

STUDENT HANDBOOK

Geneva College
Master of Arts in Higher Education
2016-2017

The Student Handbook contains valuable information for every graduate student in the Master of Arts in Higher Education program. All other general college information can be found in the *Geneva College Catalog 2016-2017, Volume 97* and the *Geneva College Student Handbook* (www.geneva.edu), but the following information is program specific.

The Master of Arts in Higher Education at Geneva College

In 1994 Geneva College launched a graduate program in higher education. Over the ensuing years this program has graduated over 300 students with an M.A. in Higher Education, and these graduates are now working as deans, R.D.s, professors, doctoral students, coaches, campus ministers, admissions and financial aid counselors, academic advisors, career counselors, as well as directors of student activities, multicultural programs, student support services, living/learning communities and leadership development programs.

From the beginning this program grew out of the conviction that Jesus Christ is the Lord of learning, and that God cares about educational institutions and about college students. This conviction took shape as a mission statement for the MAHE (Master of Arts in Higher Education) program:

The mission of the Master of Arts in Higher Education 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.

This mission is given further expression in our five program outcomes. Students in the MAHE program will:

1. Articulate the relevance and application of a Christian view of life to the study and practice of higher education.
2. Understand the contours of contemporary higher education within the contexts of its theological, philosophical, historical, and sociological foundations.
3. Advocate and model a holistic approach to the person in higher education settings.
4. Develop beliefs, attitudes, and skills that reflect a professional identity rooted in Christian vocation, with particular emphasis in student affairs and administration, educational leadership, college teaching, and/or campus ministry.
5. Utilize research, writing, and presentation skills in the investigation of a specific topic within the field of higher education.

These outcomes give direction to our curriculum as well as our co-curricular programming, and they provide the template for our ongoing efforts to assess and improve our program.

We are convinced that the purpose of a program is crucial, and so a few more words on *telos* (the ends that we are pursuing) are in order. Once our *telos* is made clear, the *polis* (the

community that will pursue the telos together) and *ethos* (the spirit with which we will work) of our program will be described as well, for these are also essential ingredients in every dynamic program.

The first aim of our program is to see that our graduate students are transformed. We don't aim simply to provide students with a degree or with professional/technical skills; we aim more deeply at the transformation of identity and perspective. We want our graduate students to come to see themselves as servants of students and institutions and as institutional leaders. We want them to develop a deep understanding of institutions and students and learning. That that end we have constructed what we call a foundations approach that is intended to provide a wide-angle and multi-layered view of our field. We also want our graduate students to understand a Christian perspective for work in our profession, and so we work hard throughout our program on what has been called *the integration of faith and learning*.

We don't simply have the transformation of graduate students in view. We want these professionals and graduate students to come to see that their own role on campus is a transformational one as well. We want them to be prepared to nurture and challenge college students, to serve and lead in their particular division, and to consider theories and practices in our field through the lens of Christian faith. In other words, we aim to educate future leaders for service in this profession. We hope that some of our program grads will even be engaged in the kind of reflection on theory and practice that can lead to new theories, new programs, and the work of institutional renewal.

The kind of transformation that we have in view seldom takes place as a solo project of self-improvement. It generally takes place in a communal context in the midst of engaged peers, active collaboration, and wise mentoring. In other words, *polis* is crucial. Without a vital learning community transformation is unlikely. Throughout the years of our program we have witnessed particular cohorts of students that have enjoyed the benefits of a vital learning community. There is not a clear formula for community success, but there are several guiding principles that seem to give real community a chance.

1. Recruit motivated graduate students.
2. Equip talented faculty and mentors.
3. Share a common vision and a robust work ethic.
4. Develop attentive concern and respect for one another.
5. Take on challenges of substance that benefit others.
6. Engage difficult topics and deep challenges with courage and curiosity.
7. Celebrate, appreciate, integrate, evaluate, and cultivate—let the full life of a learning community take root!

We make no attempt to deliver this program without the power of *polis*. Other programs offer traditional curricula in which different students come together for different courses. Those students often move through such programs on their own, and consequently transformation is unlikely. Other programs are offered wholly online. We don't doubt that certain things can be learned through online programs; we are simply not convinced that deep transformation takes place in this way. We work at developing learning communities in two primary ways—through a cohort approach and through an institute approach. At the beginning of each

academic year a new MAHE cohort is launched on Geneva's campus. We look for ideal candidates to commit two years to moving through the curriculum of our program together. Two cohorts are working and studying on campus during each academic year, and some effort is made to bring those two cohorts together to form a larger graduate community. We also love to see the kind of community that takes shape during our Summer Institute when professionals from across the country come to Geneva's campus for two weeks of class and relationship building. We hope that the relationships that are built during Summer Institute will help to sustain the work that is done to complete summer coursework during the academic year. We use the online technology to complete the four courses that can be taken during Summer Institute. This doesn't quite fit our ideal pedagogy of presence, but it does enable those who are working as full time professionals to pursue their degree in a rich relational way while still enjoying the benefits of full-time employment.

Clear purpose and a vital community are not enough. There is another crucial ingredient that is necessary if learning is going to go deep and lead to lasting transformation. Each student must display the curiosity and discipline that drives learning. If a student is simply chasing the degree, or if that student's real interest lies elsewhere, then that student will not likely experience transformation. In fact, that student also creates drag that hampers the advances of the learning community. It is not too difficult to gain access to a graduate program and even to "succeed" in it without ever really experiencing life as a graduate student. Good graduate students are learners, and they shape their lives around opportunities to learn. They learn from their required courses, to be sure, but motivated graduate students read beyond required texts, and they discuss new learnings with other grad students over lunch. They spend time in the library with journals in their field. They attend professional conferences and workshops. They look to learn through their own professional experiences, and often even seek out additional opportunities to learn while serving on a special project or committee.

When individuals display this kind of work ethic (we could call this a learning ethic), it is contagious. Once a critical mass of students catches this contagion of curiosity, then an *ethos* begins to shape the life of the *polis*. An *ethos* is a culture, a pattern of practices and relationships. A strong *ethos* requires a powerful heart, something right at the center of the community that is pumping life into the community. We don't think that "education for upward mobility" is the heart that can sustain a vital learning community. We think that the real *telos* and *polis* and *ethos* come from Jesus Christ. He is the Lord of learning, the source of all wisdom and knowledge. Ideally we want the love of Jesus Christ to be the heart of all of our learning, all of our programming, and all of our relationships.

Program Admissions

In order to gain admission into the Master of Arts in Higher Education at Geneva College, a student must meet the following three criteria and submit a complete admissions packet described below. Applicants to the MAHE program must have

- at least a 3.0 GPA from an accredited baccalaureate institution
- undergraduate or post graduation experience in some form of residence life work, campus leadership, or campus ministry
- a strong commitment to work in the field of higher education serving college students and educational institutions

The application packet should be assembled by the student and posted complete to The Master of Arts in Higher Education Program, Geneva College, 3200 College Avenue, Beaver Falls, Pa 15010.

It must include the following:

1. A completed application form (which can be found at www.geneva.edu)
2. One brief essay of about 500 words or less in length that details the motivation for applying to the program.
3. An academic paper that is at least 5 pages long and includes some form of academic citation.
4. Three reference letters—these letters can be written by a professor, a supervisor, or some other professional source.

At the present time we do not require submission of GRE, MAT, or a score from another standardized test.

Curriculum – Foundations and Elective Cores

Foundations Core (30 hours)

HED 501: Foundations of Learning and Knowledge 3
HED 502: Historical Foundations of Higher Education 3
HED 503: College Students in America 3
HED 504: Foundations of Higher Education 3
HED 505: The Higher Education Professional 3
5HED 510: College Student Success 3
HED 517: Capstone in Higher Education 3
HED 521: Leadership and Change 3
HED 515: Foundations of Educational Research 3
Plus one of the following:
HED 531: Foundations of Campus Diversity 3
HED 532: Comparative Higher Education 3

Elective Courses (6 hours)

HED 508: Sociological Foundations of Higher Education 3
HED 511: Residence Life 3
HED 513: Counseling and Advisement 3
HED 514: Contemporary Trends in Higher Education 3
HED 523: Legal Issues in Higher Education 3
HED 532: Comparative Higher Education 3
HED 534: Assessment and Retention 3
HED 540: Vocation of Teacher 3
HED 591: Gender and Higher Education

Course Descriptions

HED 501 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. In either case, 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.

HED 502 Historical Foundations of Higher Education (3) This course provides a general overview of the historical development of American colleges and universities, beginning with the colonial period and continuing through the current scene. The course will also explore the interplay of Christian faith with the historical development of American higher education.

HED 503 College Students in America (3) 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 students' development during the college years.

HED 504 Foundations of Higher Education (3) 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.

HED 505 The Higher Education Professional (3) This course examines the concepts of vocation, work, and faith commitment particularly as they take shape within the context of higher education. We will discuss biblical and theological perspectives on vocation and work in an effort to assess their merit and relevance for professional and personal life. In addition, we will consider the issue of leadership and its relationship to personal and professional development.

HED 510 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.

HED 515 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.

HED 517 Capstone in Higher Education (3) As a capstone course, this course is intended to provide integration, cohesion, and summary to the entire course of study. We will revisit and reflect upon the foundational hopes of the program for student learning. Likewise, students will complete a culminating project that illustrates their interests, knowledge, and proficiencies within the field of higher education.

HED 521 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.

HED 531 Foundations of Campus Diversity (3) 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.

HED 532 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.

Elective Courses

HED 508 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.

HED 511 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.

HED 513 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.

HED 514 Contemporary Trends in Higher Education (3) Though this course will be offered relatively infrequently or on special occasions, it 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.

HED 523 Legal Issues in Higher Education (3) This course will discuss current policies and legal concepts 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.

HED 534 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.

HED 540 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.

HED 591 Gender and Higher Education (3) This course will examine higher Education research to explore how college environments shape men, women, and transgender students; attention is given to the experience of campus leaders. Higher Education (faith-based, public and private) initiatives and programs to address disparities will be reviewed as well as practical steps practitioners can implement within their daily work.

Program Delivery and Registration

The MAHE program can be pursued in the following formats depending on a student's time and commitments.

In the **accelerated program** students earn degrees by taking core classes once a week at Geneva over a continuous 20-month period, beginning each fall. 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 accelerated program hold graduate assistantships at Geneva or nearby colleges/universities.

This program also has a 600-hour contextualized learning requirement which is fulfilled through graduate assistantships. Geneva College provides a variety of graduate assistant (GA) positions for students who are enrolled in our program. These positions are designed to require 20 hours of service each week for four consecutive 15-week semesters. A few of the GA positions require an extra week or two of service, and those positions are compensated accordingly. For those holding a GA position, program tuition is reduced by roughly one third. A stipend of \$5,100 per year is also awarded.

Prospective students must apply and interview for these GA positions. Each year a variety of positions come open—residence hall director, student services, multicultural programs, study abroad, assistant coach, student ministries, community service, and several other support and TA positions. It certainly helps if you have some related experience going into these interviews, but we also understand that many prospective students are looking for the experience of first employment in the field. Job descriptions of the various positions that will be open the following year will be made available in March and interviews will be conducted on campus sometime early in April.

The GA program fulfills two primary purposes: 1) it is real professional service for the particular department or office, and 2) it is an educational opportunity for the graduate student. We want our graduate students to contribute productively according to their assigned duties, to attend staff meetings, to engage in collegial interaction in their own office and between departments of the college, to seek supervisory feedback and constructive criticism, and to volunteer for additional opportunities to advance the aims of their department. We expect our GAs to dress professionally for work, to be punctual for office hours and appointments, and to attend meetings with pen, notepad, calendar, and agenda or relevant documents in hand. We expect them to be teachable and humble, to seek accountability and guidance, and to display respect to supervisors, staff, peers, and students. Practicing this kind of professional comportment will pay dividends throughout your career. We count this as an important part of the learning that comes through the GA role.

There are other ways in which we intend for this experience to function as a learning opportunity for each GA. Not only will it happen through responsibly dispatching job duties and through collegial engagement in the life of your department, it will also happen through formal supervision and mentoring. Each GA will have at least two formal meetings with his or her supervisor each semester (forms are provided by the MAHE office for these meetings). This will provide a more formal job review experience. Hopefully, there will be plenty of other opportunities for more informal mentoring and feedback as well. We encourage GA

supervisors and the GAs themselves to keep on the lookout for other opportunities for professional development and personal growth. Hopefully those of you that are not working as GAs are learning these same lessons in your place of employment.

The supervisor will work with the GA to ensure that their workload remains at twenty hours per week. It would not be unusual for a GA to volunteer for an additional assignment that might add an additional two to four hours of work each week, as long as that assignment was the voluntary choice of the GA and affords good opportunities for growth. We want all GAs to view the other 20-24 hours of their work week as fully committed to the more formal roles of graduate education—time in class, reading in and beyond the curriculum, journaling, completing essays and papers, engaging in field-focused discussions with other graduate students and higher education leaders. Graduate assistants will be responsible for tracking their hours through an online form distributed to them from the Human Resources office. Students should make sure to keep their hours updated regularly; completed time logs are due at the end of each semester.

A cursory review of David Kolb’s learning cycle might be helpful for GAs and for supervisors as they consider together how to boost this work experience into a learning experience. Kolb is clear that experience itself is not learning. In fact, encountering new ideas is hardly learning either. For learning to go deep and to take root, Kolb believes that the learner must attend to the following four modalities—experiencing, reflecting, theorizing, and experimenting. Good learning can actually begin at any stage—in the experience, in reflection, in the academic ideas of a textbook, or in the trial and error of programming. His main point, however, is this—good learning runs the cycle. It includes hands on experience; it includes the wondering and questioning and sharing of reflection; ideally that reflection takes shape as a theory, or is informed by a theory about what is really important, what is really going on; and the cycle is complete when this accrued wisdom is put into action somehow—as a program, as a curriculum, as a series of workshops or a training session, or even as a series of conversations to test out a new hypothesis about student engagement or racial reconciliation or peer counseling. Kolb’s theory suggests interesting challenges for GAs, for their supervisors, and for MAHE faculty and staff.

1. Can we provide the kinds of experiences for our students that are ideal for learning?
2. Will we encourage the kind of reflection that begins to turn experience into learning?
3. How can students begin to connect learning “on the job” to learning “from the classroom”?
4. Will our GAs rise to the challenge of creating and exploring new insights as they work with students or as they work on new programs?

Kolb provides one model of learning, and we think it is a pretty good one. Attention to this model should help us to focus on the second aim of the GA program—student learning. It should also help us with the first aim of the GA program—real professional service that revitalizes the work that is taking place in various offices across campus.

The **Institutes program** allows students to pursue a master’s degree without having to leave their current position. Institutes are offered in June and early January. Students can take either one or two courses per week at the two-week Summer Institute. At Winter Institute students can take one course offered in early January. Readings, assignments, and ongoing conversations are undertaken during the semester or semesters following each Institute.

The Institutes program is the ultimate in flexibility. Students who desire to finish the MAHE program in two to three years may take four courses each year by attending both weeks of Summer Institute. However, students who desire to take longer to complete the program may opt for two or three courses per year utilizing any combination of the Summer and Winter Institutes.

The self-directed studies program offers students the opportunity to design their pursuit of the MAHE degree 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.

Independent Studies

Independent studies are allowed only under special circumstances. Any independent study request must be approved by the Program Director and should only be requested for extenuating circumstances and not convenience.

Summer Institute

Electives and foundation courses are taught during Summer Institute, which lasts for two weeks. Cohort students must take Leadership and Change at Summer Institute. Summer Institute is held on Geneva's campus. Besides attending class, this is an incredible opportunity for students to meet other professionals in the field of higher education from colleges and universities all over the country. **Tentative** dates for Summer Institute 2017 are June 11 through June 24, 2017. Registration materials will be available in the spring.

Winter Institute

Only one course can be taken during this week. Winter Institute is typically held at Oglebay Resort in Wheeling, West Virginia. The dates for Winter Institute 2017 are January 2 through January 6, 2017. Course information and registration materials will be available later in the fall.

Class Nights for Cohort Students

Most classes in the cohort model are held on Tuesday evenings from 6 to 10 p.m. in Northwood Hall. You will find the accurate dates on the attached cohort schedule. In order to finish the accelerated program in approximately two years, you should follow the outlined schedule. Please note that you will have to take classes in the Institute format to complete elective courses.

Course Registration

Students enrolled in the cohort program are responsible for registering for their courses online and in sequence. Prior to registration (November for Spring classes and March for Fall classes) you will have an "e-advising" session with the MAHE registration coordinator (via email). Your "e-advising" email will notify you of the courses you should register for, and

inform you of any options that you have (elective choices, etc.). You will want to pay careful attention to the course numbers and section numbers that you are advised to take as each semester may have multiple courses with the same course number, or even the same professor, but differing section numbers. After you receive the “e-advising” email from the registration coordinator you will need to respond with a confirmation email so that the advising hold can be lifted off of your account. The process for registering online is easy and allows you to add or drop classes on your own. However, you will need to pay attention to communication you receive regarding registration, so please make sure that you check and save emails with the subject line “e-advising.” Once you have confirmed your registration (by responding to the “e-advising” email) and the registration hold has been lifted off your account, you will be able to register for the courses you plan to take in the following semester. You will do this by logging into myGeneva and following the directions for how to register found here: <https://www.youtube.com/watch?v=NliFNuXutC0&feature=youtu.be>

Attendance Policy

Our program requires that students attend all classes. However in the event of medical and/or personal circumstances that prohibit attendance, students must communicate with their respective professor **in advance** of class.

Class Cancellation

Classes may be cancelled from time to time because of various conditions, including weather. If you are in doubt about your class schedule, check your syllabus first. All weather related school closings can be located on Geneva’s home page (www.geneva.edu) or listen to KDKA (1020 AM) or WBVP (1230 AM). You can also register for GC alert at www.geneva.edu to receive notifications of closings.

Grades and Graduation Requirements

Grade Reports

A 3.0 GPA is the minimum to earn a master’s degree. 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; students may not have more than two C’s (includes + or -). The GPA is calculated by adding the number of grade points earned and dividing by the semester hours that receive letter grades.

Repeating a course for which credit has been granted will not increase credit hours toward graduation, but the new grade earned may be substituted for the old in determining grade points. Credits graded F are included in the GPA but do not count toward graduation requirements. Repeating a course graded 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. No transfer courses will be allowed to make up an 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.

Normally official grade reports are distributed online by the college registrar at the completion of each term. Your grade reports are available at <http://my.geneva.edu>.

Student Grievances

If a student is dissatisfied with the grade awarded, course content, or the faculty member of record, they should first take any such grievance directly to the faculty member involved. If the student is not satisfied with the response from the faculty member, the issue should be discussed with the Director of the Higher Education Program. If the student is still not satisfied, a meeting with the Dean of Graduate, Adult, and Online education at Geneva College should be schedule.

Incompletes and Continuation Fees

Grades that are incomplete after the last day of the semester will be entered as such on the student's transcript. The student will be given eight weeks to finish the incomplete assignment(s). If the work is not complete after the eight week deadline, a grade that reflects failing work on the incomplete assignment(s) will be recorded. If the final course grade is an F, the student will be expected to repeat the course.

An incomplete capstone grade is also given an eight week grace period to be completed. If the capstone is not complete at that time the student will be charged a continuation fee and will be given a semester to finish the capstone.

Graduation Requirements

All MAHE students must complete 36 credit hours to graduate. Students must apply to graduate—this does not happen automatically. When a graduation application is mailed out by our office it must be completed by the student and returned to our office. Graduating students will participate in the annual graduate commencement ceremony held in May. If you are not able to attend the commencement ceremony you must notify the program director. All graduates will be mailed their diplomas. **Graduation for Cohort 21 is Saturday, May 5, 2018.**

Financial Policies

Tuition

Tuition is set annually on a semester-hour basis. Currently the program tuition is \$655 per credit hour. Payments can be made with cash, credit card, or a check made payable to Geneva

College, and are due prior to the first class of every semester. 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 respective program office and must complete paperwork provided by the Financial Aid office. We are required by law to include employer reimbursement benefits as estimated financial assistance when awarding financial aid. As a result, the Employer Reimbursement form is needed for all students before awarding. The form can be accessed here and returned by email, fax or mail:

http://www.geneva.edu/financial-aid/documents/Employer_Tuition_Reimbursement_form.pdf

Financial Aid

Limited graduate assistantships and tuition discounts are available. Federal financial aid is available to graduate students in the form of loans only. A free application for federal student aid (FAFSA) form must be filed each year before any student can be considered for financial assistance. You are able to do this online at www.fafsa.ed.gov or you may file a paper copy that can be downloaded from the federal website. The federal financial aid policy continues to evolve each year; at this point the best option for graduate studies is often the federal loan program, but students with excellent credit may also consider private student loan options (more information is available at www.geneva.edu/fa). Geneva College's financial aid office has been approved to award loans under the Ford Federal Direct Loan Program to qualified students.

Graduate students are eligible for up to \$20,500 in unsubsidized Federal Direct Loan per academic year. This eligibility is not based on income or credit score, but is adjusted based on your tuition costs, enrollment status and other factors. Graduate students may use some of their loan money for housing and equipment such as computers. More information is available through our Financial Aid counselor, whom you can get in touch with through Allison Davis (724-847-5564)

Students who take six credits or more per semester are considered full-time and are eligible for financial aid. Students who are enrolled for less than six credit hours are not eligible for federal loans. You are also eligible for deferment from undergraduate loans when you are a full-time or a half-time student; part-time status does qualify a student to remain in deferment. Geneva subscribes to the National Student Clearinghouse from which the majority of loan agencies draw the enrollment status of students and it will automatically apply the deferment. If your loan agency does not subscribe to this service and/or requires additional confirmation, simply send your deferment forms to the Registrar's Office to be processed.

Because loans and deferment are based on the number of credits you are taking, it is **crucial** that you speak to someone in the program or in Financial Aid before you drop any class. The effects can be far reaching. Also an incomplete grade will jeopardize a student's half-time or full-time status. Continued eligibility for financial aid is also based on *satisfactory academic progress*, adherence to filing deadlines, and on other eligibility requirements and guidelines set by the US Department of Education.

Accepting Your Financial Aid, Assistantships, and Discounts

- You must “**accept**” your assistantship monies and/or financial aid through NetPartner. Even if you do not want or have not filed for loans but qualify for assistantship monies or a discount, you must “**accept**” your award money through NetPartner. NetPartner will use your Geneva email only.
- The financial aid office will email you and refer you to NetPartner if there are changes to your financial aid eligibility.
- To log in to NetPartner, go to this link: <https://finaid.geneva.edu>
Click on the blue **FIRST TIME USER** link and read the instructions to create an account. You will need your social security number and your Geneva College ID number (no leading zeros). You will also need your phone number (that was used on your FAFSA or registration forms) to set up your NetPartner account. Additionally you will need to agree to the terms and conditions for using Net Partner. There is further information, including a short video, on Geneva’s website <http://www.geneva.edu/financial-aid/netpartner>

Refund Policy

Students are expected to pay their bill in full upon receipt of electronic notification from Nelnet (bills will be sent to the email associated with the student account). The following refund policy is currently in place for all Geneva Graduate and Online programs:

- During 1st 10% of term – 0% - 10% - 100% Refund
- During 2nd 10% of term – 10.01% - 20% - 50% Refund
- After more than 20% of term – 20.01% and Greater – 0% Refund

(The calendar days of a term would be used to determine the length in the calculation.)

Any student who participates in summer or winter institute and then chooses to withdraw from the course will be responsible for paying 50% of the tuition (the audit fee).

Billing Policy

Bills will be distributed electronically and can be accessed online through Nelnet. You will receive a bill notification through Nelnet with a link to your Nelnet account. Below is an outline of how to set up your Nelnet account.

Students will receive billings at the beginning of each semester. It is the student’s responsibility to insure payment is made upon receipt of this bill either directly or through student loans. All tuition payments must be made in full by the term before registration for the next term. It is important that your account is up to date to avoid an interruption in your registration, financial aid, and/or deferment status. If you have a discrepancy in your billing, please contact Allison Davis at 724-847-5564 or aldavis@geneva.edu.

The steps for creating a student Nelnet account are:

1. Log on to your myGeneva account
2. Click on Student Information tab

3. Click on Student Account/Nelnet
4. Click on "Go to My Nelnet Account"
5. Arrive at the Create Account Page. The contact information used to set-up the Nelnet account will automatically populate on this page. Verify that everything is correct. Other than providing additional email addresses, do not make any demographic changes in Nelnet. This information does not get transferred back to the student information system at Geneva. If you need to change any demographic information, log into my.geneva.edu and click on "Personal Info" next to your login name at the top right corner of the screen. Click on the "Biographical Info" tab and then click on the pencil which allows you to edit the biographical information in the student information system at the college. (You may add additional emails to this page, but you must keep your Geneva email as the primary email account.)
6. Click "Next"
7. In order for Nelnet to verify your identity during a phone conversation, you will need to create two security questions and answers.
8. Click "Submit"
9. Arrive at "Home Page" in Nelnet. You have now completed setting up a Nelnet account.

This will take you to your "**Landing Page**" or "**Home Page**" in Nelnet.

Continuation

Please be advised of the program policies concerning the interruption of your cohort schedule. Any time continuation is interrupted, the student must submit the reason in writing to the program director as well as an indication of the time involved. If a student is out for a year or more, the student must re-apply to come back into the program. If the absence is under one year, the student must submit a request to have their admissions portfolio re-activated when he/she is ready to return. This request should be sent/mailed to the Program Coordinator.

Remember: Any changes in registration could affect your financial aid.

Academic Policies

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 because it violates freedom and trust, which are absolutely 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 outside the classroom and therefore have broader community implications.

- 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 diskette 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
- 6) Preventing other students from successfully completing an academic assignment for example, stealing materials from the library; stealing a diskette, textbook, or notes from another student; or hiding materials in the library
- 7) Forging a signature on, or unauthorized alteration of, academic documents such as transcripts, registration and drop-add forms.

Intellectual Dishonesty Cases have procedural guidelines that will be followed. 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 offence 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.

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 academic dean will be notified about the offense, who will determine if additional disciplinary action may be warranted. The academic dean will inform the dean of students 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 academic dean.

In the case of academic dishonesty various sanctions are available. For an offense in the first five categories several penalty options can be taken, including but not limited to the following:

- Requiring the assignment or test in questions 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.
- Informal or formal warning to the student or students involved.

In addition to the above sanctions, the instructor, Chief Academic Officer, Dean of Undergraduate Programs; or Vice President of Student Development may take other actions as well, requiring informal or formal apologies to the victim or victims.

Upon recommendation of the Chief Academic Officers, Dean of Undergraduate Programs or Vice President of Student Development invoke further penalties as warranted by an offense, including:

- *Charging fines,
- *Placing the student on academic and/or disciplinary probation,

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

Students have the right to appeal disciplinary actions taken in response to academic dishonesty. A faculty member's ruling can be appealed to the Director. If needed, further appeals are taken to an ad hoc committee of three faculty members appointed by the academic dean, the Provost, and finally to the president whose decision is final.

Student Services

Campus Services

All on-campus services are available to our graduate students including food service in the dining hall and Brig (snack bar) (at a cost determined by Pioneer Catering), exercise facilities, health services, worship opportunities, recreational facilities and activities, technology access, and other student services.

Health Insurance

Geneva College currently does not offer health insurance coverage for graduate students.

Career Development

This office primarily serves the college's undergraduate students but is also available to graduate students for services such as portfolios, career opportunity research, and Graduate Record Exam (GRE) preparation. Resources that are provided include career-related books, videos, and reference materials. Computerized resources include career guidance software, Internet searches, and GRE preparation software. The career development center page on the college's website (www.geneva.edu) includes career guidance information, a calendar of events and recruiting schedules, and links to job banks and other career-related websites. Seminars are offered on self-assessment, resumes, cover letters, portfolios and interviewing skills.

Technology Services

The college has an extended array of technology to support graduate students. Included are two general computer labs (one in Northwood Hall and one in the Science & Engineering building), specialized labs in several locations, and computers that are available at many sites for student use.

McCartney Library

Information about the library can be obtained by calling the main desk at 724-847-6563 or via the college website (under the *Academic* link). MacCAT is the library's online catalog and integrated library system. The library's website provides direct access to a rich assortment of electronic databases. These resources include full-text access to hundreds of journals as well. A valid ID card is required for library access at McCartney Library. Registered users may search McCartney Library collections, electronic resources, renew materials, or check their own library account.

Student Success Center

The Student Success Office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of this office at the start of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, a faculty member is under no obligation to provide accommodations.

Students who suspect an undiagnosed disability, or experience an unanticipated physical problem during the semester, should also contact the Director immediately. The Director will provide support and direction, which may include administration of a learning disability screen and a referral for professional assessments. The Director will help students make informed decisions about further assessments, about appropriate resources, and about the implementation of specific academic strategies. The Director of the Student Success Center, Tom Pyle, can be contacted at 724-847-5005. Graduate students may also utilize the services of the Center which houses the Geneva College Writing Center. It is located on the second floor of Skye Lounge. Tutors are assigned to help students with any aspect of writing papers. Services include but are not limited to brainstorming ideas, organizing thoughts, writing paragraphs, and formatting papers.

ID Cards

Graduate students are issued student ID cards. You will need a photo ID to check out books or instructional media in the library. Also note that any time a student ID is necessary for an event on campus (or off-campus for discounts) you can show your Geneva photo ID card.

Your ID photo can be taken and processed by the secretary in the Residence Life office. This office is located upstairs in Skye Lounge, Student Center.

Campus Store

The campus store is located on the lower level of the Student Center. Contact the campus store directly (724-847-6595) for information about extended hours during the first week of classes as well as special hours during breaks and summer hours.

It is important to realize all textbooks for the higher education program are typically distributed the first night of each new class along with the syllabus. Textbooks and related materials are provided at no additional cost.

Faculty and Staff

Mr. Neil Best – Faculty and Director of Residence Life
Skye Lounge – Student Center extension 6645
nabest@geneva.edu

Dr. Jennifer Carter – Faculty and Registrar
First Floor Old Main – extension 6745
jlcarter@geneva.edu

Dr. Brad Frey – Faculty
Third Floor Old Main – extension 6558
bfrey@geneva.edu

Mr. Brian Jensen – Faculty and Vice President of Student Development
Skye Lounge – Student Center extension 6641
bcjensen@geneva.edu

Dr. Keith Martel – Director and Faculty
Third Floor Old Main – extension 6884
krmartel@geneva.edu

Dr. Terry Thomas – Faculty
First Floor Old Main – extension 6656
tthomas@geneva.edu

Ms. Allison Davis
Billing and Registration Coordinator
First Floor Old Main – extension 5564
aldavis@geneva.edu

Mrs. Jerryn Carson
Program Manager
Third Floor Old Main – extension 6510
jscarson@geneva.edu