body, developing an individual fitness program, and understanding the structure and function of several body systems as they are related to fitness. Student-athletes in the following intercollegiate sports may register for this course in the season of their sport: baseball (men), basketball (women and men), cross-country (women and men), football (men), golf (women and men), lacrosse (women), soccer (women and men), softball (women), tennis (women and men), track and field (women and men), and volleyball (women and men).

**PED 205 Sport Coaching Practicum (3)**

*Prerequisite: PED 150.*

The course offers opportunity for coaching minors to develop the knowledge, practical application, and skills necessary to become more proficient leaders in sport. Students' ability will be enhanced and assessed in various coaching and administrative duties. Students should register for this course with the instructor when they are admitted to the coaching minor and remain active until all the requirements are completed. Every semester.

**PED 247 First Aid and Emergency Care (2)** Instruction and practice in the prevention, evaluation and treatment of injuries and illnesses that require first aid with certification in standard first aid and CPR. Requires small fee for certification. Fall semester.

**PED 255 Athletic Training (3)** Instruction in understanding basic muscular skeletal dynamics and how they relate to the care and prevention of athletic injuries. Identify and evaluate common athletic injuries, learn basic skills related to taping, as well as how to use equipment commonly found in athletic training rooms. Spring semester.

**PED 405 Sport Coaching Seminar (1)**

*Prerequisites: PED or SPM 205 and Junior standing.*

This course is designed to provide valuable information and resources to students who are planning on coaching at any level (youth, interscholastic, intercollegiate). It will serve the sport coaching minors by providing information related to professional development and continuing education opportunities for coaches. Topics to be covered in this course include

Professional Development opportunities for Coaching Professionals (Coaching Certifications and Coach Licensing, Internships and Graduate Assistantships) and Job Searching and Securing. The presentation of material takes place in the classroom via lectures, projects and presentations. Spring semester.

\*See limitation explained on page 15.

**PHYSICS • PHY****PHY 160 Introduction to Acoustics (3)**

*Prerequisite: SCS 110 or PHY 181 or PHY 201.*

Practical applications of physical, physiological, psychological, musical, and architectural acoustics. Sound recording, reproduction, and measurements. Wave phenomena, harmonic analysis, and their application to musical scales and instruments, speech, hearing, transducers, and reverberation. Techniques and equipment demonstrated. Spring semester. Core, Cosmos option.

**PHY 181, 182 General Physics I, II (4, 4)**

*Prerequisite: Math proficiency is required. (More than minimal competence in algebra is necessary.)*

Mechanics, properties of materials, thermodynamics, electromagnetism, light, sound, atomic and nuclear structure. PHY 181: Fall semester. PHY 182: Spring semester. Three lectures and one laboratory per week.

**PHY 201, 202 College Physics I, II (4, 4)**

*Prerequisite: MAT 162, which may be taken concurrently with PHY 201. PHY 201 is a prerequisite for PHY 202.*

These courses provide a calculus-based introduction to understanding space, time, and matter. PHY 201 (fall) covers mechanics: measurement, symmetry, linear and angular motion, the principle of relativity, conservation laws, Newton's laws, gravitation, and entropy. PHY 202 (spring) covers electromagnetism: electricity, magnetism, circuits, Maxwell's equations, electromagnetic waves, and optics. Three lectures and one laboratory period per week.

PHY 201: Fall semester. PHY 202: Spring semester.

**PHY 230 Instrumentation Lab (1)**

*Prerequisite: PHY 202*

*Corequisite: CSC 101 or CPE 111*

This lab course will introduce the art of making scientific instruments utilizing both analog and digital electronics. Students will program microcontrollers and build electrical circuits that interface with devices to control them and collect data from them. Practical skills include physical computation, Python programming, digital-analog interconversion, circuit

prototyping and soldering, data collection and analysis, and experimental design and troubleshooting. Offered periodically.

### **PHY 250 Observational Astronomy (3)**

*Prerequisite:* MAT 161.

A quantitative survey course in general astronomy with an observational laboratory component for students in the technical majors. The students will master the operation of the LX200 telescope at the Geneva College observatory and its associated CCD camera to complete a series of observing projects. Offered periodically. at department's discretion. Core, Cosmos option.

### **PHY 260 Physical Acoustics (3)**

*Prerequisites:* PHY 201 and MAT 161.

Introductory acoustics course for physical science and engineering majors. Practical applications of physical, physiological, psychological, musical, and architectural acoustics. Sound recording, reproduction, and measurements. Wave phenomena, harmonic analysis, and their application to musical scales and instruments, speech, hearing, transducers, and reverberation. Techniques and equipment demonstrated. Offered concurrently with PHY 160. Spring semester.

### **PHY 301 Classical Mechanics (3)**

*Prerequisites:* PHY 202. *Corequisite:* MAT 261.

This course provides a deep treatment of mechanics emphasizing analytical techniques and computer simulations. Topics include linear and rotational motion, drag, rockets, stability and oscillations, Lagrangian mechanics, conservation laws and Noether's theorem, gravitational orbits, non-inertial reference frames, and the dynamics of rigid bodies. Fall semester, odd years.

### **PHY 303 Advanced Physical Measurements I (2)**

*Prerequisite:* PHY 202. *Corequisite:* PHY 307.

*Cross-listed as CHM 312.*

Advanced laboratory course emphasizing experimental design and measurement of physical and chemical systems. Experiments include chemical thermodynamics and various forms of spectroscopy. Fall semester.

### **PHY 304 Advanced Physical Measurements II (2)**

*Prerequisite:* PHY 202.

Advanced lab course emphasizing experimental design, instrumentation, error analysis, and journal-style report writing. Possible experiments are drawn from many branches of physics, including gravitation,

electromagnetism, optics, thermodynamics, nuclear physics, and mechanics. Offered periodically.

### **PHY 306 Optics (3)**

*Prerequisite:* PHY 202.

This course provides an overview of geometric, wave, and quantum optics. Topics include lenses and mirrors, optical instruments, interferometry, diffraction, and Fourier optics, lasers and coherence theory, holography, and the interaction of light with matter. Spring semester, even years.

### **PHY 307 Thermodynamics (3)**

*Prerequisites:* PHY 202, CHM 111 and MAT 162. *Cross-listed as CHM 307.*

The three laws of thermodynamics and the concepts of energy and equilibrium applied to physical and chemical systems. Includes the kinetic theory of gases and an introduction to statistical mechanics. Fall semester.

### **PHY 318 Modern Physics (3)**

*Prerequisites:* PHY 202 and MAT 162.

This course is an introduction to special relativity and quantum mechanics, which together form the basis of the modern understanding of space, time, and matter. Topics in special relativity include the principle of relativity, spacetime diagrams, Lorentz transformations, causal structure, and conservation laws. Topics in quantum mechanics include wave-particle duality, spin, entanglement, Bell's theorem, Schrodinger's equation, spectroscopy, bonding, and band theory. Fall semester, even years.

### **PHY 333 Quantum Mechanics (3)**

*Prerequisites:* PHY 318, MAT 261, MAT 405.

This course provides a deep treatment of quantum mechanics. Topics include bound and scattering states, operator formalism and Hilbert space, symmetry and angular momentum, the hydrogen atom and atomic orbitals, systems of identical particles, perturbation theory, and the WKB approximation. Offered periodically.

### **PHY 410 Advanced Topics in Theoretical Physics (3)**

*Prerequisite:* instructor permission.

Covers an advanced topic in theoretical physics chosen according to student interest. Possible topics include: general relativity; advanced quantum mechanics; quantum field theory; nonlinear dynamics and chaos; advanced computational physics; and advanced mathematical methods. May be taken repeatedly with a different topic. Offered periodically.

**PHY 420 Physics Research (1-2)**

*Prerequisite: instructor permission.*

Individualized work on an advanced or specialized project under the direction of a faculty member. Projects should be selected in consultation with the faculty member to provide for preliminary literature review. Final written report required. Three hours project work per week per credit. May be taken repeatedly but a maximum of two credit hours may count toward a physics major or minor.

**PHY 430 Physics Senior Project (1)**

*Prerequisite: PHY 202 and senior standing, physics majors only.*

Independent theoretical, experimental, computational, or literature-related senior research project in physics culminating in a written paper and oral presentation. May be taken independently or concurrently with PHY 420. Fulfills the Major Capstone Experience for the Physics major.

**PHY 431 Physics Senior Review (1)**

*Prerequisites: Physics or physics education major with senior standing.*

Capstone course reviewing all major areas of physics and the connections between them. Principles, techniques, and patterns of thought that transcend individual areas will be emphasized, viz. symmetry, conservation laws, estimation, and dimensional analysis. This course also serves as preparation for the physics MFT and GRE. Fall semester.

**PHY 199, 491, 493, 494, 495, 499** (See page 14)

**POLITICAL SCIENCE • POL**

**POL 151 American Government (3)** Structure and operation of the national political institutions of the United States. (Political Science majors may not use this course to fulfill the social science core requirements.) Fall semester. Core, Society Group A or B option.

**POL 203 International Relations (3)** Introduction to the theory of international politics and the foreign policies of the major powers. Spring semester, odd years. Core, Society Group B option.

**POL 211 Comparative Politics (3)** Introduction to the theory and practice of comparative politics; case studies of key political systems. Spring semester, even years. Core, Society Group C option.

**POL 253 Parties, Elections, and Interest Groups (3)**

*Prerequisite: POL 151 or permission of the instructor.*

Development and present role in America. Brief investigations of other party systems for comparative analysis. Offered periodically.

**POL 254 State and Local Government (3)** Overview of structure and function in the United States, followed by exposure to city, county, borough, and township governments in the area. Offered periodically.

**POL 255 Congress and the Presidency (4)**

*Prerequisite: POL 151 or permission of the instructor.*

An introduction to processes, powers, functions, limits, and interactions of Congress and the presidency. Offered periodically.

**POL 305 Constitutional Law (3)**

*Prerequisite: POL 151 or one course in American history.*

A consideration of the development of American constitutional law and its relevance to political processes today. Spring semester, odd years.

**POL 309 Topics in Modern Political Thought (3)**

*Cross-listed with PHI 354.*

Studies in the variety of political theories during the last 300 years, including contract theories, Marxism and socialism, and liberalism, concentrating on one or two major theories. Offered periodically. May be repeated with different topics. Core, Society Group B option.

**POL 312 History of Political Thought (3)**

*Prerequisite: sophomore standing.*

Reading and discussion of major works of political theory from Plato to the present. Offered periodically.

**POL 313 Democratic Political Thought (3)**

A consideration of both "normative" and "non-normative" democratic theory and evaluation of these in the light of the Scriptures. Offered periodically.

**POL 331 Foreign and National Security Policy (3)**

*Prerequisite: POL 203 or permission of instructor.*

This course introduces students to key concepts and basic theories about foreign policy, national security, and homeland security in the United States and other countries, as well as current debates such as just war vs. pre-emptive war, privacy vs. security, and sovereignty vs. alliances and international organizations. Offered periodically.

**POL 332 Topics in Comparative Politics (3)** This course introduces students to diverse regions of the world and to key issues in comparative politics. This course will focus on a different region or group of nations each time it is offered, including the Middle East, Latin America, the former Soviet Republics, and comparative democratic governments. Students will look at key issues for that region in areas such as economics, culture, politics, military affairs, and religion. Offered periodically. Core, Society Group C option.

**POL 341 Politics of Global Economics (3)**

*Prerequisite: POL 203 or permission of instructor.*

This course introduces students to key concepts and basic theories about how institutions affect global economics, particularly in trade, finance and investment, debt, development, and fiscal and monetary policy. Those institutions include not only governments, but non-governmental organizations, multinational corporations, and multilateral treaty organizations. Offered periodically.

**POL 342 Topics in International Relations (3)** This course introduces students to contemporary key issues in international relations. Each time it is offered, the course will focus on a different topic, such as transnational crime and terrorism, international law and organizations, intelligence, or public health and the environment. Students will learn about the underlying issues for each subject, the main actors involved, and the relevant public policy strategies utilized by the United States and other nations. Offered periodically.

**POL 352 Great Issues in Politics (3)**

*Prerequisites: successful completion of BIB 112 and BIB 113; HUM 103, HUM 203, and HUM 303 and junior or senior standing (completion of 60 credit hours).*

This course discusses significant questions asked by philosophers in the study of politics, including writings of Christian political theorists, and focuses particularly on the implications of the kingship of Christ for the political process. Every semester.

**POL 360 Public Administration (3)**

*Prerequisite: POL 151 or permission of instructor.*

Introduces students to the literature, theories, and key concepts that underlie the academic study of public administration. It also aims to familiarize students with some of the core areas of the practice of public administration, including personnel, budgeting, and decision-making and policy evaluation. Spring semester, odd years.

**POL 361 American Public Policy (3)**

*Prerequisite: POL 151 or permission of instructor.*

Process at national level, using currently significant policies as case studies. Spring semester, even years.

**POL 421 Senior Seminar (3)**

*Prerequisite: senior standing.*

A review of academic political science, focusing on its relevance to the student as a Christian, as a professional, and as a citizen. Required of political science majors. Offered periodically.

**POL 199, 491, 493, 494, 495, 499** (See page 14)

**PSYCHOLOGY • PSY**

**PSY 106 Orientation to Psychology (2)** This course focuses on the essential skills necessary for success in the psychology major. Broad issues such as introduction to the integration of worldview and psychology, as well as, vocation and career planning will be discussed. Specific skills relevant to the psychology major such as reading empirical research and writing in APA style will be addressed. Spring semester.

**PSY 201 Introduction to Psychology (3)** Problems, principles, and methods to serve as a part of a liberal education and as preparation for more advanced work in psychology, or for professional study: development, motivation, emotion, learning, intelligence, personality, and abnormal behavior. Every semester.

**PSY 202 Biological Bases of Behavior (3)**

*Prerequisite: PSY 201.*

Neuroanatomical and neurophysiological foundations and neurological and chemical events underlying sensory processes, learning, motivation, emotion, motion and mental disorders. Fall semester.

**PSY 205 Psychological Statistics (3)**

*Requires math proficiency (See page 204).*

An introduction to the methods used by social scientists to understand data. Covers descriptive statistics, basic probability theory, and inferential statistics. Proficiency in high school algebra is assumed. Fall semester.

**PSY 207 Research Methods (3)**

*Prerequisites: PSY 201 and PSY 205. BIOPSYCH, PSY, and SSV majors only.*

An introduction to academic research and program evaluation. The course covers philosophy of science, designing experiments and quasi-experiments, ethics in



experimentation, program evaluation and scientific writing. Spring semester.

**PSY 211 Educational Psychology (3)**

*Cross-listed with EDU 211.*

Psychological principles and theories applied to teaching. The coverage of psychological variables that influence teacher functioning in the classroom, the role of human development, learning, instructional models, motivation, classroom management and discipline, the nature of and the response of teachers to exceptionality, and ethnic, racial, and social differences in schools. Every semester.

**PSY 250 Life Span Development (3)** Covers developmental patterns of human beings from conception to death all in the context of God's created order. Physical, cognitive, social, emotional, and spiritual aspects of development will be considered. Research methods and approaches will be explored as well. Fall semester.

**PSY 251 Child & Adolescent Development (3)**

Development and behavior from conception through middle childhood and puberty to the attainment of maturity. Topics will include genetic influences, developmental processes, and psychological processes related to physical, linguistic, social, intellectual, emotional, and personal development and will be explored from a biblical worldview. Fall semester.

**PSY 253 Adulthood and Aging (3)** Processes and principles of development in adulthood and in aging. Consideration of normal life stages, social and physical changes, and the special issues associated with geriatric populations. Spring semester, odd years.

**PSY 254 Marriage and the Family (3)** This course has as its purpose to understand the Biblically created order of marriage and subsequent family life. The impact of the Fall will be considered as well the redemptive work of Christ in family relationships. Many topics will be covered and will include personalities, expectations, dating and mate selection, roles, communication, and financial stewardship. Fall semester, even years. Core, Society Group B option.

**PSY 260 Tests and Measures (3)**

*Prerequisite: PSY 201 and PSY 205.*

Methods, techniques, and instruments, including methods of construction, critical analysis, laboratory experience. Offered periodically.

**PSY 301 Sport Psychology (3)** This course will review the history and theory of sport psychology. Topics will include motivation and commitment, stress and anxiety, aggression, coaching and leadership, team participation and exercise psychology. Spring semester, odd years.

**PSY 302 Forensic Psychology (3)**

*Prerequisite: PSY 201.*

This course reviews the application of professional psychological practice, principles, and theories to the legal system (both civil and criminal justice arenas). The subfields of police psychology, psychology of crime and delinquency, victimology and victim services, legal psychology and correctional psychology will be explored and examined in context of how forensic psychologists contribute to helping investigate crimes and apprehend criminals, guide civil and criminal court proceedings and provide expert witness testimony, consultation and intervention. Offered periodically.

**PSY 303 Behavioral Health (3)**

*Prerequisite: PSY 201.*

This course will consider the foundations of health behavior including theoretical models both individual and interpersonal. The topics of addiction, mental health issues, behavior assessment, promotion of well-being and prevention, resiliency, recovery and rehabilitation are essential to the class. Offered periodically.

**PSY 313 Abnormal Psychology (3)**

*Prerequisite: PSY 201.*

Empirically based principles of psychopathology. Surveys classical "mental illnesses" from various perspectives. Fall semester.

**PSY 328 Cognitive Psychology (3)**

*Prerequisites: PSY 201, PSY 205, and PSY 207.*

This course explores how people think, learn, remember, and solve problems. It examines cognitive development, including perception, attention, memory, language, and decision-making as part of human design. Students study theories and analyze real-world applications while considering how faith shapes understanding. Fall semester.

**PSY 350 International Psychology (3)**

*Prerequisites: PSY 201.*

This course provides an overview of various global issues from a psychological or psychocultural perspective including the identification and treatment

of mental health problems, emotional functioning, the struggles of disempowered and marginalized groups, and societal transformation, and national development. Cross cultural psychology is an important aspect of international psychology. The course will include opportunities to communicate and network with academics, professionals, and other students from other cultures, countries, and nations to raise awareness of the importance of cultural perspectives in psychological research and practice. The course will also examine the role of the Christian Psychology, Christian Counseling and missionary efforts in providing counseling and care internationally and cross culturally. Offered periodically.

#### **PSY 404 Personality Psychology (3)**

*Prerequisites: PSY 201.*

An introduction to theory and research into personality and motivational processes. Covers psychodynamic, trait, social learning, and social cognitive approaches to the field. Both historical and current thinking will be stressed. Spring semester.

#### **PSY 405 Psychology of Gender (3)**

*Prerequisite: PSY 201.*

This seminar focuses on psychological theories and research pertaining to both genders and similarities and differences. Relevant topics will include discussion of biological bases and socialization bases of gender roles, family issues, workplace issues, and sexuality. Offered periodically.

#### **PSY 406 Psychology of Prejudice (3)**

*Prerequisite: PSY 201.*

This seminar focuses on both classic and current research in the realm of prejudice and prejudice reduction. Issues will include: What is prejudice? How is it related to stereotyping and discrimination? How does identity affect prejudice? What are the consequences of prejudice? How can prejudice be reduced? Offered periodically.

#### **PSY 408 Social Psychology (3)**

*Prerequisites: PSY 201.*

Social and environmental influences on interpersonal relationships such as friendship, perception, altruism, aggression, conflict, and peacemaking. Spring semester.

#### **PSY 411 History and Theories of Psychology (3)**

*Prerequisite: junior or senior standing as a psychology major.*

Development of important theoretical attitudes, especially the influence of various types of theory. Spring semester.

#### **PSY 423 Psychological Research Literature (1)**

*Prerequisites: PSY 201, PSY 205 and PSY 207.*

Readings in current psychological literature. Students will meet one hour per week to discuss a set of articles from a major psychological journal. Students will gain more experience in reading and critiquing psychological research and will be exposed to research across the topic areas in psychology. May be taken up to four times for credit. Offered periodically.

#### **PSY 424 Applied Research Methodology (2).**

*Prerequisites: PSY 201, PSY 205 and PSY 207.*

This course will prepare students to analyze data through the use of a statistical analysis tool. Topics covered will include descriptive statistics and hypothesis testing for multiple groups, correlation and regression. Each student will complete research started in PSY 207 through data collection and interpretation using inferential statistics. Fall semester.

#### **PSY 425 Senior Seminar in Psychology (2)**

*Prerequisites: senior standing, major in psychology or biopsychology.*

Students will write an APA-style review paper about the area of psychology or biopsychology in which they have an occupational interest and create a portfolio of the documents they will need to gain employment or admission to graduate school. Fall semester.

#### **PSY 450 Special Topics in Psychology (3)**

*Prerequisite: PSY 201.*

Specialized courses in psychology not otherwise listed in the catalog. Examples would be persuasion and the psychology of consumerism. May be repeated with different topics. Offered periodically.

**PSY 199, 491, 493, 494, 495, 499** (See page 14)

### **PUBLIC HEALTH • PHM**

**See Rize Education Courses p. 149**

### **SCIENTIFIC STUDIES • SCS**

**SCS 105 Environmental Science (3)** Overview of current environmental issues in the context of science and society. The course emphasizes scientific principles, the impact of human activities on the environment, and

the role of Christians as stewards of creation. Spring semester. Core, Cosmos option.

### **SCS 110 Introduction to the Natural Sciences (4)**

*Prerequisite: math proficiency is required (See page 204).*

A study of selected topics in physics, chemistry, and biology that focus on the unifying themes of energy and the method by which scientific theories develop. Three hours lecture and three hours laboratory per week.

### **SCS 201 Astronomy (3)**

*Prerequisite: SCS 110 or PHY 181 or PHY 201. Requires math proficiency (See page 204.)*

History of modern astronomy, solar system models and orbits, structure of the sun and other stars, stellar development, galaxies, and cosmology, with emphasis on recent discoveries and theories. Fall semester. Core, Cosmos option.

**SCS 215 Earth and Space Science (3)** This course incorporates the disciplines of geology, meteorology and astronomy into a holistic study of planet earth. A major goal of the course is to give the student an understanding of the mechanics of God's creation. Spring semester, even years. Core, Cosmos option.

**SCS 220 Weather & Climate (3)** Weather & Climate will explore today's professional practice of meteorology and climatology, along with the theories that support these dynamic fields. Topics will include weather instruments, map interpretation, cloud observations, air pollution dispersion, climate regions, and climate change. Fall semester, odd years. Core, Cosmos option.

**SCS 320 Global Health (3)** This course examines the wide range of health issues which face people around the world, but particularly in low-income countries. The impact of poor health, barriers to better health, and solutions for improving health are also discussed. Spring semester, even years. Society Group C option.

### **SCS 403 Teaching of Science in Middle and Secondary Schools (4)**

*Prerequisites: EDU 211 or PSY 211; junior standing; and requirements as mandated by Chapter 354.*

Basic elements of instruction as they apply to the secondary science classroom. Includes the planning, presentation, and evaluation of several types of science lessons. Involves observations in local school district classrooms. This course must be successfully completed before student teaching. Fall semester.

### **SCS 404 Teaching of Science, 4-8 (3)**

*Prerequisites: EDU 211 or PSY 211; junior standing; and requirements mandated by Chapter 354.*

This course provides the future teacher with preparation for teaching in the content area of science for grades 4-8. A variety of strategies, assessments and philosophies for teaching will be explored. Inquiry-based science is an important focus of the course as well as the integration of science into other content areas. A major component of this course is field experience which includes some teaching of lessons. This course must be successfully completed before student teaching. Fall semester.

### **SCS 495 Independent Study (1-4) (See page 14).**

## **SOCIAL SCIENCE • SSC**

### **SSC 101 Learning and Transition (1)**

A course that explores the College's commitment to a biblical worldview and the topic of calling and vocation as its primary subject matter. It is designed to help students understand the values that guide the College, provide tools to promote student success, and prepare them to thrive at Geneva. Required of all first-year students regardless of beginning credits. Fall semester. Spring as needed.

### **SSC 104 College, Calling, & Career (1)**

A course that explores the College's commitment to a biblical worldview and the topic of calling and vocation. It is designed to help transfer students understand the values that guide the College and prepare them to thrive at Geneva. Fall semester. Spring as needed.

**SSC 105 Higher Education in America (2)** This course will assist global students in making the transition to higher education in the US. It focuses on skills needed to be successful in the classroom and explores situations that they will encounter in campus life. Summer semester.

**SSC 121 Academic Life I (1)** A course to aid in the academic and faith transition from high school to college. Fall semester.

**SSC 131 Academic Life II (3)** A course to aid in the academic and faith transition from high school to college. Spring semester.

**SSC 280 Human Geography (3)** Elements of the natural and cultural environment as they affect and are affected by human activities. Fall semester, even years.

**SSC 348 Methods of Social Science Research (3)**

*Prerequisite: POL 151 or SOC 120.*

Introduction to the logic of the scientific method applied to the social sciences including, theory construction, research ethics, research design, measurement, sampling techniques, data collection devices, and field research. Fall semester, odd years.

**SSC 349 Social Science Statistics (4)**

*Prerequisite: SSC 348 and satisfaction of college math proficiency requirement (See page 204).*

The application of statistics to social research including, the use of computers, coding, SPSS, descriptive graphs and statistics, sampling and probability theory, statistical inference and hypothesis testing, cross tabulation and associated bivariate tests, and other statistical tools used in political science and sociological research. Three hours in class and one hour in computer lab. Spring semester, even years.

**SSC 403 Social Studies Teaching Methods (4)**

*Prerequisites: EDU 211 or PSY 211; junior standing and 15 credit hours of social studies courses, and Social Studies major declared.*

Explores the various methods for teaching the social studies on the secondary level and involves advance field practice in the high school setting. Fall semester, even years.

**SSC 404 Teaching of Social Studies, 4-8 (3)**

*Prerequisites: EDU 211 or PSY 211; junior standing and requirements as mandated by Chapter 354.*

This course provides the future teacher with preparation for teaching in the content area of social studies for grades 4-8. A variety of teaching strategies and philosophies related to teaching social studies will be explored. A major component of this course is field experience which includes teaching of lessons. This course must be successfully completed before student teaching. Fall semester.

**SOCIAL SERVICES • SSV****SSV 115 Social Services: Foundations and Calling (2)**

This course assists students in developing foundational competencies essential for success in the human service major. Content includes the exploration of calling and the integration of worldview and social services. Skills related to the theoretical and the applied constructs of the field will be introduced. Spring semester.

**SSV 201 Introduction to Social Services (3)** This course provides an overview of the social services profession,

its history, values, goals and practices. Ethical and philosophical issues involved in providing social services to those in need will be explored. Fall semester.

**SSV 202 Human Diversity (3)** This course surveys human diversity in terms of race, ethnicity, gender, and social class in contemporary American culture. The effects of oppression and prejudice will be explored on individuals and groups, as well as evaluating the consequences of social policy aimed at alleviating discrimination. Implications for the practice of social services will be discussed. Spring semester.

**SSV 230 The Family System in Context (3)** This class will consider the dynamic family in social context. Different theories and topics such as marriage, parenting, communication, conflict and economics will be discussed. The Biblical model of creation, fall and redemption, will be the context for the class. Fall semester.

**SSV 301 Social Welfare Agencies and Policies (3)**

*Prerequisite: SSV 201.*

This course surveys the history and current development of systems designed to serve those in need. Agencies oriented to meet the needs of special populations (e.g., the aged, children and youth, rural and urban groups) will be explored and the policies influencing their development will be critically analyzed. Fall semester.

**SSV 303 Agency Field Experience (3)**

*Prerequisite: SSV 201, SSV 202, and SSV 215 or PSY 206.*

The course is designed to afford students 90 hours of supervised field experience in diverse social services settings. Students will complete an agency rotation supplemented by weekly class discussion. Emphasis is placed on the integration of theoretical constructs and field observations. Fall semester.

**SSV 305 Counseling Skills LabI (1)**

*Prerequisite: SSV, PSY, CRJ, and BIOPSY majors or minors only.*

This course is designed to prepare the student for practice in social services agencies through the development of culturally sensitive helping relationships. Emphasis is placed on enhancing communication skills, developing interview techniques, and learning basic group skills and group interactive patterns. Spring semester.

**SSV 307 Generalist Practice, Model, and Theory (3)**

*Prerequisite: SSV 201 and PSY 201.*

This course is designed to further advance the student's practice skills. Emphasis is placed on identifying client strengths, problem-solving, preparing case plans for individuals and families, and community and organizational interventions. Spring semester.

### **SSV 401 Senior Seminar (3)**

*Prerequisites: SSV 201, SSV 202, SSV 303, SSV 305, SSV 307, PSY 201, PSY 250, and SOC 120. SSV majors only. Must be taken with SSV 493.*

This course is offered in conjunction with the internship experience. It acts as a capstone course for the major. Students will be given the opportunity to consider their worldview, the Christian worldview and a Christian response to the discipline and issues of social services. The course acts as a preparation for the professional career launch of a student. The course is taken in conjunction with the field experience and is designed to support the student's field experiences. Spring semester.

### **SSV 405 Special Populations (3)**

*Prerequisites: CRJ or SSV majors or minors, junior standing.*

This course will address the experiences of at-risk groups including victims and offenders. Attention will be given to trauma and violence, human trafficking, mental health, addictions, crisis intervention, self-harm, and sexual minorities. A biblically based response to special populations will be emphasized. Spring semester.

**SSV 415 Professional Ethics (3)** Professional ethics introduces students to the philosophy of ethics, principles of ethics, and ethical decision-making models. Students will be challenged to clarify personal values, explore professional codes of ethics, and engage in ethical analysis as it relates to the provision of social services. Students will acquire and practice the skills of ethical decision-making in terms of Christian thought and belief. Spring semester.

### **SSV 493 Internship (6)**

*Prerequisite: Enrollment depends on an application process that is administered by the SSV program director, plus requirements listed below. SSV majors only. Must be taken with SSV 401.*

This course affords the student an opportunity to apply knowledge and theories obtained in course work to actual field experience. The student will be supervised in the agency placement by both an on-site coordinator

and the Geneva placement advisor. A total of 20 hours per week will be spent on site during a 15-week semester period. One requirement is that the student has received credit for the following seven courses: SSV 201, SSV 202, SSV 303, SSV 305, SSV 307, PSY 201, PSY 250, and SOC 120. A second requirement is the acquisition of necessary governmental clearances. There are other requirements as well. Admission is only by application and eligibility. Complete application instructions and materials are available from the instructor. Students must have attained senior standing. Spring semester.

**SSV 199, 292, 491, 493, 495** (See page 14)

## **SOCIOLOGY • SOC**

**SOC 120 Society (3)** This course is an exploration of the fundamental human social reality. Drawn from basic sociological foundations and theories, this course develops the call for civic engagement that can transform the world people live in light of Biblical moorings. Every semester. Core, Society Group A or B option.

**SOC 220 Social Change (3)** A survey of macro and micro social change revolving around the civil rights movement, mediating institutions, neighborhood design, and economic foundations. Spring, even years.

### **SOC 242 Criminology (3)**

*Prerequisite: SOC 120.*

The social causes and prevention of crime and the relations between society and the criminal. Every semester.

### **SOC 270 Foundations of Christian Community (3)**

*Prerequisite: sophomore standing and resident of City House.*

This course is designed to encourage a vision for deep personal transformation within the context of studies of historic Christian community and neighborhood engagement. This course is only available to students in the living/learning community City House. Every Fall.

### **SOC 300 Special Topics (3)**

*Prerequisite: SOC 120.*

Specialized courses in sociology not otherwise listed in the catalog. Examples would be American Culture Studies; International Justice; and Environmental Sociology. May be repeated with different topics. Every year.

**SOC 304 International Justice (3)** A study of modern-day slavery and its global reach, with particular attention to slavery in central Asia, east Africa, and Latin America. The course also considers the persecution of the Christian church worldwide, the plight of children globally, and other selected themes (e.g., hunger, AIDS, etc.). Students consider how to study and respond to these issues from the perspective of Christian teaching on social justice. Alternate, odd years. Society Group C option.

**SOC 312 Studies in Black Culture (3)** An exploration of the rich historical, cultural and social dimensions of the black experience in America. Topics will vary. Repeatable with a different topic. Fall semester.

**SOC 346 Sociology of Religion (3)**

*Prerequisite:* SOC 120.

The relationship between religion and society with special attention to the role of the church in American society. Spring semester, even years.

**SOC 199, 491, 493, 494, 495, 499** (See page 14)

## **SPANISH • SPA**

**SPA 101, 102 Elementary Spanish I, II (3, 3)**

This two-course sequence is an introduction to the fundamentals of the Spanish language offering opportunity in the classroom, using real-life situations, for the development of abilities in listening and speaking. Reading and writing skills will be conducted primarily outside of class but integrated with the listening and speaking focus of the course. The course is designed for students who have had 0-1 year of Spanish in high school, or equivalent for SPA 101 (Fall semester), and one and a half to two years or equivalent for SPA 102 (Spring semester). New students should take an online Spanish assessment in order to be placed in the most appropriate level.

**SPA 201, 202 Intermediate Spanish I, II (3, 3)**

A two-course sequence that is a continuation of the material learned in SPA 101 and SPA 102. Continued development of the use of the Spanish language in listening and speaking with a further development of reading and writing abilities. Classroom emphasis on listening and speaking. Reading and writing are primarily developed through outside classroom assignments. Writing of guided and original short compositions is an integral part of these courses. These courses are designed for students who have completed three to four years of Spanish in high school or

equivalent, or SPA 102 for SPA 201 (Fall semester), or four to five years of Spanish in high school or equivalent, or SPA 201 for SPA 202 (Spring semester). New students should take an online Spanish assessment in order to be placed in the most appropriate level.

**SPA 315 Culture and Civilization of Spanish America (3).**

*Prerequisite:* SPA 319.

A survey of the cultural patterns of Spanish America from the pre-Columbian period to the present time. Emphasis is placed on the basic elements of life in Spanish America that have been decisive in forging its culture from the earliest times to the present. Cultural elements: political, geographic, educational, attitudinal, psychological, social, economic, religious, and literary, in addition to the role of Spanish America in today's world and its cultural contributions. Spring semester.

**SPA 319 Advanced Spanish Conversation (3)**

*Prerequisite:* SPA 202.

Development of oral and aural language skills through free and directed class conversation and individually prepared oral presentations. Speaking activities and group discussions utilize readings on current events, cultural issues, and literature. Attention will be given to vocabulary building, pronunciation, fluency, and idiomatic expressions. Fall semester.

**SPA 320 Advanced Spanish Composition (3)**

*Prerequisite:* SPA 321.

Development of a clear, natural, and effective written communication in Spanish. Awareness is placed on style, levels of usage, and the difference between written and spoken language. Vocabulary enrichment through readings, compositions and other exercises. Compositions are based on a variety of topics and include different types of essays. Spring semester, even years.

**SPA 321 Advanced Spanish Grammar (3)**

*Prerequisite:* SPA 315.

Detailed examination of grammatical structures introduced in elementary and intermediate Spanish courses. Students will have practice in oral and written communication using more complex grammatical structures not included in previous courses. Vocabulary enrichment through written compositions, readings, and oral activities. Fall semester.

**SPA 330 Hispanic Film (3)**

*Prerequisite: SPA 321.*

Study of Latin American films, focusing on cultural themes and the development of language skills and fluency through discussion, vocabulary building and written assignments. Spring semester, even years.

### **SPA 491 Special Study (3)**

*Prerequisite: SPA 320.*

A seminar on an announced topic related to Spanish. Repeatable for credit with a new topic. Spring semester.

## **SPORT MANAGEMENT • SPM**

### **SPM 101 Introduction to Sport Management (3)**

Theories and principles of management for sport programs. Introduces students to career opportunities and responsibilities in sport management, as well as basic information on topics such as legal liability, fiscal management, facilities operation, personnel supervision, and public relations. Fall semester.

### **SPM 201 Legal Issues in Sport (3)**

*Prerequisite: SPM 101 or permission of instructor.*

Negligence, liability, risk management, product liability, insurance, contracts, equal opportunity, eligibility and control of activities and facilities are topics of study. Spring semester, odd years.

### **SPM 205 Sport Management Practicum (3)**

*Prerequisite: SPM 101.*

The course offers opportunity for sport management majors or minors to develop the intellectual learning and practical application skills necessary to become more proficient leaders in sport. Professional building experiences will be achieved through interaction with sport managers from different fields. Every semester.

### **SPM 206 Governance and Organization of Sport (3)**

*Prerequisite: SPM 101 or permission of instructor.*

A study of the various agencies that govern sport at the professional, collegiate, high school, and amateur levels. Organizational theory, research, labor relations, and administrative responsibilities in sport will be presented and discussed. Spring semester, even years.

### **SPM 302 Facility Management and Design (3)**

*Prerequisite: SPM 101 or permission of instructor.*

An introduction to the management, planning, and maintenance of facilities for athletics, sport, recreational programs, play fields, buildings, and auxiliary structures. Attention will be given to staffing, security, accessibility, safety, and legal aspects of

facility management and design. Fall semester, even years.

### **SPM 320 Sport Marketing (3)**

*Prerequisite: BUS 110.*

This course is designed to study marketing principles and concepts in the sports and entertainment industry. Instructional areas will include: an orientation to the sports and entertainment industry, the processes involved in planning, organizing, advertising and promoting of events including strategies for managing consumer behavior. For example, the element promoted can be a physical product (such as the sports team apparel), an experience (the game itself) or a brand (Pittsburgh Penguins.) Fall semester, even years.

### **SPM 401 Sport in American Culture (3)**

*Prerequisites: SPM 101 and junior standing.*

Presentation of sociological dimensions of sport and sport participation and the impact of sport on society in general. Review of related research covering such areas as youth sport, women in sport, professional sport, religion and sport, sport and education, sport and politics, and the effects of sports on the economy. Discussion of various theories (i.e. conflict, critical, etc.) Special attention will be placed on analyzing sport in American culture from a Christian perspective. Spring semester, even years.



## **Rize Education Courses**

Geneva College collaborates with Rize Education to offer specialized courses that integrate with existing courses, to enhance program offerings for select majors or minors: Artificial Intelligence, Game Development, Public Health, and User Experience Design (UX Design).

## **Artificial Intelligence • AAI/AIL/CSM**

### **AAI I Introduction to Generative AI (3)**

Generative AI is AI that can produce new content - answers, code, music, art, video, and more. Those who

harness it are more productive, more in-demand, and more highly paid. Those who don't will be left behind. This lightly technical intro will teach you the foundational skills to level up your understanding of transformers, LLMs, and more. By the end of this course, you will engineer better prompts and apply chain-of-thought techniques to generate AI solutions.

### **AAI III Predictive Modeling in AI (3)**

This course brings the predictive power of AI to your toolbox. You'll discover how to analyze, interpret, and forecast complex data using AI tools. Learn through hands-on activities and practice techniques like regression analysis and neural networks. You'll also explore how to fill in missing data and estimate your confidence in your predictions. By the end of this course, you'll have in-demand skills for your career and be ready to take on more advanced studies.

### **AAI IV Prescriptive AI (3)**

Prescriptive AI teaches you the highest-value technical AI skills available. You'll use the advanced techniques of optimization, evolutionary computation, surrogate modeling, and agent building, helping you use AI for its true superpower: faster, better business decisions. Through real-world challenges and hands-on projects in decision-making, robotics, and more, you'll be able to frame problems and train models that make you a desirable hire in any industry.

### **AIL I AI for Everyone (3)**

Artificial Intelligence is transforming the world. It is changing jobs, creating them, and even replacing them (but less than you think). Knowing how to efficiently and responsibly leverage AI tools like ChatGPT is a powerful and valuable skill in today's job market. This course is designed for everyone, regardless of your major, and does not require any coding experience or a background in AI. Learn how to identify which types of problems to solve with AI, master prompt engineering, detect AI-generated output, navigate ethics and privacy concerns, and stay up-to-date with one of the most transformative technologies of our lifetime.

### **AIL II AI for Decision-Making (3)**

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, you'll learn how to ask the right ones and increase the productivity and innovation you can achieve with AI. Create better prompts, compare and contrast strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for

decision-making across any discipline, opening up new career paths and personal growth.

### **AIL III AI for Creativity and Design (3)**

Generative AI has introduced a new paradigm of AI: the co-creator. Top professionals and companies use AI to improve productivity and creativity every day, and in this course, you'll learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, you'll integrate AI tools into a variety of creative skill sets, and your own projects, building new avenues for creativity in your career.

### **CSM VI AI Capstone (3)**

This course is intended as a culmination of all of a student's work in their Computer Science major. Students will work in groups to launch a web app prototype that meets the following requirements:

1. Uses Database concepts from the Computer Science Core, Data Structures, and Algorithms.
2. Meets faculty approval.

Student will pitch their product, select the necessary technologies, work in groups to build an application, and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, and on their internal project management processes. This online class has optional live sessions.

## **GAME DEVELOPMENT • GDM**

### **GDM I Introduction to Games (3)**

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. Every semester.

### **GDM II Content and Systems Design (3)**

If you've ever enjoyed the experience of playing a video game, you've had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience.

This class will help you learn to design all four components and build a deeper understanding of the game development process and an introduction to concepts in scripting. Spring semester.



### **GDM III Unity I: Working with Unity (3)**

The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA, will introduce you to developing games in Unity. By the end of this course, you'll learn how to build a fully functioning game within the Unity system, including all key elements. Every semester.

### **GDM IV C# Programming (3)**

*Prerequisites: CSC 101, CSC 102, CSC 204.*

C# is a modern, general-purpose, object-oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services and building games using the Unity engine.

This course is intended to give students a working knowledge of the C# programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. Spring semester.

### **GDM V Unity II: Advanced Unity Programming (3)**

*Prerequisites: GDM I, GDM II, GDM III, GDM IV.*

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based tasks within the Unity platform and will grow their skills in building core gameplay functionality, supporting systems and platform-specific optimizations. Fall semester.

### **GDM VI Capstone Project: Building a Game (3)**

*Prerequisites: GDM I, II, III, IV, V, CSC 101, CSC 102, CSC 204.*

This course is intended as a culmination of all a student's work in the Unity Game Development major. Students will work in groups to build a game in the unity engine that uses real-time 2D or 3D visuals and showcases their understanding of the core principles of game design. Students will pitch their game, design, prototype, build and test their game.

Students will be evaluated based on the quality of their game, and their internal project management processes. Fall semester.

## **PUBLIC HEALTH • PHM**

### **PHM I History of Public Health (3)**

Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced. Every semester.

### **PHM II Epidemiology (3)**

*Prerequisites: SSC 349.*

Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level. This online class has optional live sessions. Fall semester.

### **PHM III Health Services (3)**

Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. Every semester.

### **PHM V Public Health Studies II (3)**

*Prerequisites: PHM I rize, NUR 440, SSC 349.*

This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate map development in order to help them build understanding of how geographic data is used in the practice of Public Health. Spring semester.



## **PHM VI Health Economics (3)**

*Prerequisites: ECO 212.*

The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course, you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use available resources to improve the quality of healthcare. Spring semester.

## **USER EXPERIENCE • WDM**

### **WDM I User Exp I: Understand User Exp (3)**

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You'll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you'll be on your way to building experiences that make customers happy. Every semester.

### **WDM II User Exp II: Bldg Compelling User Ex (3)**

*Prerequisites: WDM 1, CSC 205.*

This course builds upon User Experience I and teaches students how to build effective user experiences through a rigorous process of implementing best practices, testing designs and UX Design Proposal Packet iterating. This course will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. To successfully complete this course, students will need to build a mobile app or website prototype and iterate upon it based on user feedback. Spring semester.

### **WDM III Goal-Oriented Web Design (3)**

*Prerequisites: WDM I, WDM II, CSC 205, CSC 206.*

There is no substitute for experience. In this course, students will propose and build a new website for an existing company. This website should be optimized to boost conversion events for the company in question. Students will need to research customer behavior and industry trends in order to successfully complete this course. Fall semester.

## **Crossroads: Off-Campus Study**

### **Opportunities & Global Student Services**

Crossroads: Geneva's Center for Enriched Learning administers all off-campus study opportunities and supports Geneva College's global students.

Crossroads defines a "global student" as a student who requires a visa to be in the United States as well as a student who comes to Geneva from outside the 50 United States, including US territories and including those who may hold a US passport but who have spent much of their life living outside the US. Crossroads' aim is to enable foreign students, missionary kids, and other students coming from outside the US to be comfortable and successful at Geneva College. Students receive academic, immigration, and personal guidance in an atmosphere that encourages their adjustment to a new culture.

Acceptable personal and academic qualities and habits are required for off-campus study. Because many qualities affect the off-campus study process and success, a student can be evaluated on non-academic performance issues which may include adherence to ethical standards, personal maturity, motivation, and dependability, in addition to academic qualifications. These characteristics may be inferred by the College from a number of sources, including, but not limited to, results of formal assessment(s), recommendations from faculty and staff, personal interviews, and written materials. The College reserves the right to refuse to permit any student to study off-campus and to involve any appropriate campus personnel in the decision-making process.

The following is a list of semester-long off-campus programs offered by Geneva College and our partners. Short term Geneva programs are planned by faculty on a regular basis. More information can be found on the Geneva College website:

<http://www.geneva.edu/academics/crossroads/off-campus-study/>.

## **Arcadia University**

Arcadia University offers more than 100 programs around the world through its College of Global Studies. Arcadia currently offers coursework in 56 fields—from African Studies, Architecture, and Engineering to Geology, Information Technology, and Veterinary Science.

## **Au Sable Institute of Environmental Studies**

Geneva cooperates with the Au Sable Institute of Environmental Studies by offering credit for summer courses at Au Sable's nature studies centers in the Great Lakes (Michigan), Pacific Rim (Washington), and Costa Rica. Courses are short, intensive, field-based courses.

Au Sable can accommodate many types of learning accommodations and needs, but Au Sable cannot change the nature of the field-based courses. The following is a list of typical course offerings:

Agroecology  
 Alpine Ecology  
 Animal Ecology  
 Aquatic Biology  
 Conservation Biology  
 Directed Individual Studies  
 Ecological Agriculture  
 Environmental Applications for GIS  
 Environmental Chemistry  
 Environmental Law and Policy (Online)  
 Field Biology in Spring  
 Field Botany  
 Field Techniques in Wetlands  
 Fish Ecology and Management  
 Forest Ecology  
 Forest Management  
 Geographic Information Systems (Online)  
 Insect Ecology  
 International Development and Environmental Sustainability  
 Lake Ecology and Management  
 Marine Biology  
 Marine Invertebrates  
 Marine Mammals  
 Research Methods I and II  
 Restoration Ecology  
 Stream Ecology  
 Sustainability, Tropical Agriculture and Development  
 Wildlife Ecology



For a current list of course offerings, complete course descriptions and registration procedures, obtain an official Au Sable bulletin from Professor Marjory Tobias, [mctobias@geneva.edu](mailto:mctobias@geneva.edu), or visit the Au Sable website at <https://www.ausable.org/>. Any Au Sable course with 90–100 contact hours will give four credit hours of BIO,

CHM, EVS, or SCS, depending on the specific course. In combination with specified courses at Geneva, students can qualify for certification as naturalists, as environmental analysts, as water resources analysts, or as land resources analysts, or for an environmental science minor (page 34).

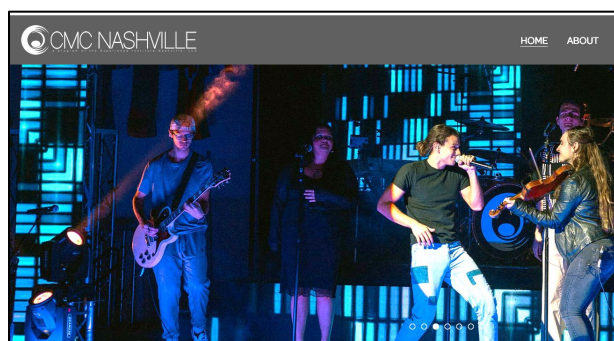
## Amizade

Amizade Study Abroad is an independent, non-profit international education organization with programs around the world and is committed to the advancement of peace and justice.

## CCCU GlobalED

CCCU GlobalED offers eight off-campus and study abroad programs around the world through the Council for Christian Colleges and Universities (CCCU). These programs offer a unique opportunity for students to make the world their classroom and are available to second-semester sophomores, juniors, and seniors.

- American Studies Program
- Contemporary Music Center
- Los Angeles Film Studies Center
- Middle East Studies Program
- Oxford Summer Program
- Scholars' Semester in Oxford
- Uganda Studies Program



## Chicago Semester

Chicago Semester is a 16-week semester program that delivers a custom-tailored Chicago experience designed to help students prepare for their chosen career and life after college. The CS works closely and collaboratively with students to place them in a full-time internship that matches their interests. In addition, students complete a professional seminar and up to two courses for academic credit, depending on the track they select. Tracks include: Art, Design and Theatre; Business, Finance and Accounting; Marketing and

Communications; Health and Applied Sciences; Social Sciences and Humanities; and Social Work.

## **EQUIP**

EQUIP provides an opportunity for students to study Spanish with more than 100 international students from the US and other countries at the Universidad San Francisco de Quito (USFQ) in Quito, Ecuador. Available courses include: Ecuadorian Culture, Advanced Spanish, Language and Cultivation, Language and Translation, Language and Film, and Language and Composition, among others. Students stay with Christian host families who live near the university, attend church with their families, and participate in weekly Bible studies.

## **Jerusalem University College**

Geneva College maintains membership in the Associated Schools of Jerusalem University College. Geneva students therefore can take classes in Jerusalem for Geneva College credit.

Subscribing to the historic Christian faith in the evangelical and nondenominational tradition, Jerusalem University College, facilitating the interests of its consortium of associate schools, offers graduate and undergraduate programs of study at its campus on Mount Zion in Jerusalem, Israel.

The programs of study seek to enhance students' understanding of the Bible and of the cultures of the Middle East. Specifically, students may achieve their educational objectives by:

- A rigorous study of the history, archaeology, and geography of Israel and other areas of the Middle East.
- A mastery of Biblical language and literature and a working knowledge of other Semitic languages appropriate to their study programs.
- An accurate understanding of the cultural, philosophical, and religious expressions of the ancient and modern peoples of Israel and other countries of the Middle East, including the relationship of Israel with other Middle East nations and the role of Israel in the ancient and modern worlds.
- A maximal use of and personal interaction with the unique academic and cultural resources available to them in the classroom and their fieldwork in Jerusalem, throughout Israel, and in other regions of the Middle East.

## **LCC International University**

A university education within an international learning community that transforms people for servant leadership, the goal of LCC is to engage students in a transforming educational experience. To create a generation of leaders for Eastern Europe who think critically, promote democratic ideals, develop a market economy, and re-build the network of civil society within the context of a Christian worldview. LCC is located in Klaipeda, Lithuania: a major ice-free port city on the Baltic Sea connecting Russian and Western European business and industry. The semester at LCC is a five course, fifteen credit program. Included in the program is an orientation week with travel throughout Lithuania, and a one-week trip to St. Petersburg and Moscow.

## **Living & Learning International**

### *Ecuador Semester*

The Ecuador semester provides students with the opportunity to spend a full semester learning through academic classes, experiencing local life through a homestay with an Ecuadorian family, seeing God's work overseas firsthand, experiencing the ecological diversity and beauty of the Galapagos Islands, and exploring the Incan civilization of Machu Picchu—all while exploring beautiful Latin America! This program is appropriate for all majors.

### *Rome Semester*

Rome with Purpose is designed to offer Geneva College students the opportunity to "Experience Italy in Christian community." While living together near the center of Rome, Italy, students have opportunity to engage in a rigorous and stimulating academic program, explore the antiquities of Rome, experience current Italian culture, and become involved in ministry opportunities with local churches. Rome with Purpose professors teach from a Christian worldview and the director and his wife are on-site to guide and mentor the students as they step forward and follow Jesus through this intercultural experience. Students can earn 16 credits during their 90-day stay, with three weeks available for independent travel throughout Europe.





### **Lorenzo de Medici Institute (LdM)**

LdM offers academic and professionally oriented courses designed to complement a variety of study abroad programs as well as enrich students' knowledge, education and skills. Students can choose from over 400 different courses in 37 subject areas, which are taught in English at LdM's three locations: Florence, Rome, and Tuscany. Courses fall under five main academic divisions: Arts and Sciences, Sciences, Creative Arts, Design, and Italian Language and Culture. LdM is committed to delivering a high-quality international learning experience through which students advance along their formal educational paths, develop their creativity, realize their own potential, and empower themselves to impact the world around them. Experiential learning is LdM's main tool to foster students' future professional development.

### **Oregon Extension**

Located in the Southern Oregon Cascades, The Oregon Extension offers a fall semester (only) of accredited college studies and vigorous intellectual exploration in an intentional, out-of-the-mainstream community setting. An alternative semester for Christian college students, participants may earn 17 credits in areas such as environmental studies, art history, literature, political science, religions studies, history, psychology, biology, sociology, and philosophy. Daily readings, small group discussion, and one-on-one conversations with faculty comprise the heart of The Oregon Extension. Students are encouraged to think creatively across disciplines, while sharing in a concern for sustainable living and practical expressions of the Christian faith. Credits earned may be used to satisfy General Education requirements or, at the discretion of the College, upper-division major requirements.

### **Semester In Spain**

In affiliation with Trinity Christian College, Geneva College students, study in Seville, Spain. Students are offered beginning, intermediate, and advanced courses in Spanish. During the semester, students will be challenged academically in the study of the Spanish language, culture, history, and art by a faculty of native Spaniards. Students will also live with a host family, learning their traditions and experiencing the ways in which they live. Participants are able to visit Córdoba, Toledo, Granada, and the small pueblos outside Seville. During their semester, students will gain improved language fluency and a greater understanding of Spain and Europe. Semester In Spain provides high quality academic instruction in an experiential format. The program offers a global perspective with depth of study in Spanish language, culture, and history. Consistent with Geneva's mission of equipping students for lives of Christ-like service, the program nurtures a context of Christian support and community.

### **WINS (Webster International Network School)**

Geneva students have access to programs offering coursework in many disciplines at locations across the world, including: Austria, China, Ghana, Greece, Japan, the Netherlands, Switzerland, and Thailand. Because of Geneva's partner status, students are eligible for an airfare award through WINS to help defray the cost of transportation to their off-campus study location.

### **Non-Traditional Undergraduate Programs**

#### **The Center for Urban Biblical Ministry (CUBM)**

The Center for Urban Biblical Ministry (CUBM) was established in Pittsburgh in 1992 using The Center for Urban Theological Studies (CUTS) model in Philadelphia. The purpose of the program is to offer biblically based education to urban church leaders and active laypersons who have had little or no previous college experience. The program is based at the Reformed Presbyterian Theological Seminary in the Point Breeze area of Pittsburgh. Programs offered include an Associate of Arts in Christian Ministry, an Associate of Science in Leadership, an Associate of Arts in Business Administration, and an Associate of Science in Human Services that prepare students to enter the Geneva Online Degree Programs offered online, CUBM's Bachelor of Professional Studies in Community Leadership, or other four-year degree programs. Classes are offered in the evening and students can take

from one to three classes per semester. The program is staffed by a director who is supported by the various administrative offices on the Beaver Falls campus.

For curriculum details call 412-247-9010 or email [hjackson@cubm.org](mailto:hjackson@cubm.org).



## Associate of Arts in Christian Ministry - 63 credit hours

### Core Requirements – 33 credit hours

Take 6 credit hours of Biblical Studies

BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3

Take 3 credit hours of Social Science

ADL 120	Fund Emerging Tech	3
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Take 6 credit hours of Natural Science and Math

BIO 101	Topics in Biology	3
CHM 100	Applied Chemistry	3
CHM 160	Chemistry in Art	3
MAT 199	Fundamentals of Math	
	Modern Applications	3
SCS 105	Environmental Science	3
SCS 215	Earth and Space Science	3

Take 6 credit hours of Humanities

HUM 304	Contemporary Christian Music	3
HUM 304	The Bible as Literature	3
HUM 304	The Civil Rights Movement	3
HUM 304	Great Books of Religious Thought	3
HUM 491	Drama and Ministry	3
HUM 491	Rhetoric of the Civil Rights Movement	3
HUM 491	African American Literature	3

Take 9 credit hours of Communication

COM 101	Principles of Communication	3
or COM 210	Leadership Communication	3
ENG 101	English Composition	3

ENG 102	Academic Writing and Research Process	3
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### Major Requirements - 24 credit hours

Required Courses - 18 credit hours

BIB 200	How to Read the Bible	3
BIB 310	Special Topics in Theology	3
or BIB 324	Intro to Reformed Tradition	3
or BIB 325	Biblical Theology	3
BIB 350*	History of the Christian Church	3
MIN 210	Evangelism	3
MIN 202	Holistic Spiritual Formation	3
PHI 110	The Philosophical Conversation	3
or PHI 112	Ethics	3

Advanced Courses - 6 credit hours

3 credit hours in Old Testament

BIB 301	Old Testament Prophecy	3
BIB 302*	Wisdom Literature	3
BIB 303	Old Testament Studies	3
BIB 304*	Psalms	3
BIB 305*	Isaiah	3
BIB 306	Daniel	3
BIB 307*	Judah's Exile and Restoration	3

3 credit hours in New Testament

BIB 308	Luke	3
BIB 309	Revelation	3
BIB 310	Pauline Epistles	3
BIB 311	Matthew	3
BIB 312	Mark	3
BIB 313	John	3
BIB 314	New Testament Studies	3
BIB 315	Acts	3
BIB 316	Romans	3
BIB 317	Ephesians/Pastoral Epistles	3
BIB 318	Hebrews	3
BIB 340	Intertestamental Literature	3

Biblical Language Focus

GRK 101	Elementary Hellenistic Greek	3
GRK 102	Elementary Hellenistic Greek	3
GRK 201	Intermediate Greek	3

\*Indicates an approved Humanities Course option

## Associate of Science in Human Services - 63 credit hours

### Core Requirements – 33 credit hours

Take 6 credit hours of Biblical Studies

BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3

Take 3 credit hours of Social Science

ADL 120	Fund Emerging Tech	3
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Take 6 credit hours of Natural Science and Math		
BIO 101	Topics in Biology	3
CHM 100	Applied Chemistry	3
CHM 160	Chemistry in Art	3
MAT 491	Fundamentals of Math Modern Applications	3
SCS 105	Environmental Science	3
SCS 215	Earth and Space Science	3
Take 6 credit hours of Humanities		
HUM 304	Contemporary Christian Music	3
HUM 304	The Bible as Literature	3
HUM 304	The Civil Rights Movement	3
HUM 304	Great Books of Religious Thought	3
HUM 491	Drama and Ministry	3
HUM 491	Rhetoric of the Civil Rights Movement	3
HUM 491	African American Literature	3
Take 9 credit hours of Communication		
COM 101	Principles of Communication	3
or COM 210	Leadership Communication	3
ENG 101	English Composition	3
ENG 102	Academic Writing and Research Process	3

### Major Requirements - 24 credit hours

HSV 240	Introduction to Helping Skills	3
HSV 241	Child Abuse and Family Violence	3
HSV 242	Foundations of Addiction	3
HSV 243	Case Management	3
HSV 244	Crisis Intervention	3
PSY 250	Life Span Development	3
PSY 313	Abnormal Psychology	3
SOC 200	Introduction to Sociology	3

Electives - 6 credit hours

### Associate of Science in Leadership - 63 credit hours

#### Core Requirements – 33 credit hours

Take 6 credit hours of Biblical Studies		
BIB 112	Old Testament Survey	3
BIB 113	New Testament Survey	3
Take 3 credit hours of Social Science		
ADL 120	Fund Emerging Tech	3
Take 6 credit hours of Natural Science and Math		
BIO 101	Topics in Biology	3
CHM 100	Applied Chemistry	3
CHM 160	Chemistry in Art	3

MAT 491	Fundamentals of Math Modern Applications	3
SCS 105	Environmental Science	3
SCS 215	Earth and Space Science	3
Take 6 credit hours of Humanities		
HUM 304	Contemporary Christian Music	3
HUM 304	The Bible as Literature	3
HUM 304	The Civil Rights Movement	3
HUM 304	Great Books of Religious Thought	3
HUM 491	Drama and Ministry	3
HUM 491	Rhetoric of the Civil Rights Movement	3
HUM 491	African American Literature	3
Take 9 credit hours of Communication		
COM 101	Principles of Communication	3
or COM 210	Leadership Communication	3
ENG 101	English Composition	3
ENG 102	Academic Writing and Research Process	3

### Major Requirements - 24 credit hours

COM 210	Leadership Communication	3
LDR 105	History of Urban Leadership	3
LDR 120	Personal Development	3
LDR 180	Leadership Ethics	3
LDR 201	Development of Nonprofit Organizations	3
LDR 210	Professional Development	3
LDR 285	Leadership Capstone	3
MIN 320	Urban Theology	3

Electives - 6 credit hours

### Bachelor's Degree Program

To be admitted to the Bachelor of Professional Studies in Community Leadership, adults must have a minimum of 24 credit hours from CUBM, Geneva College, or 24 credit hours of transferable credits from an accredited college or university, with a GPA of 2.0 or above, five years of post-high school experience, and demonstration of writing competency. This program is not intended for the traditional undergraduate student. Students who have not yet earned the minimum 24 credit hours may take credits from CUBM or Geneva College.

**A minimum of 120 credit hours is required to obtain the Bachelor of Professional Studies.**

For specific details on curriculum, admission and graduation requirements, tuition and fees, class start dates, or any other aspects of the program, contact the Center for Urban Biblical Ministry at 412-247-9010.

Geneva/CUBM students must satisfy Geneva core requirements at Geneva College or by transfer.

### Minimum Core Requirements - 18 credit hours

English Composition	3
Humanities	6
Natural Science or science and math	6
Social Science	3

### Core and Elective Courses

CUBM will help students who have earned fewer than the 60 credit hours required to enter the Community Leadership major, or who need additional credits to complete their degree requirements. Some CUBM courses can be used for core and elective credits so that students can continue their education in a program designed specifically for adults. These offerings provide adults who have been away from the college classroom for some time the opportunity to acquaint themselves with Geneva's innovative and adult-friendly format at CUBM. Courses are offered in the fall, spring, and summer. Check CUBM's website or call the office at 412-247-9010 for course offerings.

### Bachelor of Professional Studies in Community Leadership

The B.P.S. in Community Leadership equips graduates with knowledge and skills they can then invest in their families, churches, and communities, as well as improve their prospects for employment and income. The curriculum has a Bible and ministry focus, yet emphasizes the engagement of concrete application of theories and concepts that can be modeled through experiential learning, such as ministry projects in their churches and communities.

### Major Courses - 39 credit hours

ADL 120	Fund Emerging Tech	3
ADL 250	Foundations of Learning and Academic Writing	3
BBL 408	Foundations of Christian Thought	3
CDV 230	Introduction to Community Development	3
CDV 300	Restoring Place	3
CMN 403	Personal Leadership and	

	Development	3
CMN 404	Old Testament Principles for Leadership	3
CMN 406	Leading Communities to Renewal	3
CMN 407	New Testament Principles for Leadership	3
CMN 409	Foundations of Intergenerational Leadership	3
CMN 416	Theology and Practice of Evangelism	3
HMT 411	Humanities	3
MIN 204	Principles of Sustainable Development	3

### B.P.S. Major Courses

**ADL 120 Fund Emerging Tech** (3) The course will explore the fundamentals of information technology and the impact of emerging technology on society. Students will learn how to examine and gain competency related to careers in an era of paradigm shifts from technological advancements. Students will gain the technical literacy necessary to be relevant as a global society enters the 4th Industrial Revolution. Every semester.

**ADL 250 Foundations of Learning & Academic Writing** (3) Students will explore several theories of adult learning and apply a selected model to their own academic self-discovery. Furthermore, students will develop academic writing and research skills. This course will serve as a bridge to proficiency to ensure that the returning learner is prepared for the writing intensive coursework on which they will be assessed throughout their bachelor's degree program.

**BBL 408 Foundations of Christian Thought** (3) This course explores the phenomenon of "worldview" as the assumptions that everyone has about reality – a vision for life that drives how people view the nature of the world, the remedy for the world, and the future of the world. This course challenges students to critique their own worldview in light of the worldview presented in the Bible. At the end of the course, students will be equipped to examine their own life and work in light of the biblical worldview.

**HUM 411 Humanities** (3) Students will explore the humanities as a manifestation of human responses to the Cultural Mandate- to "rule over the earth and subdue it". The humanities reflect the cultural values of the culture from which they spring, therefore students



will be equipped with the theological and philosophical categories needed to properly discern the truth (and untruth) of the cultural messages embedded in the humanities. On the one hand, students will be equipped to appreciate the common grace truth embedded in the humanities, but on the other hand, students will be equipped with the biblical categories of antithesis needed to discern where those truths fall short. At the end of the course, students will be equipped to engage both aesthetic considerations and “truth considerations” in the humanities.

#### **CMN 403 Personal Leadership and Development (3)**

This course will establish principles and requirements for leadership, depict biblical examples of how God develops leaders for His ministry, provide opportunity for students to apply this understanding to their own lives through self-assessment of leadership characteristics, and guide students in recognizing and describing God’s calling and development of their own lives for a particular field of ministry.

#### **CMN 404 Old Testament Principles for**

**Leadership (3)** This course is an introduction to Old Testament interpretation. Special attention will be given to the application of leadership principles found in the Old Testament to a variety of ministry issues.

**CMN 406 Leading Communities to Renewal (3)** This course will examine the role of the congregation as a moral agent for positive change in the community. The course will be divided into three phases of discussion: (1) Developing a theological framework for understanding community (heirs and disinherited), giving special attention to the faith community as a support group; (2) Overcoming obstacles to community building and exploring resources and strategies for community organizing; and (3) Strategies for reconciliation and conflict resolution in small groups and in addressing public issues.

#### **CMN 407 New Testament Principles for**

**Leadership (3)** This course will examine and apply principles for leadership through the lives and teaching of Jesus and the apostles.

#### **CMN 409 Foundations of Intergenerational**

**Leadership (3)** The focus of this course is on an understanding of the family from a biblical perspective and the development of an underlying biblical theology of family ministry.

#### **CMN 416 Theology and Practice of Evangelism (3)**

Adult students in this course will explore both the theological underpinnings of evangelism as well as explore various methods for doing evangelism, with a view toward both becoming more articulate in sharing their own faith and becoming more equipped to giving leadership to an evangelistic effort in their own communities.

#### **MIN 204 Principles of Sustainable Development (3)**

Students will develop a Biblical understanding and response to the poor, and consider ministry approaches that promote sustainability in a complex global environment.

#### **CDV 230 Introduction to Community**

**Development (3)** This course is designed to help students understand foundational theories and strategies of community development particularly related to the urban context and distressed mill towns. Much attention will be given to a theological perspective for community development and ways in which the church can have a significant role in the sustainability of local communities. By exploring social structures, institutions, and cultural values, students will identify major issues and begin to form a faithful approach to community empowerment, economic health, enhanced dignity, and a more holistic experience of shalom.

**CDV 300 Restoring Place (3)** The purpose of this course is to help students uncover how the scriptures and our faith convictions can inform where and how we live. Using the neighborhoods and communities of Pittsburgh, students will be challenged to consider the ways in which our daily lives are necessarily tied to place and are deeply connected to issues of justice, the vitality of the city, and the health of its neighborhoods. By studying the identity, history, and environment of their own neighborhoods, as well as the work of community development, students will gain a deeper understanding of how their lives may point to the Kingdom as they live and work toward community restoration.

### **Online Degree Programs**

These programs are available for students who have had post-high school work experience and perhaps some prior college credit who are seeking to obtain or complete an associate or baccalaureate degree. The Geneva College Online Degree Programs (ODP) offer both an Associate of Arts in General Studies (AA)

degree and a Bachelor of Professional Studies (BPS) degree in a selection of online majors.

There are two categories of courses in the ODP: courses that comprise each of the majors, and core and elective courses. **Online** courses are asynchronous (learners log in and participate at the time of their choosing, not at a set time). Learning in this non-traditional modality may be evaluated through multiple means, such as written reflection, online discussion forums, oral and/or video presentations, online activities, and quizzes and exams.

Advantages of the Online Degree Programs include:

- Curriculum designed specifically for non-traditional students
- Affordable tuition and financial aid availability
- Added flexibility of asynchronous online course offerings
- Online courses are offered in two eight-week blocks in each of the fall and spring terms and one eight-week block in the summer
- Highly qualified faculty with experience in their field of instruction
- Convenient online registration
- Accelerated time to degree

### Associate Degree Program

The Associate of Arts (AA) in General Studies program requires a minimum of 60 credit hours. Students must satisfy the following 24 credits of Geneva College core requirements:

English Composition	3
Humanities	6
Natural Science or Math	6
Social/Behavioral Science	3
Geneva Bible Courses	6

The balance of credits can be selected from ODP's Online Core and Elective Courses. Students are encouraged to take electives that can lead to an ODP minor should they choose to continue their studies and earn a bachelor's degree. All students in the AA in General Studies must pass a one-credit graduation requirement, ADL 110 Introduction to Online Learning at Geneva College, during their first term online.

Up to 24 credits can be accepted in transfer. At least 36 credits must be completed at Geneva College.

### Bachelor's Degree Programs

To be admitted to an ODP major that leads to a Bachelor of Professional Studies, adults must have a minimum of 60 credit hours from Geneva College or 60 credit hours of transferable credit from an accredited college or university with a cumulative GPA of 2.0 or above, three years of post-high school experience, and demonstration of writing competency. This program is not intended for the traditional undergraduate student. Students who have not yet earned the minimum 60 credits may take credits from the ODP Core and Elective course offerings.

A minimum of 120 credit hours is required to obtain the Bachelor of Professional Studies. All ODP students must pass a one-credit graduation requirement, ADL 110 Introduction to Online Learning at Geneva College, during their first term online.

Up to 84 credits can be accepted in transfer. At least 36 credits must be completed at Geneva College.

For specific details on curriculum, admission and graduation requirements, tuition and fees, class start dates, or any other aspects of the ODP, visit the ODP website.

ODP students must satisfy Geneva College core requirements, either by ODP's Core and Elective offerings or by transfer.

### Minimum Core Requirements -18 credit hours

English Composition	3
Humanities	6
Natural Science or Math	6
Social/Behavioral Science	3

### ODP Core and Elective Courses

The ODP's Core and Elective courses help adults who have earned fewer than the 60 credit hours required to enter major courses in the ODP or who need additional credits to complete their degree requirements. Through ODP's Core and Elective courses, students can continue their education in a program designed specifically for adults. Core and Elective courses are offered in the fall, spring, and summer. Check Geneva's website for course offerings.

### ODP Transfer Credit Policies

Prior to matriculation, the class standing of an ODP student will be based on the number of credits accepted

in transfer. Courses judged by the Registrar's Office to be equivalent to Geneva courses will be distributed to meet core and minor course requirements (subject to the limitations noted below). Courses which are judged not to be equivalent to Geneva courses will be accepted as electives (subject to the limitations below).

All credits transferred to Geneva that are certified on official transcripts are listed on the Geneva transcript. Prior to matriculation, Geneva will only use transfer students' grades and GPA from transfer credits: (1) to determine the initial admission decision and (2) to determine eligibility for financial aid.

After matriculation, Geneva students are permitted to enroll in courses at other institutions and transfer the credits and grades for these courses to Geneva. However, all of these transfer courses must be approved in advance by the Registrar's Office with assistance from the ODP academic advisor. Course equivalencies are determined by the Registrar's Office with input, as necessary, by the appropriate Department Chair.

In addition to the policies described in the three preceding paragraphs, each of the following requirements govern the extent to which courses transferred from other institutions will be counted toward a Geneva degree in ODP:

- Ordinarily only credits earned at institutions accredited by Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), the Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC) or, in the case of international transfers, nationally approved institutions will be accepted as transfer credit.
- Prior to matriculation, only courses for which a grade of D- or better has been given will be accepted in transfer (with the exception of ENG 101 English Composition, which must have a grade of C- or better). After matriculation, only courses for which a grade of C- or better has been given will be accepted in transfer. After matriculation, both the grade and the credit will be transferred to Geneva.
- A minimum of 36 credit hours overall must be earned in Geneva's ODP.

- A minimum of one-third of a minor must be earned at Geneva.
- Courses transferred from another institution will be counted in the same semester that the credit-granting institution that granted the credit designated the course.
- All major course requirements in the ODP *must* be taken at Geneva College.

Requests for exceptions to any of the above policies must be made in writing to the Director of Online Programs & Curriculum. The Director will consult with the appropriate department chair, the academic advisor, and the Registrar's Office before granting any exception request.

### Child and Family Services Major • B.P.S.

The B.P.S. in Child and Family Services (CFS) prepares students for the issues faced by human services professionals working with families and children. Students examine current social systems and policies that impact families, as well as various forms of family dysfunction. In addition, they develop an understanding of child growth and development, as well as the key role that family has in maturation. Understanding how a family truly functions is a difficult task—each individual, no matter how big or small, plays a vital role in the makeup of a family.

#### Major courses - 36 semester hour credits

ADL 432	Research and Resources	3
ADL 470	Career and Professional Development	3
BBL 408	Foundations of Christian Thought	3
CFS 230	The Family System in Context	3
CFS 251	Child and Adolescent Development	3
CFS 301	Child and Family Policy	3
CFS 401	Development of Professional Skills	3
CFS 450	Program Management and Evaluation	3
CFS 495	Professional Ethics	3
HMT 411	Humanities	3
HSS 201	Introduction to Human Services	3
HSS 202	Human Diversity	3

### Human Resources Major • B.P.S.

Curriculum in the Human Resources (HRS) major is focused on the challenges faced in management, supervision, and organizational behavior. Topics include human resources administration, group dynamics,

styles of leadership, business and research writing, problems of supervision, decision-making, organizational behavior, problem solving, effective interpersonal relationships, faith and worldview analysis, and ethics.

### Major courses - 36 semester hour credits

ADL 432	Research and Resources	3
ADL 445	Theory and Practice of Adult Learning	3
ADL 470	Career and Professional Development	3
BBL 408	Foundations of Christian Thought	3
HMT 411	Humanities	3
HRS 441	Business and Interpersonal Communication	3
HRS 443	Training and Development	3
HRS 451	Introduction to Human Resources	3
HRS 453	Policies and Personnel Management	3
HRS 455	Employee and Labor Relations	3
HRS 457	Principles of Management and Supervision	3
HRS 458	Current Issues in Human Resources	3

### Management Major • B.P.S.

The B.P.S. in Management (MGT) is a distinctive bachelor's completion program in business designed for adult students. With a fully online format that allows busy adults to complete coursework when it's most convenient, students develop functional management skills and knowledge through practical curriculum grounded in best business practice. Courses prepare graduates to be effective leaders who can manage resources, solve problems, and oversee employees.

### Major courses - 36 semester hour credits

BBL 408	Foundations of Christian Thought	3
HMT 411	Humanities	3
HRS 441	Business and Interpersonal Communication	3
HRS 451	Introduction to Human Resources	3
HRS 457	Principles of Management and Supervision	3
ORD 460	Organizational Dynamics	3
MGT 151	Principles of Accounting	3
MGT 213	Principles of Micro/Macroeconomics	3
MGT 241	Quantitative Analysis	3
MGT 311	Business Law	3
MGT 320	Marketing	3

MGT 330	Principles of Finance	3
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### Organizational Leadership Major • B.P.S.

The B.P.S. in Organizational Leadership (LDP) equips students to ascend to administrative and leadership positions in their organizations. Building upon the adult student's existing work experience, this major provides the concepts and tools that: 1) help students mobilize and motivate employees to reach desired goals; 2) give students a better understanding of the complex challenges facing today's organizations and how leaders can react to them; and 3) provide an ethical framework which the student can use to make decisions that affect others in the workforce.

### Major courses - 36 semester hour credits

ADL 432	Research and Resources	3
ADL 445	Theory and Practice of Adult Learning	3
ADL 470	Career and Professional Development	3
BBL 408	Foundations of Christian Thought	3
HMT 411	Humanities	3
HRS 441	Business and Interpersonal Communication	3
HRS 451	Introduction to Human Resources	3
HRS 457	Principles of Management and Supervision	3
LDP 305	Principles of Negotiation	3
LDP 395	Principles of Teambuilding	3
LDP 438	Principles of Organizational Change	3
ORD 460	Organizational Dynamics	3

### Child and Family Services Minor

Eighteen credits are required for the minor; select six courses from:

CFS 230	The Family System in Context	3
CFS 251	Child and Adolescent Development	3
CFS 301	Child and Family Policy	3
CFS 401	Development of Professional Skills	3
CFS 495	Professional Ethics	3
HSS 201*	Introduction to Human Services	3
HSS 202	Human Diversity	3

\*Required course

### Human Resources Minor

Take 18 of the following credits:

HRS 443	Training and Development	3
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HRS 451	Introduction to Human Resources	3
HRS 453	Policies and Personnel Management	3
HRS 455	Employee and Labor Relations	3
HRS 457	Principles of Management and Supervision	3
HRS 458	Current Issues in Human Resources	3

### Management Minor

Eighteen credits are required for the minor; select six courses from:

HRS 441	Business and Interpersonal Communication	3
HRS 451	Introduction to Human Resources	3
HRS 457	Principles of Management and Supervision	3
MGT 151	Principles of Accounting	3
MGT 213	Principles of Micro/Macroeconomics	3
MGT 320	Marketing	3
ORD 460	Organizational Dynamics	3

### Organizational Leadership Minor

Take 18 of the following credits:

HRS 457	Principles of Management and Supervision	3
LDP 305	Principles of Negotiation	3
LDP 395	Principles of Teambuilding	3
LDP 438	Principles of Organizational Change	3
HRS 441	Business and Interpersonal Communication	3
ORD 460	Organizational Dynamics	3

### Psychology Minor

Take 18 of the following credits:

CFS 251	Child and Adolescent Development	3
HSS 202	Human Diversity	3
PSS 201	Introduction to Psychology	3
PSS 250	Lifespan Development	3
PSS 253	Adulthood and Aging	3
PSS 313	Abnormal Psychology	3

### Online Degree Programs Course Descriptions

The Geneva College Online Degree Programs (ODP) offer asynchronous courses (learners log in and participate at the time of their choosing, not at a set time) in the learning management system, Moodle.

For specific details on curriculum, admission and graduation requirements, tuition and fees, class start dates, or any other aspects of the ODP, visit the ODP website.

ODP students must satisfy Geneva College core requirements, either by ODP's Core and Elective offerings or by transfer and pass the one-credit ADL 110 Introduction to Online Learning at Geneva College.

**ACE 150 Accounting Fundamentals (3)** This course is an overview into the many accounting functions used in a student's workplace. The textbook and examples are chosen to combine theory and experiences in such a way as to increase a student's understanding of accounting theory and the role the accounting function supports the understanding and operation of every business.

**ACE 155 Faith and Money (3)** This class will teach students what God says about handling money and possessions with a goal of students learning to be financially and spiritually free. A practical method of budgeting is included. It will also cover God's principles of living honestly, being accountable, dealing with debt, giving, work, and eternity.

#### ADL 101 Introduction to Office Applications (1)

This course introduces the use of word processing, presentation, and spreadsheet application software, including the Microsoft Office applications Word, PowerPoint, and Excel.

#### ADL 102 Mastering the 21 Irrefutable Laws of Leadership (1)

This course empowers students to examine and apply the foundational leadership concepts outlined in Dr. John C. Maxwell's book, *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Students will learn how to grow as leaders, improve organizational performance, and develop the next generation of leaders around them. Through self-reflection and directed discussions, students will assess their current level of skill in each leadership law.

#### ADL 103 Introduction to Social Media in Organizations (1)

This course explores the basics of social media channels and how those channels relate to organizations. Students will learn which social media platforms work best for an audience by determining target demographics. By the end of the course, students will

be able to recognize the significance of social media for organizations, the influence social media has on current culture, and its relationship to a biblical worldview.

**ADL 110 Introduction to Online Learning at Geneva College**

(1) This course provides an introduction to Geneva College, its history and mission, as well as the commitment of the online programs to robust faith integration within its curricula. Includes the development of proper attribution and academic writing skills, as well as personal and professional proficiencies required for success in Geneva's online programs.

**ADL 115 Success Strategies for the Adult Learner**

(3) This course is designed to equip adult learners with strategies for success in college and in life-long learning, emphasizing personal responsibility. With a specific focus toward success in online learning, the course covers foundational ideas about faith, learning, and a biblical worldview. Geneva's available resources and services; goal setting; time management and organization; writing basics; reading strategies; APA; and adult learning theories.

**ADL 119 Principles of Personal Finance** (3) This course introduces personal financial literacy and wealth management. Based on the widely recognized money management principles of Dave Ramsey, students will learn the essentials of financial planning for the present and future and will acquire knowledge and skills to take charge of their finances through saving, budgeting, investing, and other financial management strategies.

**ADL 430 Organizational Analysis** (3) Completing this course will prepare students to analyze the structure and function of an organization in light of contemporary organizational models. Participants apply theoretical knowledge about organizations to a specific organization and explore how organizations can be transformed into redemptive agents in this world and contribute to human flourishing.

**ADL 432 Research and Resources** (3) This course encourages students to develop familiarity with the literature in their major field of study with an emphasis on information literacy. Students will identify, access, retrieve, and summarize respected information in the field that is relevant to a research topic. In addition to identifying themes in the literature, students will compare, contrast and evaluate the major perspectives that emerge from their investigation.

**ADL 445 Theory and Practice of Adult Learning** (3) In this course adult students will explore several theories of adult learning, including the Kolb model of adult learning, and then students will apply one of the models to their own experience of learning. This course will have application both to the student's own self-discovery but also to the work that the student may perform as a leader in a workplace or ministry setting.

**ADL 470 Career and Professional Development** (3) In this course, students will reflect on the learning that they have experienced during the entire program. They will develop a compendium of learning and accomplishments in the program, as well as key professional documents that are typical of a person looking to advance in their chosen profession.

**AGE 250 Health, Wellness & Adjustment in Older Adults**

(3) This course provides a non-clinical knowledge base of the physical and mental aging processes, including forms of dementia, and will introduce students to holistic (physical, spiritual, psychological, and social) wellness promotion in older adults, with particular attention to creating programs for this purpose. Students will be introduced to principles of spiritual development in older adults that can aid individuals and their families in adjusting to loss and later-life transitions.

**AGE 410 Death, Dying and Bereavement** (3) This course is designed to give the student an understanding of the research and theories of death, dying and the bereavement process, as well as the development and impact of a Christian understanding/eschatology for both the patient and loved ones in these processes. Hospice, palliative care, ethics, and euthanasia are discussed, as well as cross-cultural beliefs that come to bear on these phenomena.

**BBL 135 Wisdom Literature** (3) This course explores the primary works of wisdom literature in the Old Testament (Job, Proverbs and Ecclesiastes) along with related materials in some of the Psalms and the New Testament Epistle of James.

**BBL 200 How to Read the Bible** (3) A study of the process that led to the creation of the English Bible and its authority, a survey of the principles and practice of independent Bible study, including an emphasis on the grammatical historical approach to biblical interpretation. The student will study methods of

application leading to the development of them, proposition and finally the lesson itself.

**BBL 216 Intro to Christian Apologetics (3)**

This course introduces Christian apologetics, that is, the giving of well-reasoned and faithful responses to challenges and criticisms raised against the Christian faith (1 Peter 3:15). Common objections to the claims of historical Christianity, such as the problem of evil and the reliability of Scripture, are considered. Various approaches to apologetics are explored. The course helps to equip learners to more effectively serve as ambassadors of Jesus Christ within a radically skeptical, post-modern cultural context. Offered periodically.

**BBL 251 Church History I (3)** A study of the history of the Christian Church from its founding on the day of Pentecost to the beginning of the Reformation with special emphasis upon people, events and doctrinal controversies that were significant in the growth of Christianity.

**BBL 252 Church History II (3)** A study of the history of the Christian Church from the dawning of the Reformation to the present time with special emphasis upon the people, events and doctrinal controversies that were significant in the growth of Christianity.

**BBL 303 Pentateuch (3)** This course examines the historical and theological themes unifying the first five books of the Hebrew Bible (the Old Testament). Students will be directed to gain a broad reading acquaintance with these books, so as to understand particulars of each alongside their commonality. Basic English Bible knowledge is a prerequisite for this course. A primary component of this course will be readings through most of the Pentateuch. However, the course will take more of a thematic than a purely chronological or sequential approach to the five books of Moses.

**BBL 408 Foundations of Christian Thought (3)** This course explores the phenomenon of "worldview" as the assumptions that everyone has about reality- a vision for life that drives how people view the nature of the world, the remedy for the world, and the future of the world. And, this course challenges students to critique their own worldview in light of the worldview presented in the Bible. At the end of the course, students will be equipped to examine their own life and work in light of the biblical worldview.

**BBL 409 Christianity in Dialogue (3)** Students will explore the basics of Christian apologetics in terms of identifying the assumptions that drive life-commitments. In particular, the most common and influential perspectives will be evaluated, and the contradictions inherent in living out worldviews will be considered. It will be the perspective of this course that a biblical worldview, with its assumptions deriving from Scripture, best explains the world and human experience.

**BIB 112 Old Testament Survey (3)** Introduction to the history of salvation as expressed in the Old Testament, including historical and theological study focused on Israel as the covenant people of God, with special attention on the relationship of the Old Testament to Jesus Christ.

**BIB 113 New Testament Survey (3)** The political, social, and religious background and setting of the New Testament; the Gospels as witness to Jesus Christ; and the development of Christianity in the first century.

**BIO 218 Introduction to Nutrition (3)** An introduction to the major types of nutrients needed by humans, their utilization by the body, the consequences of their deficiencies, and their sources. Nutritional principles are applied through the life cycle.

**BSS 201 International Business (3)** This course will help you understand the issues, the terminology of international business, some of the regions, the organizations that play a role in international business and the very practical steps and tools for developing a sustainable international business.

**BSS 217 Entrepreneurship (3)** This course covers the various disciplines, activities and skill sets required to be successful as an entrepreneur. It explains the physiological and analytical aspects of successful entrepreneurship as well as skill sets needed in the disciplines of management, marketing, accounting, operations, and law.

**CFS 230 The Family System in Context (3)** This class will consider the dynamic family in social context. Different theories and topics such as marriage, parenting, communication, conflict and economics will be discussed. The biblical model of creation, fall and redemption will be the context for the class.

**CFS 251 Child and Adolescent Development (3)**

Development and behavior from conception through puberty and the subsequent attainment of maturity, including genetic influences, developmental processes, and psychological processes related to physical, linguistic, social, intellectual, emotional, and personal development.

**CFS 301 Child and Family Policy (3)** This course provides an historical overview of family and child policy in the United States, including policies toward children and families in poverty. The role of the economy, politics, race, class, gender, legal, and advocacy issues are discussed.

**CFS 401 Development of Professional Skills (3)** This course teaches professional skills necessary to be a successful service provider. The course covers confidentiality, professionalism, boundaries and roles, cultural diversity and personal values.

**CFS 450 Program Management and Evaluation (3)** This course focuses on program development, administrative procedures, and program evaluation. Specifically, there is an emphasis on the basic skills required for development, delivery and evaluation of a wide range of human service programs including preventive interventions for families and individuals.

**CFS 495 Professional Ethics (3)** This course introduces students to the philosophy of ethics, principles of ethics, and ethical decision-making models. Students will be challenged to clarify personal values, explore professional codes of ethics, and engage in ethical analysis as it relates to the provision of children and family services. Students will acquire and practice the skills of ethical decision-making in terms of Christian thought and belief.

**CMN 410 Leadership for Mission and Ministry (3)** This course will explore the biblical foundations for the church and its ministry, review the biblical concept of leadership, explain how to discern and develop spiritual gifts, describe selection and training of leaders, develop a biblical philosophy of ministry and practice formulating strategies and programs which are deliberately rooted in such a biblical philosophy.

**EGL 101 English (3)** This course will engage students in the production of effective academic writing. It is designed to meet the composition needs of beginning or returning college students. It will teach the rhetorical

and arrangement skills that are basic to effective learning and communicating through writing in any discipline.

**ENG 101 English Composition (3)** Fundamentals of expository writing. Offers practice in reading, interpreting, and responding to texts. **Note: Passing grade to meet college requirement is C- or better.**

**ENG 102 Academic Writing and Research Process (3)**

*Prerequisite: ENG 101 or equivalent.*

The course is intended to serve those students who seek to improve the knowledge, skills, and strategies to find and critically evaluate information, and then organize the results of their research and communicate them in writing.

**HMT 411 Humanities (3)** Students will explore the humanities as a manifestation of human responses to the Cultural Mandate - to "rule over the earth and subdue it". The humanities reflect the cultural values of the culture from which they spring, therefore students will be equipped with the theological and philosophical categories needed to properly discern the truth (and untruth) of the cultural messages embedded in the humanities. On the one hand, students will be equipped to appreciate the common grace truth embedded in the humanities, but on the other hand, students will be equipped with the biblical categories of antithesis needed to discern where those truths fall short. At the end of the course, students will be equipped to engage both aesthetic considerations and "truth considerations" in the humanities.

**HRS 441 Business and Interpersonal Communication**

(3) Emphasis is placed on the interpersonal skills that students may use to facilitate effective relationships. Attention is given to the importance of being an effective communicator in both interpersonal and organizational contexts. Students have the opportunity to practice and assess communication and presentation skills. Class sessions include discussion of assigned readings, role playing exercises, small group activities, and presentations. Course concepts are modeled in a final presentation as well as in a reflection paper.

**HRS 443 Training and Development (3)** Students in this course study theories, concepts, and processes that are used to develop, implement, and sustain training programs in organizations. As part of the course, students examine the principles for establishing effective training and development methods including design, delivery, and assessment. The major project for



this course is the creation of a training and development plan that is applied to their organization.

**HRS 451 Introduction to Human Resources (3)** This course provides an introduction to the field of Human Resources and discusses the emerging role of HR professionals as strategic business partners as well as their relationship to other functions within the organization. Legal and contemporary approaches to diversity management are discussed. Key legislation discussed will include EEO, ADA, FMLA, and Title VII. This course will provide a foundation for further study of Human Resources.

**HRS 453 Policies and Personnel Management (3)** This course is the second course in the sequence of courses covering the Human Resources body of knowledge and it focuses on human resource development. Human resource development topics include training, development, and performance management.

**HRS 455 Employee and Labor Relations (3)** In the sequence of courses covering the human resources body of knowledge, this course includes the topics of employee relations in both union and non-union settings as well as workplace health and safety. The National Labor Relations Act and the Occupational Health and Safety Act will be covered.

**HRS 457 Principles of Management and Supervision (3)** Students identify the actual roles managers play in complex organizations. Students are prepared for managerial roles while helping them work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practice.

**HRS 458 Current Issues in Human Resources (3)** The focus of this course is not the acquisition of new knowledge and theories in the field of Human Resources, but rather the application of knowledge gained in previous learning modules and courses to current issues and trends in the field today. Students will be expected to research trends and issues that are relevant and understand how they affect the HR Manager.

**HSS 201 Introduction to Human Services (3)** This course provides an overview of the human services profession, its history, values, goals and practices. Ethical and philosophical issues involved in providing human services to those in need will be explored.

**HSS 202 Human Diversity (3)** This course surveys human diversity in terms of race, ethnicity, gender, and social class in contemporary American culture. The effects of oppression and prejudice will be explored on individuals and groups, as well as evaluating the consequences of social policy aimed at alleviating discrimination. Implications for the practice of human services will be discussed.

**HSS 205 Cultural Competence (3)** This course provides an overview of various theories, methods, and applications concerning the concept of cultural competence within human service and psychological disciplines, as well as within the Church and the kingdom of Christ. The course examines cultural competence in terms of secular and Christian perspectives with an emphasis on Christ-centered and biblical strategies of implementation.

**HSS 301 Social Welfare Agencies/Policies (3)** For classroom ODP cohorts this is a hybrid course- 60% Online, 40% Classroom. This course surveys the history and current development of systems designed to serve those in need. Agencies oriented to meet the needs of special populations (e.g., the aged, children and youth, rural and urban groups) will be explored and the policies influencing their development will be critically analyzed.

**HSS 305 Counseling & Helping Skills I (3)** This course is designed to prepare the student for practice in human services agencies through the development of culturally sensitive helping relationships. Emphasis is placed on enhancing communication skills, developing interview techniques, and learning basic group skills and group interactive patterns.

**HSS 307 Generalist Practice, Model & Theory (3)** This course is a continuation of HSS 305 and is designed to further advance the student's practice skills. Emphasis is placed on identifying client strengths, problem solving, preparing case plans for individuals and families, and community and organizational interventions.

**HSS 401 Senior Seminar (3)** This course is offered in conjunction with the internship experience and is designed to support the student's field experience with structured educational perspectives. The focus is to assist the student in integrating Christian viewpoints and human services theories with actual field practice.

**HSS 405 Community Interventions (3)** This advanced human service course builds on micro level counseling and helping, as well as generalist practice knowledge and skills, in addressing the human service needs of at-risk groups (e.g. impoverished, mental health, drug and alcohol, children and families involved in child protective services, domestic violence, community violence, adult and juvenile justice, and AIDS/HIV). The course examines special populations in the context of human needs, crisis intervention, and other community systems and interventions. Special attention will be given to church based and Christian strategies used to care for at risk groups.

**HSS 432 Human Services: Research and Resources (3)** This course encourages students to develop familiarity with the literature in their major field of study with an emphasis on information literacy. Students will identify, access, retrieve, and summarize respected information in the field. In addition to identifying themes in the literature, students will compare, contrast and evaluate the major perspectives that emerge from their investigation.

**HSS 434 Applied Research & Statistics (3)** Data analysis and evaluation techniques are presented. Specific information covered includes entering data in a database, frequencies, measures of central tendency and dispersion, analyzing correlation and variance, and working with tests of significance.

**HSS 450 Field Experience (6)** This course affords the student an opportunity to apply knowledge and theories obtained in course work to actual field experience. The student will be supervised in the agency placement by both an on-site coordinator and the Geneva placement advisor. A total of 270 hours will be spent on site during the 17-week term.

**HUM 118 Classical and Christian Cultures (3)** This course examines human cultural achievement in western civilization from ancient times until the Renaissance. The philosophical, theological, and political contexts will be examined, along with literature, visual and musical arts.

**HUM 119 Western Culture: Renaissance to Modernity (3)** This is a survey course of the historical, cultural, social, economic, and religious developments in western civilization. This course will examine, through reading, writing, and discussion, the dominant ideas in

western culture as expressed in the philosophy, art, literature, and music from a Christian perspective.

**LDP 110 Leadership Theory & Practices (3)**

This is the first of three leadership courses that prepare students for culture-shaping leadership. Leadership Theory and Practice seeks to (1) give students a thorough understanding of the history of leadership, (2) prepare students to analyze their own leadership gifts, and (3) move students from theory to practice in effective leadership with practical life-management skills.

**LDP 120 Leadership & Management Communication (3)**

This is the second of three leadership courses that prepare students for culture-changing leadership. Leadership and Management Communications seeks to (1) sensitize students to the importance of effective communication in leadership, (2) equip students with organizationally useful communication skills, and (3) acquaint students with the best practices in communicating effectively in leadership situations.

**LDP 130 Leadership Learning & Execution (3)**

The fundamental question we will ask in this course is, "How does one grow wise as a leader?" This course will explore the wisdom literature from Scripture, academic literature on wisdom, best practices for effective mentoring and coaching, and how to skillfully execute strategic plans--all with the objective of preparing students to put their leadership training into practice.

**LDP 305 Principles of Negotiation (3)** This course examines the art and science of negotiation. This course develops important leadership skills by combining lectures with practice, using exercises where students negotiate with each other. Over the course of this module, students engage in exercises and associated readings, exploring the basic theoretical models of bargaining, handling conflict, mediation, and consensus-building.

**LDP 395 Principles of Teambuilding (3)** Study of how teams influence leadership effectiveness, with emphasis on how to develop interactive and dynamic groups, working in the virtual or face-to-face environment. Topics include the various means of sharing information when working in any team environment and the strategy of conducting environmental scanning to identify communication issues and formulate solutions.

**LDP 421 Case Studies in Leadership** (3) Case studies will be selected for in-depth study of the application of leadership concepts with particular reference to those concepts found in Scripture. Students will develop a written analysis of their style of leadership. Related issues are introduced through readings.

**LDP 438 Principles of Organizational Change** (3) Students explore types and forms of organizational change, the process of transforming organizations and the impact of change on people in organizations. Students translate theoretical concepts into active strategies for implementing recommendations for change in case studies and real-life scenarios. Transformation as a redemptive concept is also explored.

**MGT 151 Principles of Accounting** (3) Accounting application is critical to this course as the preparation of trial balances, adjusting and other journal entries, and financial statements are the focus. Financial and managerial decision-making techniques are discussed and applied in detail.

**MGT 213 Principles of Micro/Macroeconomics** (3) This course examines consumption and production at the household, firm and industry level; explains methods of economics analysis and price formulation; and examines the various market structures and behavior of pure competition, monopoly, oligopoly, and monopolistic consumption. Additional course material explains the characteristics and operations of the national economy, including the measurement of national employment, production and income, the role of money and banking, and international trade. Students also learn methods of economic analysis, the role of government, and economic policy.

**MGT 241 Quantitative Analysis** (3) Introduction to basic statistics and spreadsheets. Includes data collection, descriptive statistics, basic concepts of probability, inferential methods, hypothesis testing, correlation, and regression.

**MGT 311 Business Law** (3) General principles applied to contracts, agency and employment, business organizations, government regulation, and real and personal property.

**MGT 320 Marketing** (3) This course introduces the student to basic principles and foundations of marketing. Topics include defining marketing and the

market process, understanding the marketplace and consumers, designing a customer-driven marketing strategy and mix, and the major trends and forces that impact marketing.

**MGT 330 Principles of Finance** (3) Principles of corporate financial management. Course topics include ratio analysis, cash flow forecasting, leverage, working capital management, cost of capital, capital budgeting, and security types.

**ORD 460 Organizational Dynamics** (3) In this course, students are introduced to the theory and concepts related to individual and group behavior in organizations. Students examine the reasons why people act the way they do in organizations, as well as identify methods that can improve the behavior and attitudes of organizational members. Topics related to individual and group problem solving are studied within the context of organizational structures and processes. Case studies and group practice allow students to apply these theories and concepts in presentation and written form. In addition, an application paper in which students address an organizational problem is submitted as part of the course assessment.

**PLS 401 Christian Faith & Politics** (3) Students will explore the Scriptural and philosophical underpinnings of government and survey the history of political thought with particular emphasis on the Christian tradition, including a discussion of the American Founding. In addition, the biblical principles of justice, economics, and liberty will be explored in the context of a reflection on modern political ideologies. Lastly, students will investigate a number of important issues in contemporary political debate, such as war, globalization, and the environment.

**PSS 201 Introduction to Psychology** (3) This is a foundational course. Myers defines psychology as a scientific study of behavior and mental processes. This study includes an exploration of how these processes are affected by the physical state, mental state and external environment of an organism. Introduction to Psychology 201 material applies not only to future courses in psychology, but also to sociology, education, business, biology, and other academic areas. Allow the course to challenge the way you understand others, yourself, your relationships and your overall environment.

**PSS 250 Lifespan Development** (3) The Lifespan Development course is designed to provide information that will assist students in understanding the normal developmental process of individuals over the entire lifespan starting with conception and ending with death.

**PSS 253 Adulthood and Aging** (3) A course covering the major issues in the psychology of adult development and aging.

**PSS 313 Abnormal Psychology** (3) This is a foundational course. Textbook authors Barlow and Durand define psychopathology as a scientific study of psychological disorders. Until several years ago the science of psychopathology had examined the separate effects of psychological, biological and social influences. Recent advances in science confirm that the integrative approach to understanding psychological disorders is most effective. The approach of this course reflects the current state of our clinical sciences and enhances the learning process. Allow the course to challenge the way you conclude that a behavior is either normal or abnormal.

**SCS 105 Environmental Science** (3) This course introduces principles of environmental science with a purposefully Christian perspective. Course topics include understanding our environment, evolution, species interactions, human populations, biomes, environmental conservation, environmental health, pollution, energy and environmental policy, and sustainability. An important goal is to gain an understanding of the environment and our place in it. Underlying this course will be the concept of biological stewardship- the idea that all humans are required by God to be careful and thoughtful in our usage of Earth's limited resources. There are many voices saying how we can best live on Earth; it is necessary to personally evaluate and understand what God says about this also.

**SCS 215 Earth and Space Science** (3) This course introduces principles of earth and space science with a purposefully Christian perspective. Earth and space sciences include the detailed study of Earth's materials, hydrologic systems, tectonic systems, as well as an understanding of the other planets in our solar system. Underlying this course will be the examination of God's hand in this orderly creation and His continued involvement in it.

**SOC 110 Sociological Perspectives** (3) The primary purpose of this course is to introduce students to a way of seeing the world through social spectacles. More than that, the course is designed to help students see our very social world through Christian lenses. This course has been designed to help the adult student identify some of the sociological theories behind the social dimension of their own lives and for social institutions, how current social institutions have fallen short as well as the potential for renewal within various social institutions. Meets the ODP social science graduation requirement.

**SOC 410 Restoring Social Institutions: A Christian View of Marriage, Family, Church, and Neighborhood** (3) The social world is full of institutions and is held together by institutions. These institutions change over time, sometimes for better and sometimes for worse. In this course we will explore the contours of four social institutions- marriage, the family, the church, and neighborhoods. How are these institutions changing? Why are they changing? And what is our own role in these institutions? Biblical norms for these social institutions will be considered, and we will work together to develop a Christian perspective to apply to other social institutions as well. Meets the ODP social science graduation requirement.

### Portage Learning

Geneva partners with Portage Learning to offer online college courses on the PortageLearning.edu platform. These online college courses are offered to visiting students seeking to transfer courses to their home institution where they intend to pursue a degree. Portage courses can be identified by their four-letter course designations and their numbering (i.e., 100-level represents intro and intermediate level courses, 200-300 level for advanced/upper level and 500-level for grad courses). For more information, please visit the Portage website: <https://portagelearning.edu/>

Courses completed at Portage Learning prior to matriculation may be used by Geneva students to fulfill degree requirements. Following matriculation, courses on the PortageLearning.edu platform must be completed through enrollment with Geneva College to fulfill degree requirements and are limited to summer offerings. Any exceptions must be approved by the Provost. Courses completed through enrollment at Portage Learning will not be applied to degree requirements.

Geneva College is an accredited institution by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education.

## Course Descriptions

### **BIOL 101 Essential Biology I w/Lab (4)**

*Prerequisites: High school biology and chemistry.*

This course will provide students with an introduction to the fundamental laws, theories, and concepts of biology. Topics include chemical principles and the biological chemistry associated with cellular structure and function; taxonomy and the organization of life; the structure and function of macromolecules; the basic structure of cells; energy and cellular respiration; the genetic basis of cellular division, regulation, and the means of inheritance; the mechanistic approaches to cellular signaling; microbiology and the mechanisms employed by both foreign and host defenses. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

### **BIOL 102 Essential Biology II w/Lab (4)**

*Prerequisite: BIOL 101 Essential Biology I w/Lab or equivalent.*

A continued examination of the fundamental laws, theories, and concepts of biology. Topics include genetics, the molecular basis of replication, transcription, translation, and gene regulation; the effects of mutations on gene expression; endocrine signaling and the associated disease states; neuron action potentials and signaling cascades; muscle contraction and reflexes; principles of homeostasis and the associated feedback mechanisms relative to blood osmolarity, blood pressure and thermal regulation; an introduction to pharmacology, pharmacokinetics, and the process of clinical trials; epidemiology, and the global impact, surveillance, and investigation of infectious diseases. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

### **BIOL 103 Medical Terminology (3)**

*Prerequisite: General biology.*

A systematic approach to learning the language required to practice in a medically related field. The course will provide the ability to identify, build and

recognize terminology used to describe the human body as well as representative pathological processes, procedures, conditions and diseases that may affect it.

### **BIOL 121 Nutrition (3)**

*Prerequisites: General biology and chemistry.*

This course will provide the student with the fundamentals of nutrition, both in theory and application. The digestion, absorption, metabolism, and functional importance of nutrients are emphasized. Basic principles of applied nutrition such as energy balance, weight control, and the role of nutrition from birth to death are discussed. The mechanisms and onset of disease states as a result of insufficient nutritional intake are examined. Case studies encourage students to apply the information and prepare them for healthy living. Upon course completion, students will be able to apply nutrition principles to their own lives and be able to make informed nutrition choices.

### **BIOL 210 Genetics (3)**

*Prerequisite: General biology.*

This course is designed to teach the basic concepts of both classic and modern genetics. Students will study the functions and structures of chromosomes and their importance in genetic transmission to offspring. They will learn the fundamental process of genetic information transfer from DNA to functional protein products. This course will discuss the importance of genetics in understanding inheritable human diseases, including discussions of how heredity and the environment play a role in affecting our genetic constitutions and the development of disease.

### **BIOL 251 Human Anatomy and Physiology I w/Lab (4)**

*Prerequisites: General biology and chemistry.*

This is the first course in a sequence of two covering human anatomy and physiology. Human Anatomy and Physiology I introduces basic concepts of human anatomy and physiology and discusses several major concepts, including various tissue types in the body and the structure and function of the integumentary, skeletal, muscular, nervous, endocrine, and sensory systems. Case studies throughout the course provide experience applying these concepts to real-world scenarios. In addition, the laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

### **BIOL 252 Human Anatomy and Physiology II w/Lab (4)**

*Prerequisite: BIOL 251 Essential Human Anatomy and Physiology I or equivalent.*

This is the second course in a sequence of two covering human anatomy and physiology. Human Anatomy and Physiology II covers the anatomy and physiology of several systems in the body, including the circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems, in addition to discussing homeostatic mechanisms. Case studies throughout the course provide experience applying these concepts to real-world scenarios. In addition, the laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

### **BIOL 271 Microbiology w/Lab (4)**

*Prerequisites: General biology and chemistry.*

A systematic examination of the microbial world, with an emphasis on pathogens. Topics covered include morphology, physiology, and genetics as well as the metabolic and enzymatic reactions associated. Strategic techniques for the growth, isolation and visualization of microbes are included as are microscopic and diagnostic methods. The causative agents and treatment strategies for various pathologies are emphasized. Viral composition, replication and the associated disease states are also covered. The laboratory component of this course is delivered using virtual labs with detailed instruction and demonstrations from an experienced microbiologist.

### **BIOL 322 Neuroscience (3)**

*Prerequisites: General Biology and General Chemistry*

This course is designed to cover the basic principles and concepts related to the structure and function of the nervous system. The course will begin with a discussion of the structure of the nervous system and neurons, including how neurons communicate with one another. Specific methodologies related to neuroscience research will also be covered. Further modules in the course will cover sensory systems, motor movement, motivation, homeostasis, emotion, stress, learning, and memory.

### **BIOL 331 Pathophysiology (3)**

*Prerequisites: Anatomy and Physiology.*

A systematic examination of the dynamics between functional adaptations, disruptions, and compensatory mechanisms during abnormal physiological processes. Analysis of the sequences of changes leading to various disease states within the main body systems will be

coupled to the specific principles of prevention, diagnosis, and treatments.

### **BIOL 351 Pharmacology (3)**

*Prerequisites: General biology and chemistry.*

This course provides a comprehensive overview to pharmacology. This course will begin by covering basic pharmacology principles. Following the introduction, the course will move quickly into therapeutics. The goal will be to introduce common pathophysiology associated with each body system and begin to understand how drug therapies are used to target specific disease states.

### **CHEM 103 General Chemistry I w/Lab (4)**

*Prerequisite: High school chemistry.*

A systematic investigation of the fundamental principles of chemistry and the scientific method. The laws, theories and mathematical concepts surrounding chemical reactions are examined. Discussions on the metric system, stoichiometry, thermochemistry, and atomic structure are included. Intra and intermolecular interactions, bonding and the physical properties associated with the solid, liquid, and gas phases are covered in detail. The laboratory component of this course is delivered using virtual labs with detailed instruction and demonstrations from an experienced chemist.

### **CHEM 104 General Chemistry II w/Lab (4)**

*Prerequisite: CHEM 103 General Chemistry I w/Lab or equivalent.*

An examination of quantitative kinetics, collision theory and the associated reactions are assessed relative to chemical equilibria. Acid-base theories and chemical buffer systems are discussed along with practical titration practices. Discussion on thermodynamics, electrochemical principles, and descriptive chemistry are included. Organic and nuclear chemistry and the approaches used to quantify their reactivity are explored, as well as the chemistry of elements. The laboratory component of this course is delivered using virtual labs with detailed instruction and demonstrations from an experienced chemist.

### **CHEM 121 Foundations of General Chemistry w/Lab (4)**

*Prerequisite: High school chemistry.*

A single-semester, comprehensive exploration of the fundamental laws, theories and mathematical concepts of inorganic and biological chemistry designed to contain comprehensive information needed for health

professions study. The laboratory component of this course is delivered using virtual labs with detailed instruction and demonstrations from an experienced chemist.

### **CHEM 210 Biochemistry (3)**

*Prerequisites: General biology and chemistry.*

An introduction to the fundamentals of biochemistry covering biomolecules and metabolism. Chemical and cellular foundations are explored including cell organization, organic chemistry, and aqueous systems. The structure and function of biomolecules, including amino acids, proteins, carbohydrates, lipids, and nucleic acids are examined. Finally, the metabolism and energy transformation of biomolecules is covered.

### **CHEM 212 Biochemistry w/Lab (4)**

*Prerequisite: CHEM 103 General Chemistry I w/Lab or equivalent.*

An introduction to biochemistry relative to the dynamic relationship between the structure and function of biomolecules and metabolism. Chemical and cellular foundations are explored including cell organization, organic chemistry, and aqueous systems. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

### **CHEM 219 Principles of Organic Chemistry with Lab (4)**

*Prerequisite: General chemistry.*

This course is a one-semester survey of the major topics and concepts of organic chemistry. The course will focus on the element carbon and compounds formed by carbon and other elements of interest. The course will explore and characterize organic compounds classified into families or groups according to the constitution of the hydrocarbon skeleton and functional groupings of heteroatoms. Specifically, for each class or family of compound, the course will explore the nomenclature, properties, reactivity, and preparation of (by synthesis or other means) that class or family of molecule. The laboratory portion of the course will focus on the skills and techniques common to the organic chemistry lab for the isolation, purification, and characterization of organic compounds. Selected synthetic methods for the preparation of organic compounds will also be explored focusing on foundational reaction types and synthetic methodologies. The laboratory component is delivered using virtual labs and interactive simulations

with detailed instruction and demonstrations from an experienced chemist.

### **COMM 180 Foundations of Public Speaking (3)**

This course will help students develop effective presentation skills through an understanding of both communication theory and practice. Students will explore topics as: ethics and public speaking, the power of language, credibility, speaker confidence, how to adapt a presentation for different occasions, purposes, and audience, speech design and organization, research, and methods of delivery.

### **CNSL 503 Statistics (3)**

*Prerequisite: MATH 110 Introduction to Statistics or equivalent.*

This course provides an introduction to descriptive and inferential statistics. The course is designed to help students gain an understanding of several different types of statistical approaches and skills in being able to discern the most appropriate statistical test to run on a given dataset.

### **ENGL 101 English Composition I (3)**

*Prerequisites: Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.*

The ability to write well is a key contributor in achieving a high degree of success in academic, business, and medical fields. To be able to effectively communicate one's ideas through a logical and methodical writing process is a necessary skill in today's competitive world. English Composition I (ENGL 101) will help you, the student, to generate effective compositions using various modes of writing. The course will focus on developing your ability to utilize critical thinking, organize your thoughts, and clearly express those thoughts in standard, written English.

### **ENGL 102 English Composition II (3)**

*Prerequisite: ENGL101 English Composition I or equivalent.*

English Composition 102 enhances the writing practices and skills acquired in English Composition 101. You will read a wide variety of texts and engage in writing activities that promote critical thinking, literary analysis, and the ability to create argumentative essays that establish a position supported by evidence. You will read and write about genres in American, British, and World Literature, including 1) poetry, 2) prose fiction, 3) drama, 4) historical fiction, 5) thematic short

stories, 6) biography/autobiography, and 7) novel. At the end of the course, you will take a comprehensive final exam and write a final research paper in argumentative form with documentation.

### **HIST 141 American History Through 1877 (3)**

*Prerequisite: Proficiency with written English.*

This course examines the birth of the United States of America from the pre-Columbian era through the time of Reconstruction following the Civil War. It examines political and social history, America's wars, westward expansion, and the role that minorities played in the founding and growth of the nation. This exploration of the past aims to help students understand the origins of the United States and probes its struggles and triumphs. While recounting the major events and people we know, the course also introduces lesser-known but important personalities and happenings that formed the United States into the nation that it is today.

### **HIST 142 American History 1877 - Present (3)**

*Prerequisite: Proficiency with written English.*

This course traces the historical development of the United States of America from the post-Reconstruction period through the early 2020s. It examines political, social, and cultural history, emphasizing industrialization, U.S. expansion, global conflicts, the Civil Rights movement, and the effects of social change.

### **HUMN 160 Global Religion & Culture (3)**

This course examines the intersection of religion, culture, and globalization, particularly as they are manifested in the workplace (incl. for healthcare providers). It opens with a model of culture and the diversity of life-features that constitute culture, then presents central tenets and historical origins of the major religions present in the world today and how religious adherence manifests itself in different societies.

### **MATH 101 College Algebra (3)**

*Prerequisite: High school algebra.*

A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects, including polynomials, factoring, exponential and logarithmic functions, conic sections, probability, and arithmetic and geometric sequences.

### **MATH 110 Introduction to Statistics (3)**

*Prerequisite: Algebra proficiency required (high school algebra 2 or college algebra).*

A general introduction to mathematical statistics as a tool used in the decision-making process. The course is designed to help students develop an understanding of summarized data in both descriptive and inferential statistical applications through the use of frequency distributions, measures of central tendency, measures of dispersion, probability distributions, random sampling, interval estimation, hypothesis testing, comparisons involving means, and regression analysis.

### **PHIL 120 Introduction to Ethics (Biomedical) (3)**

*Prerequisite: Proficiency with written English.*

The goal of the course is to help students understand the principles of classical theoretical philosophical ethics with case studies designed to develop ways of understanding themselves and becoming enabled to apply those outlooks to the care they expect to give in a medical context as health professionals.

### **PHYS 165 Physics (3)**

*Prerequisites: College algebra and high school physics.*

A single-semester, comprehensive exploration of the fundamental laws, theories, and mathematical concepts as they relate to a college-level survey of physics. Course content includes classical mechanics, electricity and magnetism, and modern physics. Specific topics include, some basics of science, kinematics, dynamics, energy, momentum, waves, electricity, magnetism, quantum mechanics and relativity. While there is no lab component to this course, students will be expected to learn the material on a conceptual level as well as solve mathematic problems using algebra-based physics equations.

### **PSYC 101 General Psychology (3)**

*Prerequisite: Proficiency with written English.*

This course is an introduction to the scientific study of behavior and a systematic presentation of its basic concepts and methods.

### **PSYC 140 Developmental (Lifespan) Psychology (3)**

*Prerequisites: Introduction to Psychology (PSYC 101) or equivalent; proficiency with written English.*

This course studies human growth and development across the lifespan. From conception to death, physical, cognitive, and socioeconomic development is examined.

### **PSYC 210 Abnormal Psychology (3)**



*Prerequisites: Introduction to Psychology (PSYC 101) or equivalent; proficiency with written English.*

This course offers a broad description of psychological disorders, including philosophical and diagnostic approaches to psychological disorders. Course structure follows the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and covers the major diagnostic criteria for psychological disorders.

### **SOCI 180 Introduction to Sociology (3)**

*Prerequisite: Proficiency with written English.*

The primary purpose of this course is to introduce students to a way of seeing themselves, others, and the world. The hope is that they will come to be more discerning of the complexities of social living, while simultaneously understanding social life more fully.



## **Graduate Programs**

Geneva College offers six graduate programs in a variety of formats. These six programs are listed below with relevant contact information. More specific information for each program follows, although the most detailed information is available at the websites of the respective programs.

### **Master of Arts in Counseling**

Dr. James Matta, Program Director

724-847-6697

[counseling@geneva.edu](mailto:counseling@geneva.edu)

### **Master of Arts in Higher Education**

Dr. Henrique Alvim, Program Director

724-847-5567

[hed@geneva.edu](mailto:hed@geneva.edu)

### **Master of Business Administration**

Ms. Christen Adels, Program Director

724-847-6571

[mba@geneva.edu](mailto:mba@geneva.edu)

### **Master of Education in Curriculum & Instruction**

Dr. Deana Mack, Program Director

724-847-6535

### **Master of Education with School Counseling Certificate**

Dr. James Matta, Program Director

724-847-6697

[counseling@geneva.edu](mailto:counseling@geneva.edu)

### **Master of Science in Cybersecurity**

Dr. Gordon Richards, Program Director

724-847-6718

[web@geneva.edu](mailto:web@geneva.edu)

## **Introduction**

Four principles shape our approach to graduate education. By definition, all graduate education necessarily deals with issues fundamental to an academic discipline, requires the student to work from original, not purely secondary, sources, and requires the student to develop the entry-level skills and knowledge of a professional in the field. Finally, graduate education is defined by, and must conform to, the philosophy of education and institutional policy of Geneva College; this point is defined and expanded below as our fourth principle.

Expressing the first three of these four principles in student educational outcomes means graduate students must develop competencies in:

- knowledge of the original literature(s),
- knowledge of the theories and fundamental questions in the discipline,
- knowledge of classic answers to the fundamental questions,
- development of personal answers to the fundamental questions,
- development of the skills of independent thinking,
- development of skills for the critique of ideas, theories, and methods,
- and such applied and professional skills in the field as appropriate.

Our fourth principle is that the philosophy of education, the focus, and the implementation for all graduate programs of the college are established by the Foundational Concepts, by the mission statement, by other policy as published in the catalog, and by the document Principles and Policies for Graduate Education (PPGE). An important educational outcome of this principle is that each student should be able to understand, at an appropriate level, both scripture and theology as they relate to the discipline. It also follows that programs must be operated within the context of

the college's institutional strategic plan and administrative policies (PPGE, 2008).

## General Admissions and Academic Standards and Policies

Admissions and academic standards for graduate education are determined by the Faculty Senate's academic program committee and respective graduate programs. In addition to the institution's general admissions and academic standards that follow, each graduate program has specific expectations for admissions and for satisfactory academic progress. Some of these program-specific standards are presented in subsequent sections of this catalog, but the most complete information should be accessed from the college website, and/or from the respective program managers.

### Included in the general standards are the following:

- It is recognized that programs in different disciplines will have different expectations for admissions standards, successful progress, and successful completion of the program. In some cases, specific competencies must be acquired, or specific standards must be met. These are published in the descriptions of the individual programs.
- All graduate students must have earned a baccalaureate degree from a school that has been accredited by an agency recognized by Geneva College as determined by the Registrar's Office.
- Maximum transfer credit granted for students entering a Geneva graduate program is 9 credit hours. However, if classes are an exact match with the Geneva classes and are acceptable to the program director, course work up to half of the program's credit hours will be accepted. If the academic work was taken before matriculation at Geneva, the credits and courses are accepted without grades.
- Admission to a graduate program is based on evidence of the ability, preparation, and aptitude of the student, indicating that the student is capable of successful graduate work.
- Full-time status in graduate programs is 9 credit hours per semester or the equivalent. ✦
- The minimum GPA in graduate courses for graduation is 3.0.
- College accounts must be current each semester for the student to enroll in the next semester.
- Programs may vary in length, but each master's program will be at least 30 credit hours with at least 24

hours in academic courses (excluding thesis, practicum, and internship).

- The maximum time to complete a program is seven years from matriculation. Students may petition for extensions of this deadline, and those petitions will be reviewed by the graduate program director.

✦ Cybersecurity, Higher Education, and MBA programs require 6 credits for full-time status.

## Grade Reports

A 3.0 GPA is the minimum to earn a master's degree. Additional GPA and specific grade standards may apply at various points in a graduate program; for example, a specific GPA may be required for admission to an internship or to advanced standing in the program.

Graduate students do receive academic credit for a grade of C but should be cautioned that C level work is not considered to be acceptable graduate work, that a 3.0 is required for graduation, and that students may not have more than two C's. Each graduate program may identify more specific consequences to C grades.

Repeating a course for which credit has been granted will not increase hours toward graduation, but the new grade earned may be substituted for the old in determining grade points. Credits graded D or F are included in the GPA but do not count toward graduation requirements. Repeating a course graded D or F does not increase the hours used to determine the GPA but will increase both grade points and credits toward graduation according to the new grade earned, students who receive a D or F must retake the course at Geneva. No transfer courses will be allowed to make up a D or F grade.

Academic credits for specific courses cannot be used to meet the credit requirements of two degrees. That is, an undergraduate may, with permission, take a graduate course. Completion of the course may mean that the student has met a course requirement when subsequently enrolled in the graduate program, but the credit for the course cannot be used to meet the credit-hour requirements of the graduate degree program. Consequently, in some cases where an undergraduate student took graduate-level classes, the student may need to take courses beyond the basic curriculum requirements to accumulate the credit hours needed for graduation.

## Graduation Requirements

Students must apply to graduate— this doesn't happen automatically. The graduation application is to be completed online at least a semester prior to the expected date of graduation. Students who apply for graduation after the deadline will be included for the next degree conferral date. Failure to meet stipulated deadlines may result in the student being ineligible for commencement and will delay the awarding of a diploma. Students who find that they will not complete their requirements for graduation by the date for which they have applied must call or email both the graduate department with which they are affiliated and the Registrar's Office to request a change in their degree award date.

Graduating students are invited to participate in the annual graduate commencement ceremony in the spring. This is usually held on Saturday afternoon. Graduate students are welcome to attend Baccalaureate which is held on the Friday evening before the graduation ceremony.

## Program-specific Policies and Procedures

Each graduate program normally provides their students with a program handbook or its equivalent in which specific policies, procedures, opportunities, assessment steps, and issues specific to the program or instructional site are clarified. Please contact the program directly for this information or access it via the college website.

## Financial Policies

### Tuition

Tuition for most graduate programs is set annually on a semester-hour basis. Payments can be made with cash or a check made payable to Geneva College and are due prior to the first class. Transcripts and diplomas will not be furnished until the student's account is paid in full. If a student's employer is willing to reimburse for graduate course work, the student must notify the Office of Financial Aid.

### Financial Aid

Limited financial aid, in the form of scholarships or assistantships is available in some programs. Campus work-study funding may also be available. A free application for federal student aid (FAFSA) form must be filed each year before any student can be considered for federal loan eligibility. Generally, the best option for graduate students is the Federal Direct Student Loan program, but Geneva College's Office of Financial Aid

can process federal or private loans for qualified students.

Students will be awarded federal loans based on half-time or full-time enrollment, as defined by their academic program and listed below.

## Enrollment Definition by Program

Undergraduate	Full Time	Part Time
Traditional Undergraduate Program	12	6
Online Degree Program	12	6
Geneva Pittsburgh	12	6
Graduate	Full Time	Part Time
Master of Arts in Counseling	9	6
Master of Arts in Higher Education	6	3
Master of Business Administration	6	3
Master of Science in Cybersecurity	6	3

If there will be a semester when students will be working on an internship, practicum, or some other part of the academic program, but will not be registered for any courses, they may not be eligible for aid in that semester. There are ways that the Office of Financial Aid and graduate faculty can help students plan for this process - please contact them in advance of registration.

Continued eligibility for financial aid is based on satisfactory academic progress, adherence to filing deadlines, and on other eligibility requirements and guidelines set by the U.S. Department of Education.

## Refund Schedule

To drop a course, a student must drop the course via my.geneva.edu or turn in a drop form to the Registrar's Office as soon as a decision is made to drop the course. In all cases, the official course start date and course end date per the Registrar's office are used in financial aid and student account refund calculations. Students should be aware that the course start date does not always correspond directly with the first day that the class meets. Tuition will be refunded according to the Geneva College policies which can be found here: <https://www.geneva.edu/student-accounts/policies/financial-policies>. Federal Aid will be refunded per the policies listed here: <https://www.geneva.edu/financial-aid/resources>.

It is expected that students will initiate a discussion with the Office of Financial Aid regarding the impact a withdrawal from any or all classes could have on their financial aid, before withdrawing.

### **Loan Deferment**

A deferment or forbearance allows you to temporarily stop making your student loan payments or to temporarily reduce the amount you pay. Students are entirely responsible for the financial relationship with their lenders and loan servicers, but the Office of Financial Aid is glad to assist students in creating an online account or navigating loan repayment options. Loans due from the student's undergraduate education may be deferred while the student is in a graduate program for at least part-time status. If a student does not maintain the status required for loan deferment, loan repayments will need to be made until the student is eligible for loan deferment again. An incomplete grade will jeopardize a student's part-time or full-time status. Enrollment reporting occurs electronically through the National Student Loan Clearinghouse several times each semester. Enrollment verification can also be requested manually through the Registrar's Office.

## **Master of Arts in Counseling Marriage, Couple, and Family Counseling Program, Clinical Mental Health Counseling Program, School Counseling Program**

### **Statement of Philosophy**

Professional counselors use various interventions to facilitate wellness, personal growth, and mental health among those whom they counsel. A multidimensional holistic view of persons examines the interplay of physical, psychological, social, and spiritual aspects of life. The practice of professional counseling is based on knowledge of mental health, counseling, and human development principles and involves cognitive, affective, behavioral and systems interventions and strategies.

### **Mission Statement**

The mission of the Master of Arts (MA) in Counseling Programs is to educate, supervise, and mentor students to develop the knowledge, skills, and personal awareness necessary for them to function as professional counselors. The MA in Counseling program promotes excellence in professional preparation by providing a comprehensive education that integrates an

understanding of Christian faith with professional counseling standards, as well as in a variety of religious and secular settings. This program adopts and seeks to promote a holistic mindset and set of practices, specifically integrating biological, psychological, sociocultural, and spiritual frameworks that orient and inform our understanding of human development and the change process. In addition to general counseling proficiency, students are specifically trained to become Marriage, Couple, and Family, Clinical Mental Health, or School Counselors.

1. The mission of the Marriage, Couple, and Family Counseling Program is to train students in the knowledge, skills, and practices of counseling in order to provide competent care for individuals, couples, and families within a multicultural and pluralistic society; this mission is actualized through the process of embracing (1) a family systems orientation to counseling, (2) the highest ethical standards of the profession, (3) an exploration of the person of the counselor, and (4) professional development through participation and leadership in professional organizations.
2. The mission of the Clinical Mental Health Counseling Program is to train entry-level counselors capable of functioning competently and ethically in mental health delivery environments; operate using an overall developmental/wellness model informed by a neuropsychosocial framework; and, employ systematic and culturally sensitive intervention strategies.
3. The Mission of the School Counseling Specialty is to prepare school counselors capable of supporting the academic, occupational/vocational, and personal/social development of the students whom they serve. Competencies in working with students ranging grade-levels P-12 are taught and instilled through (1) The use of data to inform school counseling programs and practices, (2) excellence in knowledge and practice, (3) integrity through adherence to codes and standards for ethical practice, (4) management of their own professional development, and (5) competent school counseling and educational practice.

### **Outcomes**

1. Students will demonstrate knowledge and skill-based competencies, personal (inter- and intra) awareness and growth, and a keen understanding of ethical issues and ethical decision making processes in each of the following core areas: human growth and development, group counseling and group work, social and cultural

diversity, counseling and helping relationships, career and lifestyle development, assessment and testing, research and program evaluation, and professional counseling orientation and ethics. These outcomes will be assessed through a variety of means, including, but not limited to, the following: classroom participation and group work, class presentations, written communication (both academic and reflective), role-play activities, capstone projects, and a variety of other assignments, both formative and summative in design.

2. Students will demonstrate knowledge and understanding of the Christian faith, as well as other roles of spirituality and religion on the change process, and demonstrate competencies around integrating these perspectives into the analysis, evaluation, and/or case conceptualization processes in professional counseling settings. This outcome will be assessed through participation in classroom discussions, presentations, writings and a variety of other assignments, both formative and summative in design.

3. Students will demonstrate knowledge and skill-based competencies, personal (inter-and intra) awareness and growth, and a keen understanding of ethical issues and ethical decision-making processes in practicum and internship experiences; this also in the various unique applications specific to their chosen counseling specialization (Marriage, Couple and Family, Clinical Mental Health, or School Counseling).

a. Students in the Marriage, Couple, and Family Counseling Program will demonstrate skill and knowledge proficiencies in assessing levels of function/dysfunction among families. Students will practice and demonstrate skill and knowledge-based competencies in joining with various families/relational systems, and an ability to customize treatment approaches/interventions in order to promote therapeutic change, enhance relationship satisfaction, or any other goal that is congruent with the family/system's goals for therapy. Specific skills and approaches will be demonstrated regarding ethical decision-making processes, case conceptualization processes congruent with family systems therapy, and multicultural competence/awareness regarding a variety of social, cultural, sexual, and/or religious factors which could be influencing the system.

b. Students in the Clinical Mental Health Counseling Program will demonstrate basic mental health counseling skills and mastery of essential mental health knowledge (e.g. diagnosis, treatment planning,

evidence-based interventions) during and throughout their internship experience.

c. Students in the School Counseling Program will demonstrate the knowledge and performance competencies required to facilitate the academic, occupational/vocational, and personal/emotional development of students; this in addition to demonstrating proficiency in applying ethical and efficacious decisions-making skills, that are data driven and informed, throughout their work in counseling, consulting, coordinating, and/or appraising.

4. Given the array of different personal skills and abilities possessed by diverse individuals, students will select and develop a personal style of practice, engage in supervised fieldwork experiences, and promote the development of a professional identity.

### **Program Description**

The 60-credit Clinical Mental Health Counseling Program and the 60-credit Marriage, Couple, and Family Counseling Program are designed in accordance with national counselor certification and state licensure standards and provide students with academic training necessary to become professional counselors. The 51 credit School Counseling Program additionally prepares students to be certified as elementary and/or secondary school counselors by the Pennsylvania Department of Education (PDE). (This school counseling curriculum recently was expanded to address PDE-required competencies in special education and English language learning.) As per CACREP 2016 requirements, it should be noted that beginning in the 2017-2018 school year, the School Counseling Program will now require 60 credits instead of the current 51 credits.

All students receive exposure to core knowledge of the profession, which includes developmental theory, career development, assessment, research, ethics, multicultural awareness, counseling theory, and group work as well as training in the skills of helping. All students are required to participate in a 10-hour group laboratory designed to train group facilitators. Each student receives intense individual and group clinical supervision during practicum and 600-hour internship. Recent graduates of the programs have found employment in a variety of work settings including schools, clinics, church counseling centers, and public and private agencies.

Classes are offered online and at the main campus.

All three programs offered in the MA in Counseling Program at Geneva are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current accreditation runs through March 2024.

Application materials are available from the MA in Counseling Office (724-847-6697 or [counseling@geneva.edu](mailto:counseling@geneva.edu)). In addition to the completed application, prospective applicants are required to submit official transcripts from all colleges and universities attended, and essay focusing on academic and career goals, and three academic or employer recommendations from individuals not related to the applicant. Personal or phone interviews are conducted by MA in Counseling Faculty. Prospective applicants are rated according to their academic background and aptitude, interpersonal skills, work-related experiences, and compatibility with program goals and perspectives. Provisional admissions status may be granted to students who meet most but not all criteria for full admission. Students applying to the MA in Counseling Program should be aware that, prior to the practicum and internship, they will be required to complete PA State Police, FBI records and PA child abuse checks to determine whether they have felony convictions or any record of child abuse perpetration.

#### **Statistics Competency: Admissions: Statistics**

**Competency:** Basic statistics competency is a prerequisite for CNS 505 (Testing and Appraisal) and CNS 512 (Research Methods and Program Evaluation), both of which are required courses for students in the MA Counseling Program. This competency can be met in one of three ways: (1) by successfully completing CNS 504 (Statistics) as a student in the MA Counseling Program, (2) by providing evidence of having earned a grade of B- or better in an approved undergraduate statistics class in the last 5 years, or (3) by earning a score of 80% or better in the final exam of Geneva's undergraduate psychological statistics class. Students should note that both general statistical knowledge and applied statistics practices (such as program evaluation, research methods, and psychometrics) constitute 25% of the National Counselors Exam which is required for licensure. Students who are eligible to waive CNS 504 and do so, will take another 3-credit elective course to meet the 60-hour requirement.

Acceptance to the MA in Counseling Programs should not be confused with degree candidacy. At degree candidacy, each student's professional development,

attitudes, and academic achievement, written and verbal skills, adherence to ethical standards, personal maturity, relational skills, motivation, dependability, emotional stability, professional commitment, and fitness for the counseling profession are assessed. Graduate students in Counseling must apply for Degree Candidacy following the completion of 12 credits and before the completion of 27 credits in the program. Students who are admitted provisionally to the program are not permitted to apply for Degree Candidacy until they are fully admitted to the MA in Counseling Program. Students on academic probation are not permitted to apply to degree candidacy until the probationary status is removed which occurs only after the cumulative GPA is raised to a 3.0 or above. As a result, degree candidacy and/or academic progress may be delayed for students who are admitted provisionally or for those students on probation. Applications for Admission to Degree Candidacy are printed in the Appendix of the MA in Counseling Handbook. In accordance with the Geneva College Procedures for Administrative College-Initiated Withdrawal of Student, a student may be dismissed from the program if the student exhibits evidence of psychological, physical or behavioral problems that could disrupt the academic process or present a danger to the student or other members of the College community (students, faculty, administration, staff, or others). This would include individuals and potential counselees at a practicum or internship site. This overall policy is explained further in the college catalog and student handbook published on the Geneva website. This policy also may pertain to a student returning from hospital confinement who needs extended observation. For further clarification, please refer to the later sections in the MA in Counseling Program Handbook entitled "Professional and Ethical Standards" and "Faculty Responsibilities" as well as to overall college policies pertaining to disciplinary procedures and withdrawals. These latter policies are written in the Geneva College Catalog and/or Student Handbook which are published on the college website.

According to Geneva College's Graduate Education Policy, "graduate students do receive academic credit for a grade of C but should be cautioned that C level work is not considered to be acceptable graduate work, that a 3.00 is required for graduation, and that students may not have more than two C's." In the MA in Counseling Programs, students must maintain a 3.0 Grade Point Average (GPA) to remain in good standing. Students whose GPA's fall below 3.0 will be placed on

academic probation for a maximum of three semesters (fall, spring, and summer) or until the GPA is raised to a 3.0 or higher, whichever occurs first. Students on academic probation must consult with their advisor to develop a written revised Plan of Studies aimed toward remediation. Students on academic probation will be evaluated by a faculty committee before probationary status is removed. Students on academic probation or with more than two "C" grades will not be permitted to take the Comprehensive Examination or schedule practicum/internship credits. Students may be on academic probation for no more than three semesters, after which they will be dismissed from the MA in Counseling Program if the GPA remains below a 3.0. Students with more than two "C's" must retake classes so that no more than two "C" grades remain on the final MA in Counseling transcript.

### **Students in the Marriage, Couple, and Family Counseling Program (60 credits) will complete:**

CNS 501	Psychopathology and Diagnosis	3
CNS 504	Statistics	3
CNS 505	Testing and Appraisal	3
CNS 510	Foundations for Faith-Based Counseling	3
or CNS 511	Christian Counseling within the Mental Health Professions	3
CNS 512	Research Design and Program Evaluation	3
CNS 514	Human Development	3
CNS 520	Counseling Theory	3
CNS 521	Counseling Skills	3
or CNS 579	Child and Adolescent Counseling Skills	3
CNS 533	Career and Lifestyle Counseling	3
CNS 534	Social and Cultural Foundations of Counseling	3
CNS 536	Group Counseling	3
CNS 537	Professional Issues and Ethics in Marriage, Couple, and Family Counseling	3
CNS 575	Foundations of Marriage, Couple and Family Counseling	3
CNS 577	Family Counseling	3
CNS 578	Marital and Couple Counseling/Therapy	3
CNS 581	Marriage, Couple, and Family Counseling Practicum	3
CNS 582	Marriage, Couple, and Family Counseling Internship	6

Electives 6

### **Students in the Clinical Mental Health Counseling Program (60 credits) will complete:**

CNS 501	Psychopathology and Diagnosis	3
CNS 504	Statistics	3
CNS 505	Testing and Appraisal	3
CNS 510	Foundations for Faith-Based Counseling	3
or CNS 511	Christian Counseling within the Mental Health Profession	3
CNS 512	Research Design and Program Evaluation	3
CNS 514	Human Development	3
CNS 520	Counseling Theory	3
CNS 521	Counseling Skills	3
or CNS 579	Child and Adolescent Counseling Skills	3
CNS 533	Career and Lifestyle Counseling	3
CNS 534	Social and Cultural Foundations of Counseling	3
CNS 536	Group Counseling	3
CNS 538	Professional Issues and Ethics in Mental Health Counseling	3
CNS 541	Clinical Mental Health Counseling	3
CNS 548	Psychopharmacology	3
CNS 586	Mental Health Counseling Practicum	3
CNS 587	Mental Health Counseling Internship	6
Electives		6



### **Students in the School Counseling program (60 credits) will complete:**

CNS 504	Statistics	3
CNS 505	Testing and Appraisal	3
CNS 510	Foundations for Faith-Based Counseling	3



or CNS 511	Christian Counseling within the Mental Health Profession	3
CNS 512	Research Design and Program Evaluation	3
CNS 514	Human Development	3
CNS 520	Counseling Theory	3
CNS 521	Counseling Skills	3
or CNS 579	Child and Adolescent Counseling Skills	3
CNS 533	Career and Lifestyle Counseling	3
CNS 534	Social and Cultural Foundations of Counseling	3
CNS 536	Group Counseling	3
CNS 539	Professional Issues and Ethics in School Counseling	3
or CNS 538	Professional and Ethics in Mental Health Counseling	3
and CNS 595	School Counseling Professional Issues and Ethics	1

## School Counseling Specialization

### Requirements:

CNS 501	Psychopathology and Diagnosis	3
CNS 502	Advanced Child & Adolescent Treatments and Interventions	3
CNS 563	Organization & Management of School Counseling Programs	3
CNS 564	Curriculum, Learning, Inclusion, and Instruction for School Counselors	3
CNS 565	Child/Adolescent Counseling Practicum	3
CNS 566	Elementary School Counseling Internship	3
CNS 567	Secondary School Counseling Internship	3
CNS 541	Clinical Mental Health Counseling	3
CNS 548	Psychopharmacology	3
CNS 545	Addictions	3
Electives	(Electives chosen in consultation With advisor. Suggested as follows relative to Clinical Mental Health Counseling licensure requirements in some states)	6

## Counseling Course Descriptions

**CNS 501 Psychopathology and Diagnosis** (3) An exploration of understanding of mental illness. The study of the classification, etiology, and treatment of psychopathology and personality disorders. The course deals with the Diagnostic and Statistical Manual of the

American Psychiatric Association (DSM) categorization of criteria for specific diagnoses. Spring semester.

**CNS 502 Advanced Child & Adolescent Treatments and Interventions** (3) Theory and practice of counseling children and adolescents in school and community settings. Characteristics of English language learners and exceptional needs students and the provision of counseling services to these children. Various topics include counseling related to disabilities, autism spectrum disorders, death and dying, child abuse, substance abuse, youth violence, teenage pregnancy, risky sexual behavior, behavioral disorders, mood disorders, anxiety, intellectual disabilities, learning disabilities, traumatic brain injury, chronic health problems, and eating disorders. Fall semester.

**CNS 504 Statistics** (3) An introduction to descriptive and inferential statistics. Topics include descriptive statistics, bivariate distributions, sampling, estimations, and tests of hypotheses. Fall semester.

### CNS 505 Testing and Appraisal (3)

*Prerequisite: CNS 504.*

Basic individual and group assessment techniques, test item construction, reliability, validity, and standardization. Students will become familiar with authentic, screening, diagnostic, formative, benchmark, and summative assessments relative to decision-making. Students will critique various assessment instruments (intelligence tests, ability tests, achievement tests, screening tests, interest tests, and personality tests) used by counselors. Socio-cultural factors, ethical factors, and legal codes relative to assessment of special populations, diverse learners, and English language learners will be addressed. Spring semester.

### CNS 510 Foundations for Faith-Based Counseling (3)

A study of basic concepts of evangelical and Reformed Christian theology with special emphasis on biblical anthropology and the way it informs and critiques various counseling theories. Fall semester.

### CNS 511 Christian Counseling within the Mental Health Profession (3)

Students will examine philosophical assumptions of major counseling theories and apply empirically verified modalities and techniques that can be faithfully housed within the Christian tradition. Students will learn to administer formal and informal assessment tools, as well as adopt counseling theories and clinical interventions which will enable them to competently address the



religious/spiritual dimension of client functioning in culturally and ideologically diverse treatment settings. Summer semester.

**CNS 512 Research Design and Program Evaluation (3)**

*Prerequisite:* CNS 504.

Course provides the student with the necessary skills to professionally evaluate the current research in the field of counseling. Topics include research strategies, scaling and coding, internal and external validity, and program evaluation. Summer semester.

**CNS 514 Human Development (3)** An exploration of major events in human development from conception through death. Developmental concepts that have universal application will be covered. Fall semester.

**CNS 520 Counseling Theory (3)** A comprehensive overview and integration of the major theoretical perspectives on the counseling process. An examination of the historical development of counseling theory, an exploration of affective, behavioral, and cognitive counseling theories, and the application of theoretical material to case studies. Foundational elements of the counseling process will be explored via academic activities and observation and critique of videotaped master therapist counseling sessions. Students will develop an initial personal theoretical orientation for counseling endeavors. Fall semester.

**CNS 521 Counseling Skills (3)** A comprehensive overview, integration, and application of major theories and techniques employed in the counseling process. Specific advanced counseling interventions by master counselors will be reviewed via videotape and critiqued. Initial counseling skills will be developed via in vivo role play and will be reviewed and critiqued by the instructor. Basic models and strategies of consultation will be explored from theoretical and pragmatic points of view and applied to case material. Spring and Summer semester.

**CNS 533 Career and Lifestyle Counseling (3)** A survey of theory and practice of counseling associated with career selection, career development, relationships among career, lifestyle, and family, and relevant appraisal tools. Spring semester.

**CNS 534 Social and Cultural Foundations of Counseling (3)** Theories and techniques of effective multicultural counseling to include consideration and

appreciation of cultural, racial, ethnic, disability, gender, language, and other diversity issues within a pluralistic society. Students will examine the role of the counselor in advocacy, conflict resolution, cultural awareness and work with English Language Learners. Spring semester.

**CNS 536 Group Counseling (3)** Elements of group dynamics, ethical issues special to group work, and group leadership skills. Students will compare four types of groups—task and work groups, psychoeducational groups, counseling groups, and psychotherapy groups. Various theoretical approaches to groups counseling as well as adaptations with specific populations and specific settings will be addressed. Includes a 10-hour group laboratory experience. Fall semester.

**CNS 537 Professional Issues and Ethics in Marriage, Couple, and Family Counseling (3)** A survey of professional identity, ethical standards, and legal codes for Marriage, Couple, and Family counselors and marriage and family therapists. Topics will include: 1) history and philosophy of the counseling profession; 2) knowledge of professional roles including consultation and group work; and 3) moral principles and virtues in counseling practice, training, supervision, and consultation. Spring semester. (This course is offered as a one-week intensive.)

**CNS 538 Professional Issues and Ethics in Mental Health Counseling (3)** A survey of professional identity, ethical standards, and legal codes for mental health counselors and therapists. Topics will include: 1) the history and philosophy of the counseling profession; 2) knowledge of professional roles including consultation and group work; and 3) moral principles and virtues in counseling practice, training, supervision, and consultation. Spring semester. (This course is offered as a one-week intensive.)

**CNS 539 Professional Issues and Ethics in School Counseling (3)** The course is a survey of professional identity, ethical standards, and legal codes for professional counselors with emphasis on elementary and secondary school counseling. Students are to demonstrate knowledge of and ability to apply, in decision-making situations, ACA and ASCA ethical standards, the Pennsylvania Code of Professional Practice and Conduct for Educators, and legal obligations and public policies that address institutional and social barriers that impede access, equity, and

success of all counseling clients, particularly K-12 students. Special emphasis is on professional issues, ethical standards, and legal codes relevant to the school counselor's role with diverse students and English language learners. Spring semester. (This course is offered as a one-week intensive.)

**CNS 541 Clinical Mental Health Counseling (3)**

Assumptions and roles of mental health counseling within the context of the community and its health and human service systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems. Fall semester.

**CNS 543 Advanced Mental Health Counseling Skills (3)**

*Prerequisite: CNS 521.*

This course is designed for advanced students to learn in depth the theory and practice of various individual counseling orientations as these counseling perspectives are applied with clients over time. The theoretical models addressed will be reviewed and critiqued for strengths, weaknesses and applicability to various client populations. The specific counseling theories covered will vary from semester to semester.

**CNS 545 Addiction Counseling (3)** This course provides a basic introduction to the assessment and counseling treatment of clients manifesting alcohol and substance abuse disorders. Theoretical formulations, etiological issues, presenting symptomatology, and courses of these disorders, and interventions models will be addressed. Spring semester.

**CNS 547 Advanced Assessment (3)** The purpose of this course is to familiarize the students with the study of mental disorders and advanced clinical assessments. The student will learn how to systematically obtain important client demographic information, evaluate drug and alcohol issues, and assess for other mental health disorders utilizing clinical instruments that allow for effective information gathering. This course will enable students to better evaluate mental health disorders utilizing some of the most prominent assessment instruments found in the clinical and research realms. Finally, students will learn how to administer formal and informal assessment tools, as well as integrate various counseling theories (i.e. CBT, MI, etc) and clinical interventions which will enable them to effectively address the clinical picture of client

functioning based on empirical evidence. Summer semester.

**CNS 548 Psychopharmacology (3)** A review of the most commonly used drugs for psychological conditions, their effects and their side effects, and the methods of action. Particular attention is paid to the synaptic events relevant to drug actions. Summer semester.

**CNS 549 Crisis and Trauma (3)** This course addresses the nature of crisis and trauma from the intake interview through evidence-based best practices for treatment models. It is designed to introduce students to the complex issues surrounding both crisis and trauma including trauma-informed care, trauma awareness (types, characteristics of, and individual and sociocultural features), trauma reactions, trauma-related symptoms, and co-occurring disorders, screening and assessment, treatment issues, and trauma-specific treatment models. The effects of trauma on the brain, body, and the mind will be discussed. Psychological First Aid, the ethics of caring for trauma survivors, secondary trauma, and the importance of clinical supervision are also discussed. Students will be required to participate in several role plays and demonstrate competency in crisis management and suicide assessment as well as complete the Mental Health First Aid training and receive certification. Summer semester.

**CNS 563 Organization and Management of School Counseling Programs (3)** The course covers the nature, development, and management of school counseling programs, and differences between elementary and secondary school contexts. Students will develop knowledge of concepts, skills, and issues necessary to function effectively as school counselors. Students will be able to assess, plan, and integrate the elements of a comprehensive program that reflects the programmatic and ethical standards of the American School Counselor Association, including structuring of essential services to foster personal, social, educational, and career development in students. Summer semester.

**CNS 564 Curriculum, Learning, Inclusion, and Instruction for School Counselors (3)** The course focuses on school counselors in K-12 inclusive settings as they work with diverse learners, English language learners, parents, administrators, teachers, and community agents. Students will become familiar with special education guidelines, multidisciplinary

assessment, educational planning, and behavioral intervention. They will be able to articulate the standards-driven nature of curriculum, learning theory, instructional practice, and inclusion. Focus will be on 1) inclusive counseling practices, 2) types of disabilities and implications for learning; and 3) classroom management, 4) school-wide behavioral support, 5) literacy and instruction in core areas, 6) English Language Learning, 7) instructional methods, and 8) Evidence-Based academic and behavioral interventions.

### **CNS 565 Child/Adolescent Counseling Practicum (3)**

*Prerequisites: A GPA of 3.0 or above. Admission to Degree Candidacy, successful completion to a Counseling Skills Pre-Practicum Class (Counseling 521 or Counseling 579) and Group Counseling (Counseling 536) with a grade of "B" or better; participation in Practicum/Internship Orientation, Criminal and Child Abuse History Clearances, and Proof of Professional Liability Insurance.*

This 100-hour experience places students in a professional setting in which they will develop counseling skills with school-aged children. Students in the course are required to have 40 hours of direct service with K-12 students through individual or group counseling. They also participate in 1½ hours of weekly group supervision with the Geneva practicum instructor and, in addition, receive an hour a week of additional supervision with the course instructor. Open only to students who have been admitted to the program as degree-seeking students. Fall semester.

### **CNS 566 Elementary School Counseling Internship (3)**

*Prerequisites: CNS 565. Requires Acts 33 and 34 clearances, FBI clearances, a recent TB test, proof of malpractice insurance, and a passing grade on the comprehensive exam.*

The internship is a field experience in which students apply knowledge and hone skills needed for successful practice as an elementary school counselor. This is a 300-hour internship under the supervision of an approved site supervisor who is a practicing elementary school counselor. Students are to demonstrate mastery-level performance in: 1) the essential services of counseling, consulting, coordinating, and appraising; 2) planning and implementation of classroom guidance activities; 3) professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and 4) such other activities defined as the responsibility of the school counselor at their elementary school placement.

Supervision is for one-hour weekly in the field and 1½ hours per week on campus. Spring semester.

### **CNS 567 Secondary School Counseling Internship (3)**

*Prerequisites: CNS 565. Requires Acts 33 and 34 clearances, FBI clearances, a recent TB test, proof of malpractice insurance, and a passing grade on the comprehensive exam.*

The internship is a field experience in which students apply knowledge and hone skills needed for successful practice as a secondary school counselor. This is a 300-hour internship under the supervision of an approved site supervisor who is a practicing secondary school counselor. Students are to demonstrate mastery-level performance in: 1) the essential services of counseling, consulting, coordinating, and appraising; 2) planning and implementation of classroom guidance activities; 3) professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and 4) such other activities defined as the responsibility of the school counselor at their secondary school placement. Supervision is for one-hour weekly in the field and 1½ hours per week on campus. Spring semester.

### **CNS 575 Foundations of Marriage, Couple, and Family Counseling (3)**

This course is designed to introduce students to the history, philosophy, etiological premises that define the practice of Marriage, Couple, and Family counseling/therapy. The domain of professional ethics, the legal system, and professional organizations pertaining to the field will be presented. Professional issues will be presented as well as implications pertaining to social, cultural, diversity, and equity pertaining to couples and families. Students will articulate a foundation view of marriage, couple, and family counseling consistent with their own biblical worldview. Summer semester.

**CNS 577 Family Counseling (3)** This course is designed for students to learn knowledge and skills for the practice of family therapy. Models of family therapy will be reviewed and critiqued in light of the Christian worldview of the student. Techniques, assessments, interventions, and strategies will be discussed and role-played to develop preventative approaches as well as resolving specific problems that impede family functioning. Fall semester.

### **CNS 578 Marital and Couple Counseling/Therapy (3)**

This course is designed for students to learn knowledge and skills for the practice of couple and marital

counseling. Models of marital counseling will be reviewed and critiqued in light of the Christian worldview of the student. Techniques, assessments, interventions, and strategies will be discussed and role-played to develop preventive approaches as well as resolving specific problems that impede marital functioning. Fall semester.

**CNS 579 Child and Adolescent Counseling Skills (3)**

This course will focus specifically on counseling skills used to work with children and adolescents. It incorporates both the American School Counseling Association Personal/Social Domain standards for students as well as CACREP standards. Students will learn evidence-based best practices and user-friendly techniques for counseling this unique and often challenging population. The integration of the child's faith into assessment and treatment will also be discussed. Summer semester.

**CNS 581 Marriage, Couple, and Family Counseling Practicum (3)**

*Prerequisites: CNS 521 and CNS 536. Acts 33 and 34 clearances and proof of malpractice insurance.*

This course is a 100-hour experience on and off campus under supervision of an experienced master's-level clinician. It includes 40 hours of direct service with couples or families; group supervision 1½ hours per week on campus; and one hour of additional faculty supervision per week. Development of clinical skills is a key focus of the practicum. Fall Semester.

**CNS 582 Marriage, Couple, and Family Counseling Internship (6 credits over two semesters)**

*Prerequisites: CNS 581. Requires Acts 33 and 34 clearances, proof of malpractice insurance, and a passing grade on the comprehensive exam.*

This course is a 600-hour experience off campus under supervision of an experienced master's-level clinician involving direct service with couples, families, or individuals with marital or family issues. Supervision is held for one-hour weekly in the field and in group supervision for 1½ hours per week on campus. Students must be registered for this course while completing the internship. Spring semester.

**CNS 586 Mental Health Counseling Practicum (3)**

*Prerequisites: CNS 521 and 536. Requires Acts 33 and 34 clearances and proof of malpractice insurance.*

This course is a 100-hour experience which includes 40 hours of direct service with individuals and groups; group supervision 1½ hours per week on campus; and

one hour of additional faculty supervision per week. Open only to students who have been admitted to the program as degree seeking students. Fall semester.

**CNS 587 Mental Health Counseling Internship (6)**

*Prerequisites: CNS 586. Requires Acts 33 and 34 clearances, proof of malpractice insurance, and a passing grade on the comprehensive exam.*

This course is a 600-hour experience off campus under supervision of an experienced master's-level clinician and includes direct counseling and service hours with individuals and groups. Supervision is held for one-hour weekly in the field and in-group supervision 1½ hours per week on campus. Open only to students who have been admitted to degree candidacy and who have completed all other coursework. Students must be registered for this course when completing the internship as the internship may extend beyond one semester. Spring semester.

**CNS 591 Special Study (1-3)** A seminar or directed study on an announced topic or set of topics. Credit specified at registration. Repeatable for credit with a new topic.

**CNS 595 Independent Study (1-3)**

*Prerequisites: approval by the instructor and the department chair.*

Individualized advanced study, research, or project development in a clearly defined and limited area not covered by a regular course. The work should be primarily initiated by the student but undertaken with the consent, regular guidance, and direction of an instructor qualified in the area.

## **Master of Arts In Higher Education**

### **Mission and Outcomes**

The mission of the Master of Arts in Higher Education (MAHE) program is to cultivate a vision for higher education that is rooted in a Christian view of life, characterized by a consideration of foundational issues, and committed to the preparation of perceptive and principled leaders for colleges and universities.

Our sincere hope is that students who complete the MAHE program will have made substantial progress towards the following educational outcomes:

- Articulate the relevance and application of a Christian view of life to the study and practice of higher education;

- Understand contemporary higher education through theological, philosophical, historical, and sociological lenses;
- Advocate and model a holistic human development in higher education settings, with a particular emphasis on college students' success in and out of the classroom;
- Develop beliefs, knowledge, attitudes, and skills that reflect a professional identity rooted in Christian vocation; and,
- Effectively communicate, in writing and in speaking, the results of an exploration of a specific topic within the field of higher education.

### Academic Information

#### Program Delivery

The MAHE program can be pursued in the following formats depending on a student's time and commitments:

In the cohort model, students earn the graduate degree by taking core classes once a week over a continuous 20-month period, beginning each August, at Geneva College. A one-week break often follows each course and two longer breaks occur at the Christmas holidays and in the summer respectively. Students typically complete elective courses by enrolling in one of the Institute programs. Most students in the cohort model hold graduate assistantships at Geneva or at nearby colleges and universities.

Graduate assistantships are available to students enrolled in the cohort model. The professional positions available for assistantships may include residence life, admissions, campus ministry, coaching, teaching, student activities and other areas. Graduate assistantships normally are nine-month positions (usually renewable for the second year upon performance review and availability of positions) and they include a one-third reduction in tuition as well as a monthly stipend.

The institutes model allows students to pursue a master's degree without having to leave their current positions. Institutes are offered in mid-June and early January. Students can take either one or two courses per week at the one-week MAHE Summer Institute. At the Winter Institute, students can take one course offered in early January. Readings, assignments, and ongoing conversations are undertaken online during the semester or semesters following each Institute.

**Summer Institute** is offered in the early summer (June).



Students who enroll in this one-week option can complete their graduate degree by attending the Summer Institute for two years and registering for 18 credits each year. This is accomplished by attending one week of the Summer Institute each year and taking four on-site courses each week of the Summer Institute and completing the remaining coursework online during the fall and spring semesters. An elective course is available at the **Winter Institute** which is offered over a one-week period in early January.

The self-directed studies model offers students the opportunity to design their pursuit of the MAHE program in the most feasible way. That is, students interested in this format can simply choose courses whenever they are offered until they fulfill all of the program requirements, whether it takes two to three years or four to five years for them to do so, within a maximum of seven years.

#### Degree Requirements (36 Credit Hours)

HED 601	Foundations of Learning and Knowledge	3
or HED 625,626	Foundations of Learning & Knowledge I - II	1,2
HED 502/602	Historical Foundations of Higher Education	3
or HED 627,628	Historical Foundations of Higher Education I - II	1,2
HED 504/604	Foundations of Higher Education	3
or HED 629,630	Foundations of Higher Education I - II	1,2
HED 613	Foundations of Counseling and Advisement	3
or HED 655,656	Foundations of Counseling and Advisement I - II	1,2
HED 616	Research and Assessment in HED I & II	3
or HED 641,642	Research and Assessment in HED I - II	1,2

HED 620	Collaboration & Decision Making	3
or HED 636,637	Collaboration & Decision Making I - II	1,2
HED 531/631	Foundations of Campus Diversity	3
or HED 647,648	Foundations of Campus Diversity I - II	1,2
or		
HED 632	Comparative Higher Education	3
HED 605	The Higher Education Professional	3
HED 609	College Student Development	3
HED 633	Higher Education Administration	3
HED 617	Capstone in Higher Education	3
Plus, one HED elective		3

## Certificate in Higher Education & Student Development

The purpose of the Certificate in Higher Education and Student Development at Geneva College is to cultivate a vision for higher education that is rooted in a Christian view of life in a graduate program that examines the contexts of its theological, philosophical, historical, and sociological foundations. Graduate courses offered as part of the Certificate aim at addressing the following comprehensive “themes” for professional practice in higher education: (1) professional dispositions, (2) theoretical foundations, (3) historical context, and (4) professional skills. Course work will help aspiring higher education professionals and student affairs educators to develop and sustain faithful professional practice, in line with the larger aims of Geneva College’s Master of Arts in Higher Education (MAHE) program. While “foundational” in nature and grounded in the Christian liberal arts tradition, courses offered by way of this Certificate contribute, in practical ways, to the development of wisdom (i.e., Christian wisdom) in professional practice as students explore the field of higher education through a Christian world-and-life view.

After completion of the 12-credit certificate program, the student may continue and complete the full program, earning the Master of Art in Higer Education.

## Certificate Requirements (12 Credit Hours)

HED 502/602	Historical Foundations of Higher Education	3
or HED 627,628	Historical Foundations of Higher Education I - II	1,2

HED 613	Foundations of Counseling and Advisement	3
or HED 655,656	Foundations of Counseling and Advisement I - II	1,2
or		
HED 616	Research and Assessment in HED I & II	3
or HED 641,642	Research and Assessment in HED I - II	1,2
HED 605	The Higher Education Professional	3
HED 609	College Student Development	3

## Higher Education (HED) Course Descriptions

### HED 502/602 Historical Foundations of Higher Education (3)

*Prerequisite: Students must be accepted to the Higher Ed program. Cross-listed as HED 602.*

This course provides a general overview of the historical development of American colleges and universities, beginning with the colonial period and continuing through the contemporary period. Special attention will be given to the role of interpretive frameworks: the rise of the German research university model; the role of women; and the radical post WW II expansion of higher education in America. Spring semester.

### HED 503/603 College Students in America (3)

*Prerequisite: By permission of the Director of Higher Ed. Cross-listed as HED 603.*

This course offers a comprehensive overview of American college students. More specifically, it provides a multifaceted profile of who is currently in college. The course also examines and critiques major human development theories that attempt to explain students’ development. In this context, the course considers the feasibility of a Christian theory of student development during the college years. Offered periodically.

### HED 504/604 Foundations of Higher Education (3)

*Prerequisite: By permission of Director of Higher Ed. Cross-listed as HED 604.*

This course is designed to introduce students to what might be called the worldviews that shape and have shaped the academy. More specifically, students will uncover and analyze underlying assumptions, perspectives, and practices that are present in American higher education historically and presently. Students will also be introduced to a biblical worldview as a framework for examining other worldviews that are

currently operating in the American academy. Fall semester.

**HED 531/631 Foundations of Campus Diversity (3)**

*Prerequisite: Students must be accepted to the Higher Ed Program. Cross-listed as HED 631.*

This course will explore the complex issues facing university and college professionals when addressing diversity and multiculturalism. We will examine the development of dominant and dominated cultures in the United States and how an increased understanding in these regards might shape how higher education professionals do their work. A Christian perspective will ground and shape the dialogue with special attention to how Christians have attempted to address issues of diversity in the past. Distinctions will be made between individual and institutional diversity challenges, and we will examine specific policies in various areas of the academy. Specific attention will be given to dialogue on issues of gender, class, race, and religious affiliation. Spring semester.

**HED 601 Foundations of Learning and Knowledge (3)**

This course explores the major philosophic systems that have functioned as foundations for western higher education and investigates the interplay of theories of knowing and models of learning in the context of higher education. It pays special attention to the use of biblical categories to analyze and to direct the discussion toward the development of normative and practical alternatives for higher education. Spring semester.

**HED 602 Historical Foundations of Higher Education (3)** see HED 502/602 above.

**HED 603 College Students in America (3)**

See HED 503/603 above.

**HED 604 Foundations of Higher Education (3)**

See HED 504/604 above.

**HED 605 The Higher Education Professional (3)** This course is a seminar and workshop concerning the vocation of and practices in higher education. It will provide a time and place to consider the contours of the field as they are encountered in students' experiences in their work. Utilizing readings, student and faculty experiences, and guest lectures from local colleagues, this course intends to strengthen students' daily work in their offices, divisions, and institutions at large, while thickening their understanding of the calling to higher

education and in the institutions they serve. Fall semester.

**HED 608 Sociological Foundations of Higher Education (3)**

This course examines various contexts in which American higher education currently operates. We will explore macro contexts that focus on higher education systems and include issues such as classification taxonomies, institutional diversity, accountability, governance, and society's investment. We will also examine micro contexts that focus on colleges as organizations and include issues such as institutional missions and values, leadership, decision-making, and organizational change. Understanding larger and smaller contexts ostensibly offers significant insight into how to function more effectively in the academy. Offered periodically.

**HED 609 College Student Development (3)**

This course examines major human and student development theories that attempt to describe and explain the college experience. Taking into consideration student characteristics, experiences, and expected outcomes, the course offers a multifaceted overview of who is currently in college. In this context, the course considers the feasibility of a Christian theory of college student development. Fall semester.

**HED 610 College Student Success (3)** Since national six-year college graduation rates hover at approximately 50%, it seems reasonable to inquire about the extent to which the American colleges and universities are effectively promoting student success in college. This course takes on this "problem" by examining research and literature about college student success to identify particular policies, programs, and practices that promote students' success in American higher education. Fall semester on ground. Offered periodically.

**HED 611 Residence Life (3)** This course examines the development of residence life in American higher education. It will explore theoretical issues such as residence life as education, as well as more functional issues such as staffing and supervision, program development and assessment, architectural design, and addressing relevant personal and structural problems. The course emphasizes translating theoretical understanding into practical initiatives to enhance student learning. Offered periodically.

**HED 613 Foundations of Counseling and Advisement**

(3) This course is designed to provide a working knowledge of the theories, concepts and competencies necessary for students interested in pursuing a career in student affairs/higher education. In keeping with a scholar/practitioner focus, this course will provide theoretical underpinnings and practical tools associated with counseling, advising and mentoring college students including professional association guidance and standards, developing communities of care and a mentoring culture, emergency and crisis response, legal and ethical concerns, counseling diverse populations, counseling for life-calling, and academic advising. Spring semester.

**HED 614 Contemporary Trends in Higher Education**

(3) This course provides an opportunity to examine specific topics in contemporary higher education such as technology, college costs, student preparedness, non-traditional learning models, innovative pedagogy and the like. As such, the course offers a means to examine powerful developments and trends in the academy of which professionals must be apprised and for which discernment is critical. Offered periodically.

**HED 615 Foundations of Educational Research (3)**

This course is intended to provide an introduction to various research design and methodology skills that are relevant to educational research. We will also examine the nature of the research process as well as the roles of researcher. Our hope is that students will become both more proficient and more accustomed to understanding, valuing, and interpreting educational research as well as designing, conducting, and presenting effective research. Offered periodically.

**HED 616 Research and Assessment in HED I & II (3)**

This course provides an introduction to various research methods and design that enhance professional competency in research and assessment applied to higher education and student affairs practices. Students explore how data gathering and analysis contribute to effective decisions that enhance quality of practices, policies, and educational programs, that lead to meaningful outcomes for college students and their experience. Offered periodically.

**HED 617 Capstone in Higher Education (3)** As a capstone to the higher education program, this course is intended to provide integration, cohesion, and summary to the entire course of study. Students will revisit and reflect upon the foundational hopes of the

program and learning objectives. Likewise, students will complete a culminating project that illustrates their interests, knowledge, and proficiencies within the field of higher education. Spring semester.

**HED 618 Leadership Essentials for Enrollment 1 (3)**

This course will discuss current trends, appropriate skills, and a Christian perspective for the enrollment professional in the 21st century. In their study of best practices, contemporary literature, and faculty mentoring students will consider the means toward thriving in enrollment management and the virtues of leadership in the workplace. Offered periodically.

**HED 619 Leadership Essentials for Enrollment 2 (3)**

This course will continue the discussion regarding current trends, appropriate skills, and a Christian perspective for the enrollment professional in the 21st century. In their study of best practices, contemporary literature, and faculty mentoring students will consider the means toward thriving in enrollment management and the virtues of leadership in the workplace. Offered periodically.

**HED 620 Collaboration & Decision Making (3)**

This course explores practical leadership concepts in the life and professional practice of a student affairs educator. Through experiential learning and a case-oriented approach, students will consider concepts related to working collaboratively in the university setting. Students will also learn how to use a framework for decision-making as they collaborate toward critical decisions that impact not only individual students but also life in an academic community. Offered periodically.

**HED 621 Leadership and Change (3)** This course examines literature and research on leadership planning and practice in American colleges and universities, particularly in the context of addressing macro (societal) and micro (organizational) change effectively. In so doing, we will attempt to evaluate ways in which a Christian perspective may provide understanding, critique and direction to academic leadership in response to changing landscapes. Offered periodically.

**HED 623 Legal Issues in Higher Education (3)** This course will discuss current policies and legal concepts concerning American institutions of higher education. The aim of this course is to develop in the student a compass for spotting possible legal concerns that may arise in a variety of professional settings. Students will



have the opportunity to weigh and balance the sometimes-competing rights and responsibilities of institutions, staff, and students through lecture, discussion and case studies. Offered periodically.

#### **HED 624 Crisis Response and Management (3)**

This course will focus on the growing and complex nature of crisis management and crisis response in higher education. It will explore the challenges of mental health, Title IX, Behavior Intervention, and larger institutional crises from a missional and Christian perspective. Offered periodically.



#### **HED 625, 626 Foundations of Learning and Knowledge I & II (1, 2)**

Each course is part a two-part requirement. This course explores the major philosophic systems that have functioned as foundations for western higher education and investigates the interplay of theories of knowing and models of learning in the context of higher education. It pays special attention to the use of biblical categories to analyze and to direct the discussion toward the development of normative and practical alternatives for higher education. Offered periodically.

#### **HED 627, 628 Historical Foundations of Higher Education I & II (1, 2)**

Each course is part a two-part requirement. This course provides a general overview of the historical development of American colleges and universities, beginning with the colonial period and continuing through the contemporary period. Special attention will be given to role of interpretive frameworks; the rise of the German research university model; the role of women; and the radical post WWII expansion of higher education in America. Offered periodically.

#### **HED 629, 630 Foundations of Higher Education I & II (1, 2)**

Each course is part a two-part requirement.

This course is designed to introduce students to what might be called the worldviews that shape and have shaped the academy. More specifically, students will uncover and analyze underlying assumptions, perspectives, and practices that are present in American higher education historically and presently. Students will also be introduced to a biblical worldview as a framework for examining other worldviews that are currently operating in the American academy. Offered periodically.

#### **HED 631 Foundations of Campus Diversity (3)**

See HED 531/631 above.

**HED 632 Comparative Higher Education (3)** This course studies the higher education systems of selected other countries in an effort to understand such systems on their own terms, as well as to utilize the higher education systems of other countries as a lens through which to understand the American system more clearly. This course will involve travel to selected countries to explore their higher educational policies, practices, and people first-hand while also examining relevant literature and research about each respectively. Offered periodically.

#### **HED 633 Higher Education Administration (3)**

This course aims at exploring selective higher education administration concepts, functions, and issues in the context of the broader landscape of professional practice in contemporary institutions of higher learning. From a leadership perspective, the course considers how certain legal issues, institutional "politics," supervision, stewardship of budgets and finances, and other issues, inform and impact institutional life and, by extension, the student experience. Spring semester.

**HED 634 Assessment and Retention (3)** This course examines the roles, theories and practices of assessment and retention in American higher education. We will introduce students to factors that contribute to effective assessment and retention practices, implementation strategies and models, and various resources that provide continuing information and insight. We will also evaluate ways in which a Christian perspective may provide understanding, critique, and direction to assessment and retention conversations. Offered periodically.

#### **HED 636, 637 Collaboration & Decision Making I & II (1, 2)**

Each course is part a two-part requirement. This course explores practical leadership concepts in the life and professional practice of a student affairs educator. Through experiential learning and a case-oriented approach, students will consider concepts related to working collaboratively in the university setting. Students will also learn how to use a framework for decision-making as they collaborate toward critical decisions that impact not only individual students but also life in an academic community. Offered periodically.

**HED 640 The Vocation of Teacher (3)** In this course, students examine various aspects of the college professorate in contemporary academe. Students will discuss and critique particular demographic descriptors of the academic profession and the numerous roles that faculty members fulfill. In addition, students will be challenged to bring Christian criteria to bear on the nature and expression of the academic calling. Offered periodically.

**HED 641, 642 Research and Assessment in HED I & II (1,2)**

Each course is part a two-part requirement. This course provides an introduction to various research methods and design that enhance professional competency in research and assessment applied to higher education and student affairs practices. Students explore how data gathering and analysis contribute to effective decisions that enhance quality of practices, policies, and educational programs, that lead to meaningful outcomes for college students and their experience. Offered periodically.

**HED 643, 644 Foundations of Educational Research I & II (1, 2)**

Each course is part a two-part requirement. This course is intended to provide an introduction to various research design and methodology skills that are relevant to educational research. We will also examine the nature of the research process as well as the roles of researcher. Our hope is that students will become both more proficient and more accustomed to understanding, valuing, and interpreting educational research as well as designing, conducting, and presenting effective research. HED 643: Summer semester. HED 644: Fall Semester.

**HED 645, 646 Leadership and Change I & II (1, 2)**  
Each course is part a two-part requirement.

This course examines literature and research on leadership planning and practice in American colleges and universities, particularly in the context of addressing macro (societal) and micro (organizational) change effectively. In so doing, we will attempt to evaluate ways in which a Christian perspective may provide understanding, critique and direction to academic leadership in response to changing landscapes. HED 645: Summer semester. HED 646: Fall semester.

**HED 647, 648 Foundations of Campus Diversity I & II (1,2)**

*Prerequisite: Students must be accepted to the Higher Ed*  
Each course is part a two-part requirement.

This course will explore the complex issues facing university and college professionals when addressing diversity and multiculturalism. We will examine the development of dominant and dominated cultures in the United States and how an increased understanding in these regards might shape how higher education professionals do their work. A Christian perspective will ground and shape the dialogue with special attention to how Christians have attempted to address issues of diversity in the past. Distinctions will be made between individual and institutional diversity challenges, and we will examine specific policies in various areas of the academy. Specific attention will be given to dialogue on issues of gender, class, race, and religious affiliation. Offered periodically.

**HED 653, 654 Residence Life I & II (1,2)**

Each course is part a two-part requirement. This course is part one of a two-part requirement. This course examines the development of residence life in American higher education. It will explore theoretical issues such as residence life as education, as well as more functional issues such as staffing and supervision, program development and assessment, architectural design, and addressing relevant personal and structural problems. The course emphasizes translating theoretical understanding into practical initiatives to enhance student learning. Offered periodically.

**HED 655, 656 Foundations of Counseling and Advisement I & II (1,2)**

Each course is part a two-part requirement. This course is designed to provide a working knowledge of the theories, concepts and competencies necessary for students interested in pursuing a career in student affairs/higher education. In keeping with a scholar/practitioner focus, this course will provide

theoretical underpinnings and practical tools associated with counseling, advising and mentoring college students including professional association guidance and standards, developing communities of care and a mentoring culture, emergency and crisis response, legal and ethical concerns, counseling diverse populations, counseling for life-calling, and academic advising. Offered periodically.

### **HED 657, 658 Contemporary Trends in Higher Education I & II (1,2)**

Each course is part a two-part requirement.

This course provides an opportunity to examine specific topics in contemporary higher education such as technology, college costs, student preparedness, non-traditional learning models, innovative pedagogy and the like. As such, the course offers a means to examine powerful developments and trends in the academy of which professionals must be apprised and for which discernment is critical. Offered periodically.

### **HED 671, 672 Legal Issues in Higher Education I & II (1,2)**

Each course is part a two-part requirement.

This course will discuss current policies and legal concepts concerning American institutions of higher education. The aim of this course is to develop in the student a compass for spotting possible legal concerns that may arise in a variety of professional settings. Students will have the opportunity to weigh and balance the sometimes-competing rights and responsibilities of institutions, staff, and students through lecture, discussion, and case studies. Offered periodically.

### **HED 673, 674 Crisis Response and Management I & II (1,2)**

Each course is part a two-part requirement.

This course will focus on the growing and complex nature of crisis management and crisis response in higher education. It will explore the challenges of mental health, Title IX, Behavior Intervention, and larger institutional crises from a missional and Christian perspective. Offered periodically.

### **HED 683, 684 Assessment and Retention I & II (1,2)**

Each course is part a two-part requirement.

This course examines the roles, theories and practices of assessment and retention in American higher education. We will introduce students to factors that contribute to effective assessment and retention practices, implementation strategies and models, and

various resources that provide continuing information and insight. We will also evaluate ways in which a Christian perspective may provide understanding, critique, and direction to assessment and retention conversations. Offered periodically.

### **HED 687, 688 The Vocation of Teacher I & II (1,2)**

Each course is part a two-part requirement.

This course is part one of a two-part requirement. In this course, students examine various aspects of the college professorate in contemporary academe. Students will discuss and critique particular demographic descriptors of the academic profession and the numerous roles that faculty members fulfill. In addition, students will be challenged to bring Christian criteria to bear on the nature and expression of the academic calling. Offered periodically.

### **HED 692 Practicum in Higher Education (3)**

This course intentionally connected to the contextualized learning experiences that all students are required to complete and emphasizes hands-on professional opportunities and focused reflection of such opportunities. Students will explore various resources in the field of higher education, consider relevant insights from experienced professionals and professional opportunities (e.g., workshops, conferences, etc.) and be challenged to more fully understand the interplay between beliefs, ideas, and professional practice. Offered periodically.

### **SSC 505 Introduction to American Higher Education**

(2) The purpose of this course is to help global students make a successful transition into the American university educational system. Students will learn about American professors' expectations, academic responsibilities, residential life, extracurricular activities, fitness, etiquette, higher education attitudes and values, study skills, and life skills. The course will often employ role-playing scenarios to help students practice responding to common situations that they will encounter. ZUST students only. Offered periodically.

### **Master of Arts in Higher Education Explore MAHE Program**

Juniors and seniors at Geneva College have the opportunity to take up to three courses in the Master of Arts in Higher Education (MAHE) Program. This program allows undergraduate students, prospective MAHE students, to explore the field of higher education and determine if the program fits their vocational calling. Undergraduate students who apply and are

accepted into the Explore MAHE Program can earn academic credits for both undergraduate and graduate degrees. Those continuing on to pursue graduate studies at Geneva College, benefit from saving up to a quarter of the time and cost of tuition toward a Master of Arts in Higher Education degree.

## Master of Business Administration

Nationally accredited by the Association of Collegiate Business Schools and Programs.

### Mission

The mission of the Master of Business Administration (MBA) program is to prepare men and women for leadership by providing learning experiences which consider business principles within our faith context. We believe that business is a calling of God, and that there is an ever-increasing need for managers acting in biblically sound ways. There is an understanding that such a program cannot reduce the rigor and content of a management program, since we must strive for excellence in all that we do. In light of this mission, the curriculum and instruction focus on the belief that the business vocation is inseparably coupled with one's faith and core beliefs. This program will provide the unique opportunity for men and women committed to Jesus Christ and seeking the advancement of His Kingdom to gain knowledge and skills for the effective accomplishment of that goal.

### Program Outcomes

The Master of Business Administration program provides students with the learning platform to develop the essential knowledge, skills and competencies to be competent business practitioners through conceptual and application-oriented learning. Additionally, the program equips students with the ability to articulate and integrate the pervasive and critical elements of sound Biblical and ethical principles and a contemporary global business perspective into managerial decision-making.

### Program Description

The MBA program courses are offered in five 9-week terms each calendar year. Classes are offered on Monday, Tuesday, Wednesday, and Thursday evenings. Classes typically begin at 6:00pm and end at 10:00pm. The goal of this format is to allow working adults an opportunity to attend classes one night each week and complete the 36-hour program in approximately two and one-half years. The program scheduling also allows

students to finish in one year if they take more than one course per term.

### Leveling Course (3 Credit Hours)

A leveling course (Business Law) is required for students who do not have an undergraduate business degree (BSBA) from an accredited college or university. Students lacking the Common Professional Component of business study (as defined by the ACBSP) will be required to satisfy the component content prior to receiving regular status in the MBA program. Students required to take the Business Law leveling course can take BUS 311 offered by Geneva College in the undergraduate program, or any undergraduate Business Law course offered by an accredited college or university.

### Core requirements (30 credit hours)

BUS 530/630	Management Information Systems/Decision Support Systems	3
BUS 550/650	Human Resource Systems/Organizational Behavior	3
BUS 605	Corporate Finance	3
BUS 610	Financial Management	3
BUS 615	Financial and Managerial Accounting	3
BUS 620	Management Thought and Application	3
BUS 640	Marketing Management	3
BUS 660	Biblical Management and Ethics	3
BUS 670	Managerial Economics	3
BUS 690	Strategic Business Policy	3

Graduation Requirement: A passing grade on the Major Field Test is required.

In addition to the above, students must select **one** of the following MBA Options/Concentrations:

### MBA (36 credit hours)

[plus, leveling course, if necessary]

All of the above core courses plus any two electives from the following:

BUS 611	Investment Theory & Applications	3
BUS 616	Valuation & Corporate Investments	3
BUS 641	Buyer Behavior	3
BUS 645	Advanced Marketing	3
BUS 680	Research Methodology	3
BUS 681	Project Management	3
BUS 685	Operations Management I	3
BUS 686	Operations Management II	3

## Applied MBA Concentration

[plus, leveling course, if necessary]

All of the above core courses, two electives from the list above, plus 1 credit of Internship per registered term.

## Finance Concentration (36 credit hours)

[plus, leveling course, if necessary]

All of the above core courses, plus two of the following:

BUS 611	Investment Theory & Applications	3
BUS 616	Valuation & Corporate Investments	3
BUS 618	Financial Statement Analysis	3

## Applied Finance Concentration

[plus, leveling course, if necessary]

All of the above core courses and Finance

Concentration courses, plus 1 credit of Internship per registered term.

## Marketing Concentration (39 credit hours)

[plus, leveling course, if necessary]

All of the above core courses, plus:

BUS 641	Buyer Behavior	3
BUS 645	Advanced Marketing	3
BUS 680	Research Methodology	3

## Applied Marketing Concentration

[plus, leveling course, if necessary]

All of the above core and Marketing Concentration courses, plus 1 credit of Internship per registered term.

## Operations Management Concentration (39 credit hours)

[plus, leveling course, if necessary]

All of the above core courses, plus:

BUS 680	Research Methodology	3
or BUS 681	Project Management	3
BUS 685	Operations Management I	3
BUS 686	Operations Management II	3

## Applied Operations Management Concentration

[plus, leveling course, if necessary]

All of the above core and Operations Management Concentration courses, plus 1 credit of Internship per registered term.

## MBA Course Descriptions

Core courses differ from courses in the undergraduate program in that the graduate program will significantly focus on the managerial perspective rather than an introduction to the principles of the different business

functions. As such, the core courses will build on the information provided by the undergraduate courses. This managerial perspective will be aimed at ensuring that students are able to think critically, analyze situations, and apply sound business techniques, knowledge and Biblical wisdom. Comparative analysis will go beyond standard financial analysis, seeking to evaluate the effect of emphasis upon self and power often found in contemporary organizations relative to a biblical perspective on human behavior, character, and appreciation of diversity, valuing all of God's creation.

There are 10 courses that comprise the core knowledge portion of the Master of Business Administration program. These courses expand upon the common professional component of the field as required by the ACBSP.

## Core Courses

### BUS 530/630 Management Information Systems/Decision Support Systems (3)

*BSBA/MBA program or permission of instructor.*

The integration and application of computing resources by the firm to aid strategic making and competitiveness. Includes principles of managing production and operation of facilities and automated decision-making technologies.

### BUS 550/650 Human Resource Systems/Organizational Behavior (3)

*BSBA/MBA program or permission of instructor.*

The design and implementation of strategic human resource systems from a general management perspective. Content includes organizational assessment, biblical integration of HR systems, development of HR strategy, organizational theory, legal compliance, contemporary trends, HR issues, and the relationship of HR systems to organizational performance.

### BUS 605 Corporate Finance (3)

*Prerequisite: BUS 615.*

The study of key financial concepts including capital budgeting, cost of capital, risk, and return, cash flow analysis, and an understanding of financial statements.

### BUS 610 Financial Management (3)

*Prerequisites: BUS 605 recommended; BUS 615 or permission of the instructor.*

The course is designed as a continuation of BUS 605, introducing you to additional financial theories, practices, and processes by which major decisions are

made by corporate financial managers. It includes a discussion of the cost of capital, capital budgeting (return on investment analysis), the capital structure decisions, shareholder distributions, the management of working capital, multinational financial management, and several special topics.

**BUS 615 Financial and Managerial Accounting (3)** The study of accounting for the manager; emphasis on financial reporting, financial performance evaluation, ethical issues, and cost accounting.

**BUS 620 Management Thought and Application (3)** This course examines the history of management thought, a biblical perspective on management, and contemporary application. Examines the factors that influence individual work performance, organizational effectiveness and applied techniques for improving organizational performance.

**BUS 640 Marketing Management (3)** Examines the marketing mix and its role to strategically position the firm; course uses a consumer product-based simulation to practice management decision-making and competitive behavior.

**BUS 660 Biblical Management and Ethics (3)** Within the context of Scripture, principles are identified, discussed, and applied to business problems and situations including businesses' obligations to society and individuals' responsibility to organizations.

**BUS 670 Managerial Economics (3)** Economic issues and economic analysis as applied to managerial decision-making. Evaluating the impact of international trade theory, taxation, and resource allocation upon the business organization.

**BUS 690 Strategic Business Policy (3)**  
*Prerequisite: This course may only be taken after the completion of 21 credit hours of MBA courses including BUS 610, BUS 615, and BUS 540/640, or with the permission of the MBA program coordinator.*  
Strategic management and business policy issues facing the general manager; a comprehensive application of the various managerial applications derived from the core classes. Cultivation and utilization of skills in analysis, diagnosis, and development.

## Elective Courses

**BUS 611 Investment Theory & Applications (3)**  
*Prerequisite: BUS 605.*

Various topics in the uses and pricing of derivative securities, including options forwards, futures, and swaps. Also addressed are applications of return factor models, both for assessing portfolio risk and in modeling the required expected return on an individual security. Even years.

**BUS 616 Valuation & Corporate Investments (3)**  
*Prerequisites: BUS 615, BUS 605, BUS 610 recommended.*

Valuation plays a key role in many areas of Finance-public and private offerings, mergers, and acquisitions, LBOs, intellectual capital, and portfolio management. This course is about the valuation of real assets and capital expenditure decisions by corporations. Basic valuation tools, relative valuation models, and real option models are addressed. Odd years.

**BUS 618 Financial Statement Analysis (3)**  
*Prerequisite: BUS 615.*

This course combines theoretical concepts underlying the presentation of financial statements with the practical techniques of financial analysis. Topics include accounting processes; examination of the components of the balance sheet, the income statement and the statement of cash flows; application of the various quantitative techniques of financial analysis, such as ratio interpretation and EPS evaluation; the meaning and significance of the auditor's opinion, and current SEC reporting regulations. Even years.

**BUS 641 Buyer Behavior (3)** This course focuses on the role of buyers in the marketing process. Buyer behavior in the consumer marketplace as well as the organizational buying process is examined. The study of buying behaviors enhances understanding of what marketing strategies are likely to be effective, how humans operate in the marketplace, and what kind of affective, cognitive, and social mechanisms enter into the purchasing decision. A sampling of specific topics addressed includes the role of attitudes, learning and memory, and lifestyles and culture in the buying decision. Even years.

**BUS 645 Advanced Marketing and Promotions (3)**  
This course is an advanced study of marketing systems in the American economy. Included is the identification of the activities involved in the flow of goods among manufacturers, brokers, wholesalers, retailers, and consumers. Specifically, the elements of the Marketing Mix and their role in strategically positioning the firm is closely examined. Also, the nature of demand, costs

and pricing, business models, channel theory, product theory, and sales promotion are presented. Odd years.

**BUS 680 Research Methodology** (3) Utilization of research tools and quantitative techniques used in business with application to current policy and decision-making. Multivariate statistics and quantitative analysis tools will be applied.

**BUS 681 Project Management** (3) Teach student to master the most proven methods in project management as well as new techniques emerging from current industry and today's most recent research. Introduce manual techniques perfected during the past 50 years and progressive automated techniques, all consistent with the latest PMBOK® Guide and integrated with Microsoft® Project. Students first practice manual techniques to ensure that they fully grasp the principles behind the methods before learning to use Microsoft Project® to complete tasks. Students will build strong portfolios to showcase their skills as they create specific deliverables for real-world projects, working by themselves or as part of a group. To ensure that students understand the established standards in project management today and to prepare them to become Certified Project Management Professionals (PMP®) if they choose, all course content is consistent with the knowledge areas and processes of the latest fourth edition of the PMBOK® Guide.

**BUS 685 Operations Management I** (3) Operations Management I is the first course of two designed to convey an overview of the basics of firm operations for product and service-oriented businesses. Production and operations vocabulary is emphasized as well as the qualitative and quantitative aspects of (1) the Design of Goods and Services, (2) Process and Capacity Design, (3) Forecasting, (4) Inventory, (5) Quality Control and Statistical Process Control, (6) Aggregate Planning and Scheduling, and (7) Facilities Maintenance & Reliability. In addition, all of the above areas of operations are examined from human resources, materials, capital, and equipment perspectives. Alternate, even years.

**BUS 686 Operations Management II** (3) Operations Management II is the second of two courses designed to convey an overview of the basics of firm operations for product and service-oriented businesses. Production and operations vocabulary is emphasized as well as qualitative and quantitative aspects of (1) Material Requirements Planning (MRP), (2) Supply Chain

Management, (3) Location Selection, (4) Layout Design, (5) Job Design, and (6) Operations Strategy. In addition, all of the above areas of operations are examined from human resources, materials, capital, and equipment perspectives. Alternate, odd years.

**BUS 691 Special Topics** (3) Elective courses will be offered during the various academic terms based on the needs of students and on faculty availability. Topics may include employment law, international business, investments, legal issues in business, and total quality management.

**BUS 693 Internship** (1-3) A work-study type project either on or off campus, designed to expose the student to an actual workplace experience. A student must spend 45 hours at the workplace site for each one credit hour. Internships are credit/no credit only.

## Master of Education in Curriculum & Instruction

The program in Curriculum & Instruction (MEd) is designed for individuals who intend to teach elementary, middle, or high school-level pupils. The residential program on our Beaver Falls campus provides students with a full-time immersion experience in Western pedagogy and may be completed over two or three full-time semesters. Full-time status for this program is 9 credit hours each semester. International students who elect to enroll in optional ESL coursework may not count those hours towards the 9-credit hour minimum. This program is not open to students who have completed an undergraduate degree in education at Geneva College.

### Program Outcomes

- Students will develop an understanding of content and pedagogy in American education in order to provide developmentally appropriate instruction to learners.
- Students will utilize information from theories and research-based practices common in American education when making decisions and taking action in their professional practice.
- Students will employ data to inform their instruction and assess teaching and learning effectiveness.

## Degree Plan: Elementary Focus (31 credit hours)

EDU 501	Social and Philosophical Foundations of Modern
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	Education	3
EDU 511	Educational Psychology	3
EDU 521	Teaching of Reading PK-4	3
or EDU 542*	Children's Literature PK-4	3
EDU 543	Meeting the Instructional Needs of PK-4 English Language Learners	3
or EDU 546*	Language Arts in Early Childhood PK-4 Classroom	3
EDU 544*	Classroom Management	2
EDU 550	Survey of Disabilities (PK-4 and PK-12)	3
EDU 552	Academic Skill Intervention for Exceptional Children	3
EDU 590	Educational Technology	2
PSY 551	Child Development	4
SSC 505	Introduction to American Higher Education	2
ZUST	Transfer Course Design and Practice	3

### Degree Plan: Middle/Secondary Focus (31 credit hours)

EDU 501	Social and Philosophical Foundations of Modern Education	3
EDU 511	Educational Psychology	3
EDU 515	Literacy Across the Curriculum (Grades 4-12)	3
EDU 517*	Stage I Field Experience Observation	2
EDU 555	Survey of Disabilities (4-8 and Secondary)	3
EDU 562*	Intervention for Students in Inclusive Classrooms (Grades 7-12)	3
ENG 582	English Grammars	3
EDU 590	Educational Technology	2
PSY 552	Adolescent Development	4
SSC 505	Introduction to American Higher Education	2
ZUST	Transfer Course Design & Practice	3

### Degree Plan: International School Teaching (32 credit hours)

EDU 501	Social and Philosophical Foundations of Modern Education	3
EDU 511	Educational Psychology	3
EDU 515	Literacy Across the Curriculum (Grades 4-12)	3

EDU 517*	Stage I Field Experience Observation	2
EDU 555	Survey of Disabilities (4-8 and Secondary)	3
ENG 413	Teaching English as a Second Language	3
ENG 582	English Grammars	3
SSC 505	Introduction to American Higher Education	2
XCX 510	Foundations for Developing Intercultural Competence	3
ZUST	Transfer Course Design & Practice	3

### Course Descriptions

**EDU 501 Social and Philosophical Foundations of Modern Education (3)** This course reviews the historic, philosophical, and social developments that affect American education, along with a student of its organization and legal foundations. Particular attention is given to the development of a philosophy of education. The course is designed to analyze historical, philosophical, and social developments in American education from a Christian perspective. Fall semester.

**EDU 511 Educational Psychology (3)** Psychological principles and theories applied to teaching. The coverage of psychological variables that influence teacher functioning in the classroom, the role of human development, learning, instructional models, motivation, classroom management and discipline, the nature of and the response of teachers to exceptionality, and ethnic, racial, and social differences in schools. Spring semester.

**EDU 515 Literacy Across the Curriculum (Grades 4-12) (3)** This course provides preservice teachers with an understanding of the ways in which reading and writing can be used to enhance students' comprehension of content area material. Spring semester.

**EDU 517 Stage I Field Experience Observation (2)** Systematic visitation, observation and participation in the secondary school classroom. Must be taken by the sophomore year. Spring semester.

**EDU 521 Teaching of Reading PK-4 (3)** This course covers foundations of the reading process, history of reading methodologies, current approaches to teaching reading, RTI, ELL, and evidence-based teaching strategies involved in phonemic awareness, decoding,



vocabulary, comprehension, and fluency for PK-4 teachers. Every semester.

**EDU 542 Children's Literature PK-4** (3) Various genres of classical and contemporary literature will be discussed with emphasis on instructional strategies useful in the PreK-4 classroom for diverse learners and English Language Learners. Students will read at least 10 children's novels chosen by the professor and collect at least 20 poems appropriate for study and enjoyment on the PreK-4 grade levels. This class includes a field component where the students will do some action research with a literature review in the field of motivation to read. Spring semester.

**EDU 543 Meeting the Instructional Needs of PK-4 English Language Learners** (3) This course is designed to prepare future teachers to work with English Language Learners (ELLs) in the PK-4 classroom. This includes using effective strategies to help ELLs meet the PA Academic Standards, as well as working and communicating with the ESL Program Specialist in regard to appropriate and effective classroom instruction, Pennsylvania's English Language Proficiency Standards (ELPS), and assessment data. Spring semester.

**EDU 544 Classroom Management** (2) Principles and practices of classroom management will be addressed particularly with a Christian worldview in mind. Students will apply these principles and practices in actual classroom situations. Spring semester.

**EDU 546 Language Arts in Early Childhood PK-4 Classroom** (3) Focuses on current theory and instructional practices in developmental reading and language arts from emergent literacy through intermediate literacy. Causes and characteristics of reading difficulties will be addressed including the role of phonemic, morphemic, semantic, syntactic, and pragmatic systems of language as it applies to diverse learners and English Language Learners. A research paper on one of these language systems will be required. Spring semester.

**EDU 550 Survey of Disabilities- PK-4 and PK-8** (3) This course will provide PK-4—PK-8 Special Education aspiring teachers with a survey of the characteristics of special needs students, including differences in Cognitive, Physical, Social, Behavioral, and Language Development. Academic challenges of special education students will be highlighted including their

specific needs and legal status. Federal legislation, team collaboration, special support services, and IEPs will be discussed. Every semester.

**EDU 552 Academic Skill Intervention for Exceptional Children** (3) Prepares prospective teachers to develop and implement special education and inclusive academic programs for the physically and/or mentally disabled student. Proven methods, strategies, and techniques will emphasize the required planning behind the use of such methods, strategies and techniques. Geneva students will be given the opportunity to practice the skills learned through field experience work in local educational agencies prior to the student teaching experience. Every semester.

**EDU 555 Survey of Disabilities (4-8 and Secondary)** (3) This course will provide 4-8 and Secondary Education aspiring teachers with a survey of the characteristics of special needs students, including differences in Cognitive, Physical, Social, Behavioral, and Language Development. Academic challenges of special education students will be highlighted including their specific needs and legal status. Federal legislation, team collaboration, special support services, and IEPs will be discussed. Fall semester.

**EDU 582 Intervention for Students in Inclusive Classrooms** (3) This course is designed to instruct the undergraduate student in techniques and strategies used in teaching students with special needs. It is designed to include technology as it relates to methods, how to use specific instructional approaches, and how to modify existing curricular methods to meet individual needs. Fall semester.

**EDU 590 Educational Technology** (2) This course is designed to explore the essential question of, "How can technology be leveraged to increase student achievement?" Various teaching strategies, models of instruction and technologies will be examined to discover how teaching and learning can be used to instill 21st century learning skills by increasing high order thinking, engagement, authenticity and personalization. Every semester.

**ENG 413 Teaching English as a Second Language** (3) Theory, principles, and practice of teaching English language skills to non-native speakers of English. Fall semester.

**ENG 582 English Grammars** (3) Traditional and modern, including generative grammar. Fall semester.

**PSY 551 Child Development** (4) Development and behavior from conception through middle childhood, including genetic influences, developmental processes, and psychological processes related to physical, linguistic, social, intellectual, emotional, and personal development. Fall semester.

**PSY 552 Adolescent Development** (4) Physiological, psychological, social, developmental, and educational aspects from the beginning of puberty to the attainment of maturity. Spring semester.

**SSC 505 Introduction to American Higher Education** (2) The purpose of this course is to help global students make a successful transition into the American university educational system. Students will learn about American professors' expectations, academic responsibilities, residential life, extracurricular activities, fitness, etiquette, higher education attitudes and values, study skills, and life skills. The course will often employ role-playing scenarios to help students practice responding to common situations that they will encounter. Fall semester.

**XCX 510 Foundations for Developing Intercultural Competence** (3) This course will introduce students to theoretical approaches to the development of inter- and intracultural competencies, the history of immigration and minority-majority relations in the United States, and strategies for promoting intercultural understanding between and among neighbors, on campus, and beyond. Spring semester.

### Master of Education with School Counseling Certificate

Geneva College's Master of Education with School Counseling Certificate offers academic training for current educators to pursue school counseling certification in the state of Pennsylvania. It is offered in both online and on campus delivery methods.

The program is designed for educators who are planning to remain in schools and those who are not interested in becoming licensed professional counselors but are seeking the school counselor certification only. Through this degree program, working adults can overcome the struggle between a busy working life and professional development, allowing current educators to take care of both the job they need and the future

they deserve. The program is also appropriate for non-educators seeking a school counseling certificate only.

### Program Information

Students earning this master's degree with certification will complete 36 credits. The program can be completed in as few as 21 months with teachers taking 2-3 classes per semester for five consecutive semesters. In addition, a required internship of only 410 hours is needed, which is about 1/3 less than the internship required in the MA in Counseling program.

This program is accelerated and non-CACREP accredited, providing an alternative route to certification for current educators who are not able or have no interest in completing a CACREP-accredited program. As such, this new master's degree provides educators with the flexibility to reach their goals while still maintaining a full-time work schedule.

### Degree Requirements

MSC 505	Testing & Appraisal	3
MSC 512	Research Design and Program Evaluation	3
MSC 514	Human Development	3
MSC 533	Career and Lifestyle Counseling	3
MSC 534	Social and Cultural Foundations of Counseling	3
MSC 536	Group Counseling	3
MSC 539	Professional Issues and Ethics in School Counseling	3
MSC 563	Organization and Management of School Counseling Programs	3
MSC 564	Curriculum, Learning, Inclusion, and Instruction for School Counselors	3
MSC 565	Child/Adolescent Counseling Practicum	3
MSC 568	School Counseling Internship	3
MSC 579	Marital and Couple Counseling/Therapy	3

For course descriptions, see the CNS courses with the same number. For example, MSC 505 is cross-listed as CNS 505.

### Master of Science in Cybersecurity

Cybersecurity is one of the fastest growing fields in the world. Students entering this field will have the opportunity to experience techniques, practices, and procedures that will aid in securing the systems,

databases, websites, and other organizational assets that are increasingly targeted by malicious actors. Students will learn both offensive and defensive procedures for attacking and defending networks. Students will be prepared to assist organizations in discovering and correcting system vulnerabilities. Students will be prepared to assist organizations in recovering from disasters, man-made and natural. The future is bright for cybersecurity. Many of the security needs that will be demanded by organizations is not even known or understood at this time.

### Degree Requirements (33 Credit Hours)

CYB 610	Intrusion Detection and Prevention	3
CYB 611	Cyberlaw and Cyberethics	3
CYB 620	Governance, Risk, and Compliance	3
CYB 625	Incident Response, Disaster Recovery, and Business Continuity	3
CYB 635	Operating Systems: Linux, Windows, Virtualization and Cloud	3
CYB 640	Wireless, Mobile, and Internet of Things	3
CYB 654	Principles of Cybersecurity	3
CYB 671	Digital Forensics	3
CYB 672	Ethical Hacking	3
CYB 680	Principles of Cryptography	3
CYB 690	Cloud Security	3

### Cybersecurity Course Descriptions

**CYB 511 Cyberlaw and Cyberethics** (3) This course helps students understand the legal and policy issues associated with the Internet. Tackling a full range of legal topics, it includes discussion of jurisdiction, intellectual property, contracts, taxation, torts, computer crimes, online speech, defamation, and privacy. Sessions include recent, relevant cases, discussion questions and exercises at the end of each lesson. This will also encompass research and presentation skills for public and organizational use. Spring semester.

**CYB 525 Incident Response, Disaster Recovery, and Business Continuity** (3) This course examines incident response through planning, implementation, management, and review. The student will learn underlying technological requirements, business requirements, and tools for combating regulatory mandates. This will also provide a real-world analysis of

human and non-human incidents in an international perspective. Spring semester.

**CYB 535 Operating Systems: Linux, Windows, Virtualization and Cloud** (3) This course introduces the fundamental concepts to understand operating systems design and usage. Topics include Windows Server (2016), Linux/UNIX, Virtualization (VMWare, Bochs, Xen, VirtualBox), and Cloud Computing. The student will be immersed in several operating systems, requiring proper configuration for network services and user administration. The student will be required to provide a research project involving the design, implementation, and management of a multiplatform and interoperable network. Spring semester.

**CYB 554 Principles of Cybersecurity** (3) This course provides an introduction to the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. The course covers new topics in network security as well, including psychological approaches to social engineering attacks, Web application attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security. The student will also gain presentation and management skills for information security projects. Fall semester.

**CYB 571 Digital Forensics** (3) This course presents the leading programs for practical forensic techniques. The text introduces legal and technical challenges, offering detailed coverage of crucial topics such as mobile forensics, Mac forensics, cyberbullying, and child endangerment. The practical activities require the student to extract, analyze, and report on several different digital media, using hands-on mastery of modern digital forensics tools and techniques. Spring semester.

### **CYB 572 Ethical Hacking** (3)

*Prerequisites: CYB 335 or CYB 535 or CYB 635.*

This course will investigate a multitude of topics needed to become an Ethical Hacker, Security Professional, or well-informed technology staff. This course will concentrate on real-world application of hacking techniques, ethical and spiritual motivations of malicious hackers, and defensive concerns for protecting systems. This course will provide a solid foundation for ethical hacking certifications and penetration testing with Metasploit. Fall semester.

**CYB 610 Intrusion Detection and Prevention (3)** This course investigates the methods by which security professionals can detect and respond to individual and persistent threats. In depth labs provide the student with the skills needed to implement and manage an intrusion detection or prevention system, while solid foundational theory allows the students to utilize any upcoming technology that the future may provide. Fall semester.

**CYB 611 Cyberlaw and Cyberethics (3)** This course helps students understand the legal and policy issues associated with the Internet. Tackling a full range of legal topics, it includes discussion of jurisdiction, intellectual property, contracts, taxation, torts, computer crimes, online speech, defamation and privacy. Sessions include recent, relevant cases, discussion questions and exercises at the end of each lesson. This will also encompass research and presentation skills for public and organizational use. Spring semester.

**CYB 620 Governance, Risk, and Compliance (3)** This course details the requirements to properly govern and maintain a technical enterprise. Topics include: Corporate Governance, IT Governance and Strategies, Operational Risk, Governance, Risk, and Compliance (GRC) Technology and Tools, and International Guidance. This course will focus on conducting internal audits to meet regulatory guidelines and consulting initiatives. Fall semester.

**CYB 625 Incident Response, Disaster Recovery, and Business Continuity (3)** This course examines incident response through planning, implementation, management, and review. The student will learn underlying technological requirements, business requirements, and tools for combating regulatory mandates. This will also provide a real-world analysis of human and non-human incidents in an international perspective. Summer semester.

**CYB 630 International Terrorism and Cyberwarfare (3)** This course will introduce the student to terrorism history and concepts, criminal and terrorist motivations and differences, global terror and crime network analysis, methods of influence, fraud, digital network analysis concepts, and methods to analyze dark networks. The student will understand the underpinnings of the current and past terror movements and methods currently employed to detect and disrupt these phenomena. Fall semester.

**CYB 635 Operating Systems: Linux, Windows, Virtualization and Cloud (3)** This course introduces the fundamental concepts to understand operating systems design and usage. Topics include Windows Server (2016), Linux/UNIX, Virtualization (VMWare, Bochs, Xen, VirtualBox), and Cloud Computing. The student will be immersed in several operating systems, requiring proper configuration for network services and user administration. The student will be required to provide a research project involving the design, implementation, and management of a multiplatform and interoperable network. Spring semester.

**CYB 640 Wireless, Mobile, and Internet of Things (3)** This course will introduce the student to the Internet of Things and cloud-based communication systems. This includes concepts for energy management, monitoring, wireless networking, and mobile communication. Spring semester.

**CYB 654 Principles of Cybersecurity (3)** This course provides an introduction to the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. The course covers new topics in network security as well, including psychological approaches to social engineering attacks, Web application attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security. The student will also gain presentation and management skills for information security projects. Fall semester.

**CYB 660 Secure Programming (3)** This course will introduce the student to secure programming techniques and concepts that focus on common pitfalls programmers encounter when striving to publish their code. This includes handling input, buffer overflows, output and exceptions, and other common issues. There is also a focus on web-enabled systems and deployment of C and Java-based software. Spring semester.

**CYB 671 Digital Forensics (3)** This course presents the leading programs for practical forensic techniques. The text introduces legal and technical challenges, offering detailed coverage of crucial topics such as mobile forensics, Mac forensics, cyberbullying, and child endangerment. The practical activities require the student to extract, analyze, and report on several different digital media, using hands-on mastery of

modern digital forensics tools and techniques. Spring semester.

### **CYB 672 Ethical Hacking (3)**

*Prerequisites: CYB 335 or CYB 535 or CYB 635.*

This course will investigate a multitude of topics needed to become an Ethical Hacker, Security Professional, or well-informed technology staff. This course will concentrate on real-world application of hacking techniques, ethical and spiritual motivations of malicious hackers, and defensive concerns for protecting systems. This course will provide a solid foundation for ethical hacking certifications and penetration testing with Metasploit. Fall semester.

**CYB 680 Principles of Cryptography (3)** This course introduces the student to cryptographic concepts, tools, and techniques for both protection and malicious attack. The student will be introduced to cryptography attack algorithms and procedures, as well as, corrective procedures. This will include encryption algorithms, hashes, and usage scenarios for corporate and personal application. The student will be required to implement several cryptographic tools in laboratory exercises. Summer Semester.

**CYB 690 Cloud Security (3)** Cloud computing is used in every facet of private and public organizations around the world. This course discusses concepts related to cloud computing and provides insight into the risks and solutions to protect cloud computing resources. Summer semester.



## **Campus Life at Geneva**

### **Academic Advising**

Faculty advisors are assigned to all new students during their fall semester at the college. Once a student declares a major, the role of advisor is usually assumed by a faculty member in the student's major department.

Though primarily a mentor responsible for counseling with advisees about academic matters and approving course selection at registration time, an advisor may offer information and encouragement relating to summer employment or study, graduate school programs, and occupational or career opportunities. Students are urged to maintain personal as well as professional acquaintance with their advisors.

### **Advising Worksheet**

All students are encouraged to utilize the Advising Worksheet that is available to students through myGeneva. Math, Reading & Writing, and the Foreign Language & Culture proficiencies are displayed in the first section of the Advising Worksheet so that students can see if they have met these or not. Next, all Geneva College Core curriculum requirements, major requirements, along with the concentration, and/or minor(s), and the electives for the academic programs of the student are presented on the Advising Worksheet. Any transfer coursework that was accepted into Geneva College for the student will show on the Advising Worksheet as well.

Students are encouraged to review the Advising Worksheet with their advisor every semester to confirm they are on target for graduation. The Advising Worksheet will show all of the progress of the student, including the student's grades and GPA, and credit total. The department check sheet (if used by the dept) will assist the student in planning when to take certain courses. Together, these two documents will make academic planning a success.

### **Community of Learners**

Traditional undergraduate students complete a one-credit hour academic core requirement course during the fall semester of their first year. Geneva College helps students succeed by focusing on the characteristics responsive to transformation: promoting higher levels of academic, interpersonal, and intrapersonal performance within in the college environment. To accomplish this goal, students will develop a valuable perspective of college while concurrently developing skills useful for navigating college life.

In effect, this course explores the topic of college as its primary subject to help students thrive in this newly discovered context. This class is a graduation requirement for all incoming freshmen. Students will be

registered for this course based on their major: EGR 100, HON 101, NUR 100, SSC 101.

There is separate course of the Learning and Transitions class for transfer students (SSC 104 College, Calling, & Career) to assist with orientation to the Geneva campus, explore the College's commitment to a biblical worldview and the topic of calling and vocation.

## Residence Life

Residence Life seeks to provide all resident students opportunities for spiritual and individual growth, maturity, and leadership. This is provided in a safe atmosphere that allows for cooperative community learning and living. These communities are led by professional residence directors and a building team of upper-class student leaders including resident assistants.

Residential students are housed according to one's given biological sex established at birth. Traditional style residence halls have two students per room, apartment style residences house three to six students per apartment, and small houses adjacent to the campus have a variety of arrangements. Housing requirements, which are published yearly in the Student Handbook, include, but are not limited to, living off-campus at a parent or legal guardian's home, faculty or staff member's home, family of another commuter or living on campus in residential housing. A variety of meal plans are available to all students and are a requirement for resident students.

## Chapel

As part of Geneva's educational mission, the college conducts a chapel service from 10:10-11:00am each Wednesday morning during the academic year when classes are in session. These services gather the whole campus community together to hear and sing God's word and to seek him in prayer. Messages apply deep biblical truth in a warmhearted way, engaging the hearts of attendees on the soul-deep issues of our time and helping them to understand and live out the grace and glory of the risen Christ.

There are 15 chapel opportunities per semester; students are required to attend 11 per semester (an academic convocation in the fall semester counts for one chapel attendance). Students may track their attendance online on myGeneva.



If students fail to attend the minimum 11 services per semester, they must attend a meeting held on "Reading Day" of that semester's finals week. During the meeting, instructions about making up for missed chapels are given.

Students must listen to the audio recordings (available on the college website) of missed chapels and submit to the Student Development office within 10 days of the meeting, a two-page, single-spaced paper for each chapel missed beyond the four allotted skips per semester.

Any dispute about whether a student attended on a particular date must be raised within four weeks of the disputed date, or it will not be considered.

## Privacy Issues (FERPA)

The Family Educational Rights and Privacy Act (or FERPA) affords students certain rights with respect to their educational records and personal information. The following section specifies Geneva's policies in relation to FERPA.

## Educational Records

1. A student has the right to inspect and review their education records within 45 days from the date the College receives a request for access.
2. A student should submit a written request that identifies the record(s) he/she wishes to inspect to the Registrar's Office, head of academic department, or other appropriate official. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.
3. A student has the right to request the amendment of the education record that the student believes is

inaccurate or misleading. A student should write to the College official responsible for the record, clearly identifying the part of the record that they want to have changed and specify why it is inaccurate or misleading.

4. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the student if the right of hearing is granted.

5. A student has the right to consent to the disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

6. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests, i.e. if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees or Board of Corporators; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in the performance of his or her tasks.

7. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks to be enrolled.

8. College to comply with the requirements of FERPA.

The office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

9. The College may also disclose personal information when a student's health/safety are in jeopardy of if/when a student poses a significant threat to self or others.

## Parental Rights

In order to respect the role of parents, all new students will be asked to sign permission for their educational records to be shared with parents upon request. All inquiries will be made through the Office for Student

Development and a written record of such requests will be maintained. Respecting fully the need for students to take responsibility for their own actions, a designated College official will inform the student when and by whom such a request for information has been made.

If a student is a dependent for tax purposes, neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access to the child's educational records without the student's consent. A student may petition in writing to the Dean of Students that information not be disclosed to a specific individual.

For alcohol/controlled substance violations, the College is permitted to disclose information regarding the violation to the parents of any student under the age of 21. If the student is a dependent for tax purposes, the College may disclose the information to the parents without the student's consent regardless of age.

## Traditional Undergraduate Admission Policy and Procedures - High School Requirements and Preparation

To be admitted to Geneva College all students must have:

- Received a high school diploma or possess an equivalency diploma or is beyond the age for required school attendance (age 18) but can demonstrate, through proficiency testing provided by the college satisfactory proficiencies in Reading, Writing, and Math.
- Completed at least sixteen units of academic study in grades nine through twelve. These units consist of:
  - English - 4 units
  - Foreign Language (one language) - 2 units
  - Social Studies - 3 units
  - Science - 1 unit
  - College Preparatory Mathematics - 2 units
  - Electives - 4 units

## Probationary Admission

If the college desires to admit a student but has some concern about the student's academic success based on some aspect of his/her previous academic record, it will admit the student on what is called "academic probation." Academic Probation carries with it specific restrictions and requirements that are intended to encourage satisfactory academic performance.



There are three areas of proficiency that need to be met: math proficiency, reading & writing proficiency, and foreign language & culture proficiency. Detailed information on how to meet each of these proficiencies follows this section.

Students on academic probation are also required to develop a learning contract which will be monitored by the Student Success Center. For more information about services offered by the Student Success Center, please consult the Student Handbook or contact the Director of the Student Success Center via email at [ssc@geneva.edu](mailto:ssc@geneva.edu).

The final high school transcript will be considered complete and closed as of the date of the high school graduation, indicated on the transcript. No additional high school transcript will be accepted after the final transcript is received. The graduation date is the date identified on the final transcript.

## Math Proficiency

Math proficiency is determined by the SAT, ACT, or CLT score (see below). For students who matriculate at Geneva College without the supporting documentation provided by the SAT, ACT, or CLT math score, demonstration of math proficiency will not be assumed and may be accomplished by the same methods used for those who must demonstrate math proficiency due to low scores. Math proficiency status for international students will be determined by the Department of Chemistry, Mathematics, and Physics on a case-by-case basis.

Math proficiency is determined by completing one of the following:

1. A 2016 SAT Math score of 510 or above.
2. An ACT Math score of 19 or above.
3. A CLT Quantitative Reasoning Score of 18 or above.
4. Passing MAT 101 College Algebra with a C- or higher.
5. Take and pass a higher math course at Geneva that is part of the calculus sequence (MAT 120 Precalculus, MAT 161 Calculus).
6. Transfer a 100-level or higher college algebra course from an accredited college.
7. Pass the math proficiency challenge exam.
8. Passing MAT 095 Algebra with a C- or higher. This course does not count towards career hours earned.

The math proficiency challenge exam will be offered by the Department of Chemistry, Mathematics and Physics as follows:

- During each summer orientation (new students) at published dates and times.
- During fall orientation (new students) at published dates and times.
- During spring orientation (new students) at published dates and times.

Advance registration is required. For exam scheduling information, call the department office at 724-847-6710.

## Reading & Writing Proficiency

Reading & Writing proficiency may be determined by SAT, ACT, CLT scores, or transfer credits.

Proficiency for Reading & Writing is determined by completing one of the following:

1. A 2016 SAT Evidenced-Based Reading & Writing score of 460 or above.
2. An ACT Reading + English score of 32 or above for students entering in the 2020-21 academic year or later.
3. A CLT Verbal + Grammar score of 41 or above.
4. A grade of B- or higher in a developmental Reading & Writing course.
5. Receive credit for ENG 101 through an AP Language & Composition test score of 4 or higher.
6. Transfer ENG 101 or equivalent from an accredited college.
7. Pass the Reading & Writing Proficiency Exam.
8. Pass ENG 100 with a grade of C- or higher *and* pass HUM 100. The combination of these two Geneva courses fulfill reading & writing proficiency.

## Foreign Language & Culture Proficiency

Any student who did not have two years of the same foreign language in high school is considered to have a foreign language deficiency. Students who did not have two years of the same foreign language in high school must meet their foreign language deficiency by:

1. completing both 101 and 102 of the same language. This can be done by taking both 101 and 102 in Spanish, Greek, Hebrew, or an Independent Study at Geneva, or by transferring in 101 and 102 from another college. Students can also complete CDS 160 American Sign Language 1 and CDS 165 American Sign Language 2 at Geneva to fulfill this requirement.

*OR*

2. completing a one-semester study abroad experience in a non-English speaking country which includes one 3-credit (or more) foreign language course at any level, in any language commonly spoken in the host country (i.e.



Italian 101 in Rome, Arabic 101 in Jerusalem, Spanish 102 in Seville, etc.). Required grade for the language course: C or higher.

International students and American students who lived outside the United States may apply to the Provost for an exception to this policy if they lived in a country where English is not the primary language.



## Acadeum

Geneva College occasionally utilizes a variety of online courses through Acadeum, a consortium of CCCU and CIC accredited colleges and universities that share online course offerings. Courses taken through Acadeum are considered Geneva College credits, thus the grade applies to the GPA.

As the home institution for the student, Geneva College works with the teaching institution to get the student enrolled. Once enrolled, the appropriate course billing will show on the Geneva College student's account for any applicable financial aid or other benefits. Geneva College takes care of paying the teaching institution. There are additional fees for Acadeum courses; please see Schedule of Fees & Tuition for more details.

VA/DOD beneficiaries wishing to use this option can take classes only from institutions that are also VA/DOD approved.

## Advanced Placement

Geneva College may grant college credit for satisfactory completion of a college-level course in a secondary school or for particular scores on an advanced placement examination of the college Entrance Examination Board. Placement and college credit are determined by the Registrar's Office and the chairperson of the appropriate academic department. AP score reports should be sent to the Geneva College admissions office. For AP information and

recommendations, please check the AP Information Table on the Geneva website  
<https://www.geneva.edu/academics/registrar/clep>.

## College Level Examination Program (CLEP)

Geneva College awards credit for some CLEP tests. For more information, please check the Geneva website  
<https://www.geneva.edu/academics/registrar/clep> for details on the policy statement and information.

## Credit by Examination

For students pursuing a bachelor's degree, Geneva College will award a maximum of 24 credits for any Credit by Exam options. For an associate degree, the maximum will be 12 credits. Students should be aware the AP examinations, CLEP examinations, International Baccalaureate examinations, and college courses taken prior to or after enrolling at Geneva College may be duplicative. In these cases, Geneva will award credit for only one.

Students may not receive credit by CLEP examination for any of the following courses once they matriculate to Geneva College: BIB 300, HUM 103, 203, 303, or POL 352.

## Geneva College Credit by Examination

Prior to or during the first 12 months of attendance at Geneva, a student may receive course credit or exemption by passing a comprehensive examination if and only if such an examination has been approved to be offered by the department chair. The eligible courses are determined by the department in which they are offered and the examination may be taken only once for each course. The examination fee is \$75. If credit is desired, there is an additional fee of \$50 per credit. Credit and a letter grade must be obtained if the course is in the student's major or in the core requirements. The grade for electives may be any letter grade or credit-no credit as determined by the instructor. Upon receiving the receipt for payment and a memo from the instructor recording the grade, the credit hours are entered on the transcript.

## General Certificate of Education Advanced Level (GCE A Level)

Credit may be awarded for students who score a B or higher on a GCE A level exam. These are offered in the United Kingdom and some commonwealth countries. Official transcripts should be submitted to the Registrar's Office.

## International Baccalaureate

Credit may be awarded to students who have taken higher-level courses in the International Baccalaureate Program and who have scored at least a 5 (on a 7-point scale) on the higher-level course examinations. Such credit generally is awarded on a course-by-course basis as recommended by the appropriate Geneva College department. No credit will be awarded for the standard level exams. International Baccalaureate transcripts should be submitted to the Registrar's Office.

## Joint Services Transcript

Geneva College will review the Joint Services Transcript to compare documented coursework and training experience against the requirements of the chosen degree and will award credit where there is equivalent experience. These credits may be used to fulfill major, minor, core, or elective requirements.

## Evaluation of Credit Hours (Transfer Credit)

Once admitted to Geneva College, an official evaluation of credit hours earned at other institutions will be sent to the student. Upon enrollment at Geneva, any additional certified grades will be evaluated and updated by the Registrar's Office. An unofficial evaluation of credit hours may be done at any point, even prior to application for admission. To inquire further about this, contact the admissions office. At the time of acceptance for admission, the transfer student receives an evaluation of credit hours which have been earned. Whenever additional grades are certified, the evaluation is updated by the Registrar's Office.

## Policies For Students Who Transfer to Geneva from Other Institutions

The class standing of any transfer student will be based on the number of credits accepted in transfer. Courses judged by the Registrar's Office to be equivalent to Geneva courses will be distributed to meet general and major requirements (subject to the limitations noted below). Courses which are judged not to be equivalent to Geneva courses will be accepted as electives (subject to the limitations below).

All credits transferred to Geneva that are certified on official transcripts are listed on the Geneva transcript. Geneva will only use transfer students' grades and GPA from transfer credits: (1) to determine the initial admission decision, (2) to determine eligibility for financial aid for the first year at Geneva, and (3) to determine athletic eligibility in the first semester at

Geneva. It should also be noted, however, that the Pennsylvania Department of Education (Chapter 354) requires that any and all courses taken by Education majors must be included in the student's career GPA for certification purposes. Course equivalencies are determined by the Registrar's Office with input, as necessary, by the appropriate Department Chair.

In addition to the policies described in the two preceding paragraphs, each of the following requirements govern the extent to which courses transferred from other institutions will be counted toward a Geneva degree:

- SAT/ACT/CLT Scores for students transferring from another college (post high school graduation) are generally not required. Scores may be requested, depending on the student's academic achievement at their previous college. An academic reference letter or entrance interview may also be required.
- Ordinarily only credits earned at institutions accredited by Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), the Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC) or in the case of international transfers, nationally approved institutions will be accepted as transfer credit.
- Only courses for which a grade of C- or better has been given will be accepted in transfer. Please note, however, that courses with grades below C- will be included in the calculation of GPA for the three purposes described above (admission, financial aid, and athletic eligibility).
- A minimum of 40 credit hours overall, and at least 12 of the last 30 credit hours, must be earned at Geneva.
- Fifteen credits or 25%, whichever is larger, are required in the major. These credits must include the program's capstone/seminar course if applicable.
- A minimum of one-third of a minor must be earned at Geneva.
- Courses transferred from another institution will be counted in the same semester that the credit-granting institution that granted the credit designated the course.
- The following three courses *must* be taken at Geneva College:

**BIB 300**

Biblical Worldview: Testing the

	Spirits of Our Age	3
<b>HUM 103</b>	Invitation to the Humanities	3
<b>POL 352</b>	Great Issues in Politics	3

In the case that a student is transferring a course from a full member CCCU institution that is determined to be equivalent to BIB 300, three other credits in the core may be substituted for this requirement upon approval of the Core Studies Department. Transfer courses will not be considered for HUM 103 or POL 352.

- For associate degrees a maximum of 24 credits may be transferred.

Requests for exceptions to any of the above policies must be made in writing to the Academic Dean. Usually, the Academic Dean will consult with the appropriate department chair, the faculty advisor (when appropriate), and the Registrar's Office before granting any exception request.

### **Policies for Current Geneva Students Who Wish to Transfer Course Credit to Geneva**

Geneva students are permitted to enroll in courses at other institutions and transfer the credits and grades for these courses to Geneva. However, all of these transfer courses must be approved in advance by the Registrar's Office with assistance from a student's faculty advisor. Department chairs also may require students to repeat certain courses in the major if the age of, or if a student's performance in, the transfer course do not adequately support adequate achievement in the major.

Course equivalencies are determined by the Registrar's Office with input, as necessary, by the appropriate Department Chair. In addition to the policies described in the preceding paragraph, each of the following requirements govern the extent to which courses that Geneva students take at other institutions will be counted toward a Geneva degree:

- Ordinarily only credits earned at institutions accredited by Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), the Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC) or in the case of international

transfers, nationally approved institutions will be accepted as transfer credit.

- Only courses for which a grade of C- or better has been given will be accepted in transfer. Both the grade and the credit will be transferred to Geneva. In addition, the Pennsylvania Department of Education (Chapter 354) requires that any and all courses taken by Education majors must be included in the student's career GPA for certification purposes.
- A minimum of 40 credit hours overall, and at least 12 of the last 30 credit hours, must be earned from Geneva.
- Fifteen credits or twenty-five percent, whichever is larger, are required in the major. These credits must include the program's capstone/seminar course if applicable.
- A minimum of one-third of a minor must be earned at Geneva.
- Courses transferred from another institution will be counted in the same semester that the credit-granting institution that granted the credit designated the course.
- In order to replace a grade for a course previously completed at Geneva, any 200-level course or above must be repeated at a four-year institution.
- A minimum of one-third of the required credit hours in the core must be earned at Geneva. These courses must include Foundations of Christian Thought (BIB300), Great Issues in Politics (POL 352), and the Humanities sequence of HUM 103, 203, and 303. Students may not receive credit by CLEP examination for any of the courses on this list once they matriculate to Geneva College.
- For associate degrees, a maximum of 24 credits may be transferred.

### **Policies for Current Geneva Students Who Wish to Enroll in an Approved Off-Campus Study Program and Transfer Course Credit to Geneva (Including CCBC Aviation Students)**

Geneva students are permitted to enroll in courses at other institutions and transfer the credits and grades for these courses to Geneva. In addition to the CCBC-Aviation program, other approved off-campus study programs are listed on page 150 in the catalog. During a semester in which a student is enrolled in these programs, Geneva processes financial aid. All of these off-campus study courses must be approved in advance by the Registrar's Office with assistance from a student's faculty advisor and the Crossroads Office.

Department chairs also may require students to repeat certain courses in the major if the age of, or if a student's performance in, the transfer course do not adequately support adequate achievement in the major.

Course equivalencies are determined by the Registrar's Office with input, as necessary by the appropriate Department Chair. In addition to the policies described in the preceding paragraph, each of the following requirements govern the extent to which courses that Geneva students take at other institutions will be counted toward a Geneva degree:

- Ordinarily only credits earned at institutions accredited by Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), the Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC) or in the case of international transfers, nationally approved institutions will be accepted as transfer credit.
- All grades at the OCS program will be transferred to Geneva and recorded on the Geneva academic record, including D, F, and W grades. Both the grade and the credit will be transferred to Geneva. In addition, the Pennsylvania Department of Education (Chapter 354) requires that any and all courses taken by Education majors must be included in the student's career GPA for certification purposes.

Requests for exceptions to any of the above policies must be made in writing to the Academic Dean. Usually, the Academic Dean will consult with the appropriate department chair, the faculty advisor (when appropriate), and the Registrar's Office before granting any exception request.

## International Students English as a Second Language (ESL)

Students who matriculate to Geneva College and whose first language is not English are required to complete an English language proficiency test before they can begin classes. The ESL instructor will evaluate the student's performance on the proficiency test and recommend ESL coursework, if deemed necessary, to be undertaken alongside the minimum full-time course load. For F1 visa holders, ESL courses cannot be included in the

required full-time course load to maintain F1 status. While ESL courses count in the total credits taken in a semester, they do not count as credits toward graduation.

ESL courses (English for academic purposes) include:

ESL 310	Academic Oral Communication (2 credit hours, 3 classroom hours)
ESL 320	Academic Writing (2 credit hours, 3 classroom hours)
ESL 330	Academic Reading (2 credit hours, 3 classroom hours)
ESL courses	(bridge program)
ESL 410	Academic Oral Communication (2 credit hours, 3 classroom hours)
ESL 420	Academic Writing (2 credit hours, 3 classroom hours)
ESL 430	Academic Reading (2 credit hours, 3 classroom hours)

Course descriptions for these ESL courses can be found on page 121.

## International Students – Health Insurance Coverage

All international students must pay for group medical insurance or provide proof of similar insurance coverage from their home countries.

## Post-Baccalaureate

After having completed a baccalaureate degree, college graduates may wish to take additional courses to earn a second bachelor's degree, to complete teacher certification, or to learn new skills. Upon presentation to the Registrar's Office of an official transcript showing a conferred baccalaureate degree, a student may enroll in any Geneva course or program of studies at the regular fee. In addition, Geneva offers five graduate degree programs.

## Readmission

Students who discontinue course work at Geneva for any reason must apply for a readmission at 30 days prior to the semester in which they wish to enroll. The form is available in the Registrar's Office or online:

[https://www.geneva.edu/academics/registrar/registrar\\_downloads](https://www.geneva.edu/academics/registrar/registrar_downloads).

## Teacher Certification Candidates

Candidates who have their bachelor's degree but wish teacher certification must furnish one official transcript

of all college work to the department of education and must meet with the Education Department Certification Officer to establish a program that will result in the education department being able to recommend the individual for certification in Pennsylvania (see page 56). High school transcript and SAT scores are not necessary, but the education department requires that applications for student teaching be made at least one semester in advance. Course work accepted for the purpose of achieving teacher certification will have to be of such recency and quality as to be relevant to current state certification standards.

## Transient Students

Students in good academic standing at other accredited institutions are approved for registration upon presentation of Geneva's transient student certificate bearing the appropriate signature and seal from their college or university. This arrangement is particularly useful for study in Geneva's summer program. Transient students accept full responsibility for securing their institution's approval of the courses they take at Geneva, and the transient status must be renewed each semester or summer.

## Applicants on a Sex Offender List

The Campus Sex Crimes Prevention Act (Section 1601 of P.L.106-386) requires every state-registered sex offender to notify any college or university where he or she is an employee or student. If at any point during the admissions process, or while a student is currently enrolled, the College learns that an individual is on a registered sex offender list, the College will meet with the individual to discuss the continuation of the admissions process or continuing as a student of the institution. If this information is brought forward during the admissions process, the admissions director may choose to consult with the Academic Administration or other appropriate authorities before an admissions decision is made.

In addition, it is important to note that students must indicate on their application whether they have been convicted of a felony or misdemeanor. If a student does not disclose a conviction and the College later learns of it, the failure to disclose will be a basis for immediate dismissal from the College. If a student does not disclose that he or she is a registered sex offender, this failure to disclose will also be a basis for dismissal.



## Financial Information

### Rates and Fees

Full-time tuition includes a full-semester load of course instruction, the use of the library, computer labs, and the physical education facilities of the college, and admission to all athletic competitions. A schedule of at least 12 credit hours and not more than 18 is considered to be a full-semester load and is subject to regular per-semester tuition. Tuition charges for less than 12 credit hours or more than 18 credit hours, and for summer school students, are charged a per credit hour rate. Students are charged the normal rate for repeat coursework.

### Deposits

All new and readmitted students confirm their acceptance with a \$250 enrollment deposit. The enrollment deposit is refundable when the student is no longer enrolled as long as other student account balances have been paid. The enrollment deposit is required for both resident and commuter students.

All charges are subject to change each academic year.

### 2025-2026 Schedule of Fees & Tuition

For the complete list of schedule of fees, please visit the Geneva website for more information:

<https://www.geneva.edu/student-accounts/tuition-costs>.

## Fall/Spring

### Undergraduate Program

(per semester)

Description	Fee
Tuition per semester (12-18 credit hours) <sup>1</sup>	\$16,490
Campus Service Fee <sup>2</sup>	\$750
Housing & meal plan per semester <sup>3</sup>	\$5,850
Extra Hours Tuition <sup>4</sup>	\$1,100

Nursing Program reduced rate	\$14,515
Online Course Fee <sup>5</sup>	\$100
Academy Fee	Summer - \$75/cr hr
	Fall/Spr - \$310/cr hr
Book Fee	\$25 /cr hr

<sup>1</sup> Accounting-CPA, Accounting & Business-Scholars, Computer Science/Cybersecurity Dual Degree programs & eligible Honors Programs are approved for up to 20 credits at the full-time tuition rate.

<sup>2</sup> Campus Service Fee is non-refundable after the start of the term.

<sup>3</sup> Full 21 meal plan—Both a fourteen-meal plan and a block plan option is available to upperclassmen.

<sup>4</sup> Charge per credit for students taking less than 12 credits or more than 18 credits per semester.

<sup>5</sup> Online Course Fee is charged per online course enrolled in and non-refundable after the start of the term (online courses only).

## Department Fees

(per semester)

Several courses in the education and science departments have student fees. All courses that require work with a school district and payment to a certified cooperating teacher, have a fee. Contact the education and science departments for complete information.

CDS 450	\$300
Private Music Lessons—1 credit hour	\$325
Private Music Lessons—2 credit hours	\$650
Private Music Lessons—3 credit hours	\$975

## Summer Sessions

Geneva offers two summer sessions—May@Geneva and Summer II. During May@Geneva, all major college facilities remain open, though some on limited schedules. Housing & meal plans are available during May term.

Students may take from 1-7 credits during May in any combination of 1, 3, and 4-credit classes. Registration for May@Geneva opens in the fall (during the registration period for Spring/Summer courses) and remains open until the first day of classes.

Summer II classes meet on variable schedules starting after May@Geneva, the details of which are available in the online listing of classes.

## Summer

Please check the Geneva website for current info & schedule of fees:

<https://www.geneva.edu/academics/registrar/summeratgeneva>.

Description	Fee
Tuition for all summer term classes, per semester credit hour	\$360
Housing & meal plan fee, May@Geneva	\$480
Administrative fee (applies to each student enrolled in May@Geneva)	\$95
Online Course Fee	\$100

Course Fee Note: Any fees charged for any course during the fall or spring semester will also be applied to these courses during the summer terms.

## Billing for May@Geneva

- Full payment is due before the first day of the term.
- Housing & meal plan is billed as one lump sum for May term. There is no separation of housing & meal plan. There are no week-by-week charges.

## Refund Policy

Details about the tuition and fee refund policies can be found online at the following link:

<https://www.geneva.edu/student-accounts/policies/financial-policies>.

## Financial Aid

Geneva grants and scholarship are generally not available in the summer. Some federal grants and loans may be available. Interested families should contact the Office of Financial Aid to discuss the benefits and options.

## 2025-2026 Schedule of Fees & Tuition

### Graduate Tuition

Degree Program	Tuition per Credit Hour / fees
MBA Classroom / Online	\$699
Master of Arts in Higher Education	\$699
Master of Arts in Counseling	\$699
Master of Science in Cybersecurity	\$699
Master of Education	\$699
Tech fee per semester	\$250

## Teaching Certificate Courses

Tuition per credit hour (including audit) \$699

## Online Degree Program

Major and Elective Courses (per credit hour) \$456  
Admin fee per credit hour \$43



## Early College

On Campus & Online (per credit hour) \$198

## Refund Schedule

Refunds for tuition, housing & meal plan charges are given according to the schedules:

<https://www.geneva.edu/student-accounts/policies/financial-policies>.

- The effective date of withdrawal is based on when the Registrar's Office or your Program Director (for adult and graduate students) has been properly notified. Traditional undergraduate students withdrawing from the fall or spring semester may notify the Student Development office instead.
- Adjustments to financial aid will happen in accordance with federal, state and institutional policies. Check with the Office of Financial Aid for details in advance of changing your plans to best understand the financial impact. You may also review the policies online: <https://www.geneva.edu/financial-aid/resources>.

## Payments

Payments can be made online through the NelNet Student Account portal of MyGeneva by EFT or credit card. Payments can also be made by check, cash, or money order in the Office of Financial Aid. eBill notifications will be sent to the student's Geneva email address at least monthly once registration has occurred. All checks should be made payable to Geneva College and should include the student's identification number. For traditional students, all charges for the semester are due by August 10 for the fall semester and by January 2 for the spring semester. For all other programs, charges must be paid within 10 days of the start of the semester (except MBA students who must pay before the start of each course). Additional details can be found here: <https://www.geneva.edu/financial-aid/resources>. All charges, net of financial aid, are to be paid prior to the due dates.

Tuition payment plans are available to traditional undergraduate students, Online Degree students, and select Graduate Programs. Students can get details and enroll through their MyGeneva/Nelnet student account. All international student payments should be received at Geneva College via wire transfer or money orders only for their first semester on campus. They are eligible for payment plans the subsequent semesters. All international student accounts must be paid in full by the semester due dates.

## Scholarships and Financial Aid Eligibility

Geneva College processes financial aid in a variety of types (scholarships, grants, loans, and work study) and these awards come from a variety of sources: Geneva, federal government, state government, and private organizations.

The aid offered by Geneva includes:

- Academic Scholarships based upon SAT/ACT/CLT scores and high school GPA
- Grants based upon financial need determined by the Free Application for Federal Student Aid (FASFA) results
- Grants based upon membership in certain denominations, geographic region, high school, etc.
- Part-time employment on campus through institutional work study

Geneva College also processes private scholarships, private loans and a variety of outside benefits including: Veterans Education Benefits, National Guard, Federal Tuition Assistance, OVR, Trade Act benefits, etc.

To apply for military benefits, Geneva College (FC:00326700) requires:

- 1) Certificate of Eligibility VA Education
- 2) Written Request of student (a. Geneva Military Enrollment Certification Request form)
- 3) Additional information-
  - a. Geneva Military Enrollment Certification Request Form (annually)
  - b. For Veterans: Copy of DD214
  - c. For transfer students: VA Form 22-1995 (Request for Change of Program or Place of Training)
  - d. For Veterans and Service Members: (JST) Joint Services Transcript

**Attention Federal and State Financial Aid recipients:**  
**Be advised that courses not needed for your program(s) of study are not eligible for federal or state financial aid. Please consult with your advisor if your Advising Worksheet on my.geneva.edu indicates that you are enrolled in Additional Coursework.**

Full information can be obtained from the Office of Financial Aid or online at the following link: <https://www.geneva.edu/financial-aid>.

Continuation of financial aid from year-to-year depends on the student's making "satisfactory progress" toward a degree and meeting filing deadlines. Each institution

is required by federal law to establish a set of minimum standards. Satisfactory Academic Progress is checked at the end of the spring semester for students in all academic programs. For the cohort type programs (such as degree completion programs), it is checked after the term that most closely corresponds to the spring term.

To receive institutional and federal financial aid, which includes grants, loans and work-study, students must meet minimum academic standards as indicated below:

1. Undergraduate Students: All undergraduate students who have earned less than 60 credits must maintain a minimum 1.70 Cumulative G.P.A. Undergraduate students who have earned 60 credits or more, must maintain a minimum 2.00 Cumulative G.P.A. Undergraduate students must also maintain pace of progression, which is earning 2/3 of all credits attempted, making progress so that the degree completion is within the 150% maximum timeframe.

2. Graduate Students: Graduate students are making satisfactory academic progress if they are achieving a minimum of a 3.00 Cumulative GPA. Graduate students must also maintain pace of progression, which is earning 2/3 of all credits attempted, and making progress so that the degree completion is within the 150% maximum timeframe.

### **Cumulative GPA**

The cumulative GPA cannot be rounded to meet Satisfactory Academic Progress. Remedial credits and GPA from transferring school are not counted in the cumulative GPA.

### **Pace of Progression**

Students in all programs must earn 2/3 of their cumulative attempted credits at each Satisfactory Academic Progress evaluation point. Credits attempted include credits for courses in which a student has withdrawn. Credits earned will only be those credits for courses with grades of "A" through "D" and grade "P." Grades including "F," "W," and "I" will not be considered earned. A repeated course previously passed can only count as earned once (even if your program requires a higher grade).

Transfer credits accepted by the Registrar's Office toward the completion of the student's degree program will count as both hours attempted and hours completed.

Remedial credits do not count towards degree requirements and are not college level, they are not included in the total credits earned on the transcript and are not used when determining sufficient academic progress.

### **Maximum Timeframe**

For federal financial aid purposes, a student must complete their program with 150% of the number of credits required for their program of study. The maximum time frame for full time students to complete a program of study is five years or ten full time semesters. For part time students, the maximum time frame to complete a program of study is ten years or twenty part time semesters. It is important to note that the student is ineligible at the evaluation point where it is indicated that they will exceed the maximum timeframe, NOT at the point that they reach the maximum timeframe. A student for whom it has been determined cannot complete within the max timeframe is no longer eligible for federal aid and cannot appeal their standing.

### **Financial Aid Review and Appeal Policy**

If, after review at the end of the spring semester, it is found that the student has not maintained Satisfactory Academic Progress, the student will be placed on financial aid suspension and be ineligible for federal or Geneva aid until the minimum requirements of Satisfactory Academic Progress have been attained. The student will be contacted at his or her Geneva College email address with an option to appeal. The appeal form is found in the financial aid suspension email notification and can be submitted through the student's Financial Aid Portal. If approved, the Office of Financial Aid will send a letter via email indicating the details of the approval.

Note:

A student placed on Financial Aid Suspension may not receive any Federal or Institutional aid. State aid has separate academic progress policy. The Pennsylvania State Grant requires 24 credits per academic year as a full-time student and does not have a GPA requirement.

Academic scholarships, and other Geneva aid, may also have additional requirements (see your scholarship letter from Admissions or contact the Office of Financial Aid for the details of your aid).

Since we check progress annually, we do not have warning or probation periods. Even if a student does



not receive federal financial aid, this policy still applies. Past periods of not making satisfactory academic progress, whether receiving aid or not, can and will impact federal financial aid eligibility in future terms.

Please check the Geneva College website for up-to-date information and details.

## Federal Aid Refund Policy

The student Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations. If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds.

Recalculation for federal aid is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student may owe money to Geneva. (See tuition refund policy for more details or make an appointment with the Office of Financial Aid to review your situation.)

If a student drops a course but does not completely withdraw from the term, the Federal Pell Grant recalculation date is the first day of the term. In other words, Federal Pell Grant eligibility will be based on the number of credits enrolled at the start of the term.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-

withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Loans (other than Direct Parent PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Direct Parent (PLUS) Loans
- Federal Pell Grants for which a return of funds is required
- Federal SEOG Grants for which a return of funds is required
- Other assistance under this Title for which a return of funds is required

Students who withdraw will receive an email notifying them of how their financial aid has been affected. For more information about how adjustments are made when a Disciplinary Suspension occurs, please see the Student Handbook (<http://geneva.edu/student-life/vp/student-handbook#studentTravel>).

## Geneva Funds Refund Policy

Please see <https://www.geneva.edu/financial-aid/resources> for tuition and financial aid policies.

Any information printed in the most recently published financial aid brochure or the Office of Financial Aid website (<https://www.geneva.edu/financial-aid>) supersedes the information provided in this catalog.

## SARA Complaint Resolution Process

Geneva College is an approved SARA institution in Pennsylvania and follows the [complaint resolution policies and procedures](#) outlined within the [SARA Policy Manual](#). SARA consumer protection provisions require the institution's home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information. Consumer protection complaints resulting from distance education courses, activities, and operations provided by Geneva College to [students in other SARA states](#) come under the scope of SARA. Complaints about Geneva College's in-state operations are to be resolved under the state's normal provisions, not those of SARA.

A student complaint or grievance must first be submitted to Geneva College for investigation and resolution, following the appropriate grievance and/or

appeal process(es) as outlined elsewhere in this catalog. If a resolution is not found, a student residing in a SARA state may contact the [Pennsylvania SARA State Portal Entity](#). This policy is strictly related to violations of SARA policy and does **not** cover complaints related to academic decisions (e.g., grades, academic probation) or student conduct violations, both of which are to be addressed under institutional policies.

For a list of each state agency and relevant contact information, please visit <https://www.geneva.edu/online-degree/student-complaints>. For the most updated list of SARA State Portal Entity Contacts, please visit [NC-SARA's website](#).

## Student Location Policy for Licensure Direct Disclosures

In accordance with U.S. Department of Education licensure disclosure requirements, Geneva College records the location of prospective and current students. Geneva tracks this location to determine if licensure disclosures are needed in the following instances:

- At the time a prospective student goes through the process of admission.
- At the time of initial enrollment in an academic program designed or advertised as leading to licensure required for employment in an occupation:
  - When a student enrolls at the college for the first time.
  - When a student changes his/her academic program.
- At the time a current student formally updates his/her legal home permanent address information.

To access the fuller policy including the processes for determining student location and sending licensure/certification direct disclosures, see the [Student Location Policy for Licensure Direct Disclosures](#).

Please note, all other college policies that determine location for the purposes of tuition pricing, grants/aid, reporting, etc. will **not** be superseded by this policy. This student location policy will only be used in the context of determining student location for purposes of sending direct disclosures to students interested or enrolled in programs designed or advertised as leading to professional licensure.

## Definition of Terms

**Audit** - Attendance in a class without formal participation is allowed by registering for the class as an audit. The cost is half of the regular hourly tuition, no credit is earned, and once completed, the course will show as AU on the student's transcript.

**Concentration** – A specific area of emphasis *within* the chosen major of the student. The number of credits vary by major and department.

**Core requirement** - A course or courses that must be completed by all students receiving a degree. The core requirements are numbered and described on page 52.

**Corequisite** - A course that is required to be taken concurrently with another course.

**Course** - A program of study involving regular classes or laboratories.

**Credit** - Recognition given for study completed, usually expressed in credit hours.



**Credit hours** - Units of credit based upon the number of credit hours in class per week for a semester. The minimum for a bachelor's degree is 120 credit hours. Check with your advisor for your specific degree requirements since some majors require more than 120 credits hours to complete a degree.

**Credit point** - Number value assigned to the grade a student receives in each course. See page 18.

**Grade Point Average (GPA)** - Total credit points divided by total credit hours graded. The GPA is a measure of the student's level of achievement that helps to determine individual progress and eligibility for special honors or privileges. See references on page 18.

**Electives** - Courses chosen by a student to complete total credit hours required for a degree but not needed to meet either core or major requirements.

**Interdisciplinary** - Involving two or more departments. The term is applied to a course combining subject matter or instruction from more than one department, or to a major that includes courses from more than one department.

**Intensive course** - A course offered in a special format that condenses a semester's work into a short period, often just a week, with full-time and concentrated work.

**Major** - A primary field of study. Each student must complete requirements in one such field.

**Minor** - A secondary field of study, not required for graduation.

**Options** - A group of courses from which one or more must be chosen to meet some requirement.

**Prerequisite** - Another course that must be completed or any condition that must be fulfilled before enrollment in a course.

**Semester** - A term, usually extending from the last week of August through the third week of December for the fall semester, and usually from the second week of January through the first week of May for the spring semester. The academic calendar is included in this catalog, it is posted on the Geneva website under the Registrar's page, and on myGeneva on the Registrar's page.

## College Leadership

### Board of Corporators

The Charter of the College provides for the incorporation of the school to be controlled by a Board of Corporators consisting of 12 members of the Reformed Presbyterian Church of North America for a term of four years. The Board elects its own officers.

#### Officers:

Mr. Steven C. McMahan, Chair  
Mr. Scott Reynolds, Vice Chair  
Rev. Matthew Filbert, Secretary  
Mr. James B. Tweed, Treasurer

#### *Class of 2026*

Dr. Joel Martin, Bainbridge, WA  
Mr. Steven C. McMahan, Clay Center, KS  
Mr. James Tweed, Winchester, KS

#### *Class of 2027*

Mr. Paul Hemphill, Sanger, CA

Dr. Kenneth de Jong, Bloomington, IN  
Rev. Philip Pockras, Belle Center, OH

#### *Class of 2028*

Rev. Matthew T. Filbert, Beaver Falls, PA  
Mr. David J. Schaefer, Beaver, PA  
Dr. Bonnie E. Weir, Bronxville, NY

#### *Class of 2029*

Mr. Chris Huggins, Tully, NY  
Mrs. Shana Milroy, Colorado Springs, CO  
Mr. Scott Reynolds, Spencer, IN

## Board of Trustees

The affairs and business of the College are managed by the Board of Trustees which consists of 21 members chosen by the Board of Corporators.

#### Officers:

Mr. Luke O'Neill, Chairman  
Mr. Paul Hemphill, Vice Chairman  
Dr. Bonnie Weir, Secretary

#### *Term expires 2025*

Mr. John P. Edgar, Esquire, Retired, Sherrard, German and Kelly, P.C., Pittsburgh, PA

#### *Term expires 2026*

Mr. Paul Hemphill, Tax Manager, Sanger, CA  
Mr. David A. Howell, Retired; President of Americas Operating Plant Services, Westinghouse  
Mr. David Schaefer, Information Technology Department, Eaton Corporation, Beaver, PA  
Dr. Bonnie Weir, Principal Engineer, Avago Technologies, Bronxville, NY  
Mr. Ethan Wingfield, Miami, FL

#### *Term expires 2027*

Mr. Scott Reynolds, J.D., Columbia Law School, Bloomington, IN  
Mr. Mark Sampson, Administrator, RPTS, Pittsburgh, PA  
Mr. David R. Shedd, CEO, Faith Without Borders, LLC, Vienna, VA

#### *Term expires 2028*

Dr. Richard Holdeman, Pastor, Bloomington Reformed Presbyterian Church, Bloomington, IN  
Mr. Raymond E. Lipps, Managing Director, Ernst & Young LLP, Short Hills, NJ  
Mr. Herbert (H.P.) McCracken, Pastor of Salt & Light Reformed Presbyterian Church, Longmont, CO  
Mrs. Shana Milroy, Colorado Springs, CO

Mr. A. Dale Weaver, Retired, Managing Director, Ernst & Young LLP, Lancaster, PA  
Mrs. Bethany Williams, Local Government Policy Manager, PA Dept. of Community and Economic Development, Beaver Falls, PA

*Term expires 2029*

Rev. Dr. Gregory Beechaum, Senior Pastor of Little Zion Baptist Church, North Chesterfield, VA  
Dr. Kenneth de Jong, Chair of Department of Linguistics, Indiana University, Bloomington, IN  
Mr. Donald Kirkwood, Newtown Square, PA  
Mr. Luke J. O'Neill, Chief Investment Officer, CooksonPeirce, Allison Park, PA

## Administration

The year in parentheses following the name of each person is the date of first appointment in the college.

Calvin L. Troup (2016), President; BA, Geneva College; MA, PhD, Pennsylvania State University.  
Kenneth A. Smith (2004), President Emeritus (2015); BA, BSBA, Geneva College; MPIA, University of Pittsburgh; PhD, University of Maryland.

## Associate Vice President of Strategic Partnerships

Lindsay Courteau (2022), Associate Vice President of Strategic Partnerships; BA, Lycoming College

## Academic Affairs

Helen M. Jackson (2020), Executive Director, Geneva College at the Center for Urban Biblical Ministry; BS, MSOL, Geneva College.  
Thomas C. Pyle (2024), Registrar; BA, MA, Geneva College  
Melinda R. Stephens (1998), Provost and Professor of Chemistry; BS, Geneva College; PhD, University of Pittsburgh.

## Enrollment Services and Student Development

Willem M. de Ruijter (2021), Vice President of Enrollment and Marketing; BA, Redeemer University; MAHE, Geneva College.  
Jamie Swank (2018), Vice President and Dean of Student Development; BA, MA, Geneva College; JD, University of Pittsburgh.  
David Layton (1988), Associate Vice President of Enrollment Services; BS, MA, Geneva College.

## Athletics

Van Zanic (1998), Chief Athletics Officer, Athletic Director; BA, Geneva College.

## Vice President of Information Technology

Chris Treib (2022), Vice President of Information Technology; BS, US Coast Guard Academy; MS, University of Colorado.

## Business and Finance

Tim Baird (2000), Vice President of Business and Finance; BSBA, Geneva College; MBA, Saint Joseph's University.  
Erin Davis (2019), Associate Vice President of Budgeting & Finance; BS, MBA, Robert Morris University.

## President of Geneva College Foundation

Marvin Dewey (2016), President of Geneva College Foundation; BA, North American Baptist College; MDiv, North American Baptist Seminary; EdD, Vanderbilt University.

## Faculty

### Current Faculty

Christen S. Adels (2018), Professor of Business and Chair, Department of Business, Accounting, and Sport Management; Director, Master of Business Administration Program; BSBA, Geneva College; JD, MBA, University of Pittsburgh.  
Henrique G. Alvim (2023), Professor of Higher Education and Director, Master of Arts in Higher Education; BJS, Methodist University of Piracicaba; MSED, Youngstown State University; PhD, Kent State University.  
Kimberly A. Arata (2018), Assistant Professor of Communication; BA, Geneva College; MA, Ball State University; SLPD, Loma Linda University.  
Rodney C. Austin (2005), Professor of Chemistry and Chair, Department of Chemistry, Math, & Physics; BS, Mount Vernon Nazarene College; PhD, University of Cincinnati.  
William D. Barlow (2010), Associate Professor of Engineering; BSEE, Pennsylvania State University; MSEE, University of Pittsburgh.  
Jean C. Bingle (2022), Associate Professor of History and Humanities; BA, Washington & Jefferson College; MA, Villanova University; PhD, West Virginia University.  
Douglas S. Bradbury (2008), Associate Professor of Biblical Studies; BA, MA, Geneva College; PhD, Union Institute and University.  
Jeffrey S. Cole (2003), Professor of History, Chair,

- Department of Core Studies; BS, Lynchburg College; MEd, Lynchburg College; PhD, Bowling Green State University.
- David P. Collins (2023), Assistant Professor of Graduate Counseling; BS, Valley Forge University; MA, Geneva College.
- Anthony C. Comer (2011), Professor of Engineering and Chair, Department of Engineering; BS, Purdue University; MS, PhD, University of Kentucky.
- Daniel J. Cross (2015), Associate Professor of Physics; BS and BA, Cedarville University; MS and PhD, Drexel University.
- Craig M. Crow (2023), Professor of Business and Sport Management; BS, West Liberty State College; MS, EdD, West Virginia University.
- Eugene F. DeMarco (1993), Assistant Professor of Business and Head Football Coach; BA, Geneva College; MBA, West Virginia University.
- Sarah J. Dickinson (2021), Assistant Professor of Biology; BS, Roberts Wesleyan College; PhD, University of Rochester.
- Sean M. Doyle (2008), Professor of History and Humanities; BA, Toccoa Falls College; MA, Gordon-Conwell Theological Seminary; STM, Trinity School for Ministry, PhD, University of Edinburgh.
- Gary T. Dunda (2010), Assistant Professor of Physical Education and Head Men's Soccer Coach; BA, Messiah College; MA, Emporia State University.
- Julie I. Durbin (2017), Associate Professor of English and Humanities; BA, Roberts Wesleyan College; MA, Duquesne University; PhD, Biola University.
- Rutledge E. Etheridge (2019), Assistant Professor of Biblical Studies; BA, Cedarville University; MDiv, Reformed Presbyterian Theological Seminary.
- Lynette R. Fair (2019), Associate Professor and Chair, Department of Nursing; Registered Nurse; BSN, Kaplan University; MSN, Kaplan University; PhD, Liberty University.
- Kathryn E. Floyd (2006), Assistant Professor of Library and Cataloger; BA, Calvin College; MSLS, Clarion University of Pennsylvania.
- Robert M. Frazier (2003), Professor of Philosophy; BA, Gordon College; MA, Gordon-Conwell Theological Seminary; PhD, State University of New York at Buffalo.
- Matthew A. Fuss (2011), Associate Professor of Business; BA, MBA, Geneva College; PhD, Duquesne University.
- Julie A. Hines (2018), Assistant Professor of Accounting; BSBA, Geneva College; MBA, St. Joseph's University; CPA.
- Philip M. Holladay (1983), Professor of Mathematics; BS, MS, PhD, North Carolina State University.
- Christopher C. Jobes (2015), Professor of Engineering; BS and BSME, Geneva College; MSME and PhD, West Virginia University.
- Angela C. Johnson (2020), Associate Professor of Biology and Chair, Department of Biology; BS, Geneva College; PhD, Case Western Reserve University.
- Mildred L. Johnson (2015), Professor of Criminal Justice; BS and MS, Geneva College; DSL, Regent University.
- Jennifer J. Joseph (2015), Instructor of Library and Reference Librarian; BS, Geneva College; MLS, University of Pittsburgh.
- Zachary J. Kail (2024), Professor of Biblical Studies and Chair, Department of Biblical Studies, Ministry, and Philosophy; BA, Johns Hopkins University; MDiv, Reformed Presbyterian Theological Seminary; PhD, Westminster Theological Seminary.
- Steven P. Kenneally (2019), Director of the Library BA, University of Mount Union; MLIS, Kent State University
- Mark T. Kennedy (2014), Associate Professor of Engineering; BS, Syracuse University; MS, Auburn University.
- Matthew L. Kickasola (2012), Associate Professor of Humanities and Music; BM, Covenant College; MM, Temple University; MA and PhD, Washington University.
- Samantha Klassen (2025), Associate Professor of Counseling and Director of Counseling Program; BS, Angelo State University; MS, PhD, Texas A&M University – Corpus Christi
- David F. Kuhns (1996), Professor of English and Chair, Department of English; BA, MA, PhD, University of Pittsburgh.
- Susan L. Layton (2004), Associate Professor of Communications and Chair, Department of Communication; BA, Geneva College; MS, Illinois State University; CCC-SLP.
- Anton G. Leontyev (2024), Assistant Professor of Psychology; BS, National Research University Higher School of Economics; PhD, Texas A&M University.
- Steven R. Lippold (2024), Assistant Professor of Mathematics; BS, Clarion University of Pennsylvania; MA, PhD, Bowling Green State University.
- Donald W. Little, III (2024), Assistant Professor of Biology; BS, Purdue University; PhD, University of Michigan.
- Sha W. Luangkesorn (2006), Professor of Piano and Music Theory and Chair, Department of Music; BM, Chapman University; MM, DMA, University of Cincinnati.
- Deana M. Mack (2020), Associate Professor of

- Education and Chair, Department of Education; BS, University of Pittsburgh; MA, University of Pittsburgh; PhD, Robert Morris University.
- Emily E. Maddox (2023), Instructor of Education; BA, Geneva College; MEd, Salisbury University.
- G. Scott Madeira (2021), Associate Professor of Computer Science; BS, Geneva College; MBA, University of Maryland.
- Keith R. Martel (2012), Professor of Higher Education; BA, MA, Geneva College; MA, PhD, Duquesne University.
- James Matta (2010), Professor of Counseling; Director, Master of Arts in Counseling; BA, MA, Edinboro University; BS, EdD, Duquesne University.
- Brian W. Merritt (2022), Associate Professor of Business and Accounting; BA, Pennsylvania State University; MSIA, Carnegie Mellon University.
- Eric J. Miller (1999), Professor of History; BS, Lancaster Bible College; MA, Trinity International University; PhD, University of Delaware.
- Denise C. Murphy-Gerber (2008), Associate Professor of Business; BSBA, Clarion University; MS, National-Louis University; PhD, Duquesne University.
- David A. Narigon (2024), Associate Professor of Education; BA, MEd, California University of Pennsylvania; EdD, Liberty University.
- Frederick R. Neikirk, Jr. (1992), Professor of Political Science and Chair, Department of History, Political Science, and Sociology; BA, MA, University of Delaware; PhD, University of Illinois.
- Kelsom Oram (2025), Assistant Professor of Chemistry; BA, Gustavus Adolphus College; MS, PhD, University of Wisconsin-Madison
- Paul W. Poteete (2017), Associate Professor of Computer Science; BS, Excelsior College; MS ISO, Naval Postgraduate School; PhD, University of Pretoria.
- Daniel H. Raver (1980), Associate Professor of Business; BSBA, Geneva College; Robert Morris College; MBA, University of Pittsburgh; CPA.
- Gordon P. Richards (2011), Associate Professor of Computer Science and Chair, Department of Computer Science, Director, Master in Cybersecurity Program; AAS, Community College of The Air Force; BS, Park College; MA, Webster University; MS, Geneva College; DS, Robert Morris University.
- Stephen P. Roberts (2019), Associate Professor of Economics; BS, Purdue University; MA, PhD, University of Arizona.
- Jeffrey D. Santarsiero (1988), Assistant Professor of Physical Education, Head Coach Men's Basketball; BS, Nyack College; MS, United States Sports Academy.
- Vitaliy V. Saykin (2020), Associate Professor of Engineering; BS, MS, PhD Northeastern University.
- Jeffrey C. Schindel (2009), Assistant Professor of Communication; BS, MS Geneva College; MA, Duquesne University.
- Stephanie L. Schindel (1995), Associate Professor of Psychology and Social Services, Chair, Department of Psychology and Social Services; BS, MA, Geneva College.
- C. Scott Shidemantle (1997), Professor of Biblical Studies and Bible Core Coordinator; BA, Slippery Rock University; MDiv, Gordon-Conwell Theological Seminary; ThM, Princeton Theological Seminary; PhD, Trinity Evangelical Divinity School.
- Wendy R. Shidemantle (1997), Administrator and Associate Professor of Language Studies; BA, MA, West Virginia University; MA, Cleveland State University.
- Amy Hayes Siler (2024), Associate Professor of Counseling; BA, Baldwin-Wallace College; MEd, University of Pittsburgh; MEd, Indiana University of Pennsylvania; PhD, Indiana University of Pennsylvania
- David K. Smith (2001), Professor of Music; BMus, Wheaton Conservatory; MMus, DMA, Indiana University School of Music.
- Melinda R. Stephens (1998), Provost and Professor of Chemistry; BS, Geneva College; PhD, University of Pittsburgh.
- Alan W. Sumner (1989), Assistant Professor of Physical Education; Head Baseball Coach, Associate Athletic Director for men; BSBA, Geneva College; MS; The United States Sports Academy.
- Lynda A. Szabo (1997), Professor of English; BA, Geneva College; MA, PhD, Duquesne University.
- Murat M. Tanyel (2003), Professor of Engineering; BS, Bogazici University; MS, Bucknell University; PhD, Drexel University.
- D. Terry Thomas (1992), Professor of Biblical Studies; BA, Grove City College; MA, Pittsburgh Theological Seminary; PhD, University of Pittsburgh.
- Marjory C. Tobias (2005), Assistant Professor of Biology; BS, Geneva College; MS, Auburn University.
- Megan E. Tritt (2022), Associate Professor of Psychology and Social Services; BS, Geneva College; MSW, University of Pittsburgh; DSW, Kutztown University.
- Mark D. Tronzo (2015), Associate Professor of Engineering and Math; BS, Geneva College; MDiv, Trinity Evangelical Divinity School; MA, Reformed Presbyterian Theological Seminary;

MS, Youngstown State University; PhD, University of Pittsburgh.

Joel S. Ward (2014), Associate Professor of Communication; BA, Huntington University; MA and PhD, Duquesne University.

Michal S. Wargo (2020), Assistant Professor of Education; BS, Texas Woman's University; MEd, Edinboro University; EdD, Liberty University.

Jonathan M. Watt (2000), Professor of Linguistics; BS, Syracuse University; MDiv, Reformed Presbyterian Theological Seminary; MA, PhD, University of Pittsburgh.

Daniel P. Williams (2013), Associate Professor of English; BA, University of Southern Maine; MFA, Stonecoast MFA Program; PhD, University of Louisiana at Lafayette.

Cody R. Work (2023), Assistant Professor of Chemistry; BS, Grove City College; PhD, University of Notre Dame.

Emily M. Work (2023), Assistant Professor of Chemistry; BS, Grove City College; PhD, University of Notre Dame.

Brandon C. Zaffini (2020), Assistant Professor of Political Science; BS, Ashland University; PhD, Ohio State University.

### **Adjunct Faculty**

Kathleen Austin (2008), Adjunct Teaching Fellow Assistant Professor of Chemistry; BS, Mt. Vernon Nazarene College; MS, University of Cincinnati.

Arletta Cruzan (1995), Adjunct Teaching Fellow Lecturer of Chemistry; BS, Geneva College.

Karen Dawson (2024), Adjunct Teaching Fellow Assistant Professor of Chemistry; BA, MA, Geneva College; MEd, William Woods.

William Kofmehl (2016), Adjunct Teaching Fellow Associate Professor of Visual Arts; BFA, Carnegie Mellon University; MFA, Yale University.

Richard A. Noble (2007), Adjunct Teaching Fellow Professor of Communication; BA, Geneva College; MDiv and DMin, Gordon-Conwell Theological Seminary.

Anthony Sadar (2005), Adjunct Teaching Fellow Associate Professor of Science; BS, Pennsylvania State University; MS, University of Cincinnati; MEd, University of Pittsburgh.

### **Courtesy Faculty Appointments**

Melissa Shaffer (2016), Medical Technology Program Director, Memorial Medical Center, Johnstown, PA.

### **Emeritus Faculty**

The second year in parentheses is the year of retirement.

Adel G. Aiken (1985), Professor Emeritus of Education (2023); BSEd, Geneva College; MEd, Westminster College; EdD, University of Pittsburgh.

David W. Badger (1969), Professor Emeritus of Chemistry (2004); BS, Geneva College; MS, PhD, University of Michigan.

Louise Copeland (2009), Associate Professor Emerita of Music (2014); BS, Geneva College; MM, University of Cincinnati.

Robert M. Copeland (1981), Professor Emeritus of Music (2012); BS, Geneva College; MMus, PhD, University of Cincinnati; Westminster Choir College.

Peter W. Croisant (1983), Assistant Professor Emeritus of Communication (2013); BA, Michigan State University; MA, CBN University.

Byron G. Curtis (1991), Professor Emeritus of Biblical Studies; BA, Geneva College (2024); MDiv, Reformed Theological Seminary; PhD, Westminster Theological Seminary.

Jack Delivuk (1990), Professor Emeritus of Library and Systems Librarian (2016); BS, Geneva College; MDiv, Reformed Presbyterian Theological Seminary; MSLS, Clarion University; STM, ThD, Concordia Seminary.

James K. Dittmar (1989), Professor Emeritus of Leadership Studies (2016); BA, Geneva College; MEd, Slippery Rock University; PhD, University of Pittsburgh.

David A. Essig (1999) Professor of Biology (2020); BS, Bowling Green State University; MS, Ball State University; PhD, University of Michigan.

Bradshaw Frey (1984), Professor Emeritus of Sociology (2023); BA, Geneva College; MDiv, STM, Pittsburgh Theological Seminary; PhD, University of Pittsburgh.

James S. Gidley (1990), Professor Emeritus of Civil Engineering (2022); BS, University of Rhode Island; SM, Harvard University; PhD, Harvard University; PE.

Kenneth E. Hartman (1968), Professor Emeritus of Chemistry and Director of Pre-medical and Allied Health Program (2005); BS, Geneva College; PhD, University of Pennsylvania.

David A. Harvey (1972), Professor Emeritus of Psychology, Counseling and Human Services (2010); BAE, University of Florida; MEd, Florida Atlantic University; PhD, University of Pittsburgh.

Elaine Hockenberger (1985), Professor Emerita of Communication (2018); BA, MS, Bloomsburg State College; PhD, University of Pittsburgh.

Robert Hough (1988), Dean Emeritus of Adult and Continuing Education (2001); BA, Calvin College; MA, Presbyterian School of Christian Education; PhD,

- Michigan State University.
- Romaine Jesky-Smith (1977), Professor Emerita of Education, (2015); BSEd, Geneva College; MEd, Westminster College; PhD, University of Pittsburgh.
- Nancy Johnson (2004), Professor of Education; BA, Wheaton College; MEd, University of Virginia; PhD, Pennsylvania State University.
- David A. Jordan (1983), Associate Professor Emeritus of Business (2007); BS, John Brown University; ME, Old Dominion University; MBA, Gold Gate University; Certified Systems Integrator (CSI).
- Donald B. Kephart (1983), Associate Professor Emeritus of Music (2019); BS, Grove City College; Pennsylvania State University; MMus, Youngstown University.
- Shirley J. Kilpatrick (1991), Professor Emeritus of Humanities (2023); BA, Geneva College; MA, Pennsylvania State University; DMin, Trinity Episcopal School for Ministry.
- Robert E. Liljestrand (1983), Associate Professor Emeritus of Civil Engineering, (2014); BSCE, MSCE, Purdue University, PE.
- Carol B. Luce (1989), Professor of Emerita of Psychology, Counseling, and Human Services (2018); MEd, Pennsylvania State University; PhD, University of Pittsburgh.
- Kerry C. McMahon (2004), Associate Professor Emeritus of Chemistry (2024); BS, Geneva College; PhD, University of Connecticut.
- Esther Meek (2004), Professor Emerita of Philosophy (2021); BA, Cedarville College; MA, Western Kentucky University; PhD, Temple University.
- John Mitchell (1962), Associate Professor Emeritus of Business Administration (1995); BSBA, Geneva College; MBA, University of Pittsburgh; Pennsylvania State University; CPA.
- Gerald D. Moran (1974), Professor Emeritus of Library and College Librarian (2007); AB in Ed, Fairmont State College; MLS, George Peabody College for Teachers of Vanderbilt University; PhD, University of Pittsburgh.
- Ronald Moslener (1992), Professor Emeritus of Psychology, Counseling and Human Services (2012); BA, University of Pittsburgh; MDiv, Pittsburgh Theological Seminary; DMin, Fuller Theological Seminary.
- Ann Paton (1958), Professor Emerita of English (1994); BA, Geneva College; MLitt, University of Pittsburgh; PhD, University of Colorado; Princeton University; University of Minnesota; University of Virginia; Trinity Episcopal School of Ministry.
- Joseph E. Peters (1999), Professor Emeritus of Psychology, Counseling and Human Services (2016); BS, Juniata College; MS, PhD, Pennsylvania State University.
- Ralph N. Phillips (1995), Associate Professor Emeritus Department of Adult and Continuing Education (2015); BS, Geneva College; MDiv, Westminster Theological Seminary; MA, University of Pittsburgh; MA, Geneva College, PhD, University of Pittsburgh.
- Mark Porter (1997), Professor Emeritus of Degree Completion (2018); BA, Grove City College; MDiv, Westminster Theological Seminary; EdD, Indiana University of Pennsylvania.
- Verley G. Sangster (1994), President Emeritus Center for Urban Theological Studies (2006); MA, Fuller Theological Seminary; DDiv, Colorado Christian University.
- Daryl F. Sas (1988), Professor Emeritus of Biology (2023); BA, Dordt College; Mankato State University; PhD, University of Minnesota.
- Karen D. Schmalz (2001), Professor Emeritus of Special Education (2025); BS, Geneva College; MEd, Shippensburg University; EdD, Regent University.
- David W. Shaw (1990), Professor Emeritus of Mechanical Engineering (2025); BSME, Geneva College; MS, PhD, Ohio State University; PE.
- Dean Smith (1990), Professor Emeritus of Biblical Studies (2013); BA, Geneva College; MDiv, Reformed Presbyterian Seminary; DMin, Reformed Theological Seminary, Orlando.
- John W. Stahl (1985), Professor Emeritus of Chemistry (2023); BS, Geneva College; PhD, Pennsylvania State University.
- Terri R. Williams (1986), Professor Emeritus of Psychology (2022); BA, Anderson University; MA, PhD, Michigan State University.
- Ann Wollman (1975), Registrar Emerita (2002); BA Augsburg College, MA, University of Wisconsin.
- David H. Wollman (1971), Professor Emeritus of History (2002); AB, Northeastern University; MA, PhD, University of Wisconsin; London University.



## Index

### 3

3+1 BSBA/MBA Accounting & Business Scholars .....	42
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### A

Academic Advising .....	202
Academic Calendar .....	225
Academic Continuation .....	22
Academic Dismissal .....	23
Academic Grievance .....	20
Academic Integrity .....	20
Academic Policies .....	15
Academic Probation .....	22
Academic Suspension .....	23
Academic Warning .....	22
Accounting and Accounting - CPA Majors .....	35
Accounting Minor .....	35
Accounting Scholars Program Major .....	42
Accreditation and Membership .....	9
Actuarial Mathematics Major .....	44
Actuarial Science Minor .....	45
Adding Courses .....	15
Admission to Student Teaching .....	60
Adult Degree Programs .....	158
Adult Degree Programs Course Descriptions .....	162
Advanced Placement .....	206
Adverse Weather .....	18
Advising Worksheet .....	202
Amizade .....	152
Applied Artificial Intelligence Minor .....	50
Applied Mathematics Major .....	45
Approved Certification Programs .....	59
Arcadia University .....	151
Associate Degree – Core Requirements .....	56
Associate Degrees .....	26
Associate Honors .....	26
Associate of Arts in Christian Ministry .....	154
Associate of Arts in General Studies .....	56
Associate of Science in Business Administration .....	38
Associate of Science in Engineering .....	68
Associate of Science in Human Services .....	155
Associate of Science in Leadership .....	155
Athletic Eligibility .....	21
Au Sable Institute of Environmental Studies .....	151
Auditing .....	24
Auditions .....	78
Aviation Business Administration Dual Degrees .....	49

### B

Bachelor of Professional Studies in Community Leadership .....	156
Bachelor's Degree – Core Requirements .....	11, 52
Bachelor's Degrees .....	26

Bachelor's Honors .....	26
Biblical Studies Major .....	27
Biblical Studies Minor .....	28
Biochemistry Major .....	43
Biochemistry Minor .....	43
Biology Major .....	32
Biology Minor .....	33
Biology with Secondary Education .....	32
Biology with Secondary Education Major .....	32
Biomedical Engineering Concentration .....	64
Biopsychology Major .....	84
Business Major .....	35
Business Minor .....	39
Business Scholars Program Major .....	42

### C

Campus Life at Geneva .....	202
CCCU GlobalED .....	152
Certificate in Higher Education & Student Development .....	187
Change of Grade .....	19
Chapel .....	203
Chemical Engineering Concentration .....	64
Chemistry Major .....	44
Chemistry Minor .....	44
Chemistry with Secondary Education Major .....	44
Chicago Semester .....	152
Child and Family Services Major • B.P.S. ....	160
Christian School Teaching Minor .....	62
Civil Engineering Concentration .....	65
Class Attendance .....	16
Class Load .....	16
Classification of Students .....	15
College Leadership .....	215
College Level Examination Program (CLEP) .....	206
Communication Design Major .....	47
Communication Design Minor .....	48
Communication Disorders Major .....	48
Communication Disorders Minor .....	48
Communication Media & Rhetoric Major .....	47
Communication Media & Rhetoric Minor .....	47
Community Development For Mission Minor .....	29
Community Development Major .....	75
Community Development Minor .....	76
Computer Engineering Concentration .....	65
Computer Information Systems .....	49
Computer Science 3+1 Major .....	50
Computer Science Major .....	50
Computer Science Minor for Non-Computer Science Majors .....	50
Counseling Course Descriptions .....	181
Credit by Examination .....	206
Credit-No Credit Option .....	24
Criminal Justice Major .....	85
Criminal Justice Minor .....	86
Crossroads: Off-Campus Study .....	150

Cybersecurity Minor .....	50
---------------------------	----

## D

Data Science Minor .....	50
Dean's List .....	21
Definition of Terms .....	215
Degree Requirements .....	10
Degrees and Programs .....	26
Department Fees .....	211
Department of Biblical Studies, Ministry and Philosophy ..	27
Department of Biology .....	32
Department of Business, Accounting, and Management ..	34
Department of Chemistry, Mathematics, and Physics .....	42
Department of Communication .....	47
Department of Computer Science and Cybersecurity .....	49
Department of Core Studies .....	52
Department of Education .....	56
Department of Engineering .....	63
Department of English .....	69
Department of History, Political Science, and Sociology ..	73
Department of Languages and Cultures .....	76
Department of Music .....	77
Department of Nursing .....	82
Department of Psychology and Social Services .....	83
Departmental Honors .....	26
Deposits .....	210
Dropping Courses / Withdrawing from Courses .....	16

## E

Economics Concentration .....	36
Economics Minor .....	39
Economics and Finance Minor .....	39
Electrical Engineering Concentration .....	66
Embedded Systems Minor .....	50
Engineering Major .....	63
Engineering Minor .....	68
English Major .....	70
English Minor .....	72
English with Secondary Education Major .....	71
Entrepreneurship Concentration .....	36
Entrepreneurship Minor .....	39
Environmental Engineering Concentration .....	66
Environmental Science Major .....	33
Environmental Science Minor .....	34
EQUIP .....	152
Evaluation of Credit Hours (Transfer Credit) .....	206
Excused Absences .....	16

## F

Finals Week Policy .....	16
Finance Major .....	36
Finance Minor .....	39
Foreign Language Deficiencies .....	205
Foundational Concepts of Christian Education .....	6

Functional Artificial Intelligence Minor .....	50
--	----

## G

Game Development Major .....	51
Game Development Minor (for CSC/CYB Majors) .....	51
Game Development Minor (for non-CSC/CYB Majors) .....	51
Geneva College Credit by Examination .....	206
Grade Point Average (GPA) .....	19
Grades .....	18
Grading System .....	18
Graduate Programs .....	173
Graduation Arrangements .....	25

## H

Health Insurance Coverage .....	209
Higher Education (HED) Course Descriptions .....	187
History Major .....	73
History Minor .....	73
Honors Programs .....	13
Human Resources Major • B.P.S. ....	160
Humanities Minor .....	76
Humanities Program .....	76

## I

In Progress Grade .....	19
Incomplete Grade .....	19
Independent Major - BA or BS .....	13
Independent Major – Independent Minor .....	13
Individual Instruction .....	78
Interdisciplinary Engineering Concentration .....	68
International Baccalaureate .....	206
International Business Major .....	37
International Business Minor .....	39
International Students English as a Second Language (ESL) .....	209

## J

Jerusalem University College .....	152
Joint Services Transcript .....	206

## L

LCC International University .....	152
Limitations .....	15
Living & Learning International .....	152
Lorenzo de Medici Institute (LdM) .....	153

## M

Majors .....	13
Management Major .....	37
Management Major • B.P.S. ....	160
Marketing Major .....	38

Marketing Minor.....	39
Master of Arts in Counseling Marriage, Couple, and Family Counseling Program, Clinical Mental Health Counseling Program, School Counseling Program .....	177
Master of Arts In Higher Education.....	185
Master of Business Administration .....	192
Master of Education in Curriculum & Instruction.....	196
Master of Education with School Counseling Certificate.....	199
Master of Science in Cybersecurity .....	199
Master's Degrees .....	26
Math Proficiency.....	205
Mathematics Minor .....	46
Mathematics with Secondary Education Major.....	44
Mechanical Engineering Concentration .....	67
Media Production Minor.....	47
Medical Technology Affiliate Degree Program .....	34
Medical Withdrawal .....	23
Middle Level Education Major .....	59
Minor in Teaching of English as a Second Language.....	72
Minors.....	13
Mission Statement .....	6
Missions Major .....	28
Missions Minor .....	29
Missions/Aviation Dual Degrees.....	29
Music Business Major .....	80
Music Education Major.....	79
Music Major.....	81
Music Minor.....	81
Musical Organizations.....	78

## N

New Students and Transfer Students .....	15
Nondiscrimination Policy.....	2
Non-Traditional Undergraduate Programs .....	154
Nursing Major (BSN) .....	82

## O

Oregon Extension.....	153
Organizational Communication Minor.....	47
Organizational Leadership Major • B.P.S. ....	160

## P

Philosophy Major.....	30
Philosophy Minor .....	30
Physics Major.....	46
Physics Minor.....	46
Physics with Secondary Education Major .....	46
Piano Proficiency.....	78
PK-4 Early Childhood/PK-12 Special Ed Major.....	58
Political Science Major .....	73
Political Science Minor .....	74
Portage Learning.....	169
Post-Baccalaureate .....	209
Post-Baccalaureate Certification in Music Ed .....	81

Practicum, Special Study, Internship, Honors Courses, Independent Study, Specialized Summer Courses .....	14
Pre-Law Program.....	86
Pre-Law Studies Minor.....	87
Pre-Medical Program .....	87
Pre-Seminary Major .....	28
Pre-Seminary Minor .....	30
Privacy Issues (FERPA).....	203
Probationary Admission .....	207
Program for Adult Continuing Education (PACE) .....	25
Psychology Major .....	83
Psychology Minor .....	84
Public Administration Minor.....	74
Public Health Major .....	74
Public Health Minor.....	75

## R

Rates and Fees .....	210
Reading & Writing Proficiency .....	205
Reading Methods Minor.....	62
Readmission.....	209
Readmission After Withdrawal .....	24
Refund Policy .....	211
Residence Life .....	202
Rize Education Courses.....	148

## S

SARA Complaint Resolution Process.....	214
Second Degrees .....	26
Second Year Review .....	79
Semester In Spain.....	153
Social Services Major.....	84
Social Services Minor.....	85
Social Studies Education Major.....	75
Sociology Major.....	75
Sociology Minor.....	76
Spanish Minor .....	77
Sport Coaching Minor .....	41
Sport Management Minor .....	41
Sport Management/Business Major.....	41
Student Location Policy .....	214
Student Ministry Major .....	30
Student Ministry Minor .....	31
Student Outcomes .....	9
Study Abroad .....	31
Summer Sessions .....	211

## T

Teacher Certification Candidates.....	209
Teacher Certification Requirements .....	57
The Center for Urban Biblical Ministry (CUBM).....	154
Traditional Undergraduate Programs .....	27
Transcripts .....	19
Transfer Policies .....	24

Transient Students.....	209
Tuition .....	210

## U

Undergraduate Course Descriptions.....	88
Undergraduate Honors and Awards .....	26
Unexcused Absences.....	18
User Experience Design (UX Design) Major .....	52
User Experience Design (UX Design) Minor (for CSC/CYB Majors) .....	52
User Experience Design (UX Design) Minor (for non- CSC/CYB Majors) .....	52

## V


Veteran's Education .....	25
Voice Proficiency .....	78

## W

Web and Mobile Technology Minor .....	50, 52
WINS (Webster International Network School).....	153
Withdrawal From The College .....	23
Writing Major .....	71
Writing Minor .....	72

# Academic Calendar

The Academic Calendar is subject to change. Please check <https://www.geneva.edu/> for the latest version.

<div>  <div> <b>GENEVA</b> COLLEGE </div> </div> <div> <b>Traditional Undergraduate Academic Calendar</b> 2025 – 2026 </div> <div>rev. 3.5.2025</div>	
<b>Fall 2025</b> Aug 20-23 Welcome Week/Registration/Schedule Changes Aug 25 Fall semester begins (8:00am) Aug 29 Academic Convocation (Metheny Fieldhouse 10:10am) Aug 29 Last day to Add a class (by 4:30pm) Sep 1 Labor Day (classes will meet) Sep 5 Last day to Drop a class with no grade♦ (by 4:30pm) Oct 7 Midterm grades due online (by 9:00am) Oct 7 Fall Break begins (5:00m) Oct 10 Classes resume (5:00pm) Oct 14 Last day to Withdraw from a class (by 4:30pm) [WP, WF, or WX grade] Nov 3 Registration begins for Spring (7:00am) ★ Nov 4 Last day for new freshmen to Withdraw from one class (by 4:30pm) Nov 17 Thanksgiving Recess (Begins 5:00pm) Nov 25 Classes Resume (5:00pm) (No day classes; evening classes meet) Dec 1 Last day of classes Dec 8 Reading Day – (No day classes / Final Exams begin 3:30pm) ☉ Dec 9 Final exams ☉ Dec 9-12 December Graduation Reception (10:00am) Dec 13 Fall grades due online (by 9:00am) Dec 16 Christmas break (offices closed) Dec 24-Jan 5	<b>Spring 2026</b> Continued... Feb 24 Midterm grades due online (by 9:00am) Mar 6 Spring Break begins (5:00pm) Mar 16 Classes resume (5:00pm) Mar 17 Day classes follow Monday day schedule; Tuesday eve meet as normal Mar 24 Registration begins for Fall (7:00am) ★ Mar 31 No Tuesday evening classes Apr 1 Easter Break begins (5:00pm). Follow Monday day schedule. Apr 7 Classes resume (8:00am) May 1 Last day of classes May 4 Reading Day – (No day classes / Final Exams begin 3:30pm) ☉ May 4-7 Final exams ☉ May 8 Baccalaureate (7:00pm) May 9 Traditional Undergraduate Commencement (10:00am) May 9 Graduate & Adult Education Commencement (3:00pm) May 13 Spring grades due online (by 9:00am)  <b>Summer 2026</b> May 11 May term night classes begin / Summer Online session 1 begins May 12 May term day classes begin May 25 Memorial Day (offices closed) Jun 4 May term Reading Day Jun 5 May term exams Jun 8 Summer Online session 2 begins Jun 10 May term grades due (by 9:00am) Jul 2 Summer Online session 1 ends Jul 4 Independence Day (offices closed) Aug 1 Summer Online session 2 ends Aug 18 Summer grades due (by 9:00am)

♦ Classes dropped after this date are Withdrawals and will receive a W grade (WP, WF, WX) and appear on the transcript.

★ See Registration Info and Dates for currently enrolled students on myGeneva on the Registrar page for exact dates and times. Currently enrolled students may also see their Date Registration Begins date under Student Information on myGeneva.

☉ Please check the Exam Schedule for specific exam times (myGeneva, Registrar page).

Note: *Deadlines for midterm and final grades are critical. Grades are due by 9:00am on Oct 7 & Dec 16 for fall and Feb 24 & May 13 for spring. Any missing grades delay all academic reports.*

## Notes

[illegible]