



GENEVA
COLLEGE

**Master of Arts in
Higher Education**

STUDENT HANDBOOK

2023-2024

GENEVA COLLEGE 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.

Geneva College's mission is student-focused, emphasizing Christ, comprehensive education, and service to God and neighbor. This is consistent with the college's charter, bylaws and [Foundational Concepts of Christian Education](#), as well as Geneva's historic motto, *Pro Christo et Patria* (For Christ and Country).

VISION STATEMENT

Geneva College will be known nationally for advancing integration of faith and learning under Christ and His word, preparing students for courageous engagement throughout their life's work.

CORE VALUES

With Christ as King and under scripture, we:

1. Serve with grace
2. Pursue Godly wisdom
3. Foster academic strength
4. Engage culture faithfully
5. Inspire vibrant hospitality
6. Honor one another

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STUDENT HANDBOOK

Master of Arts in Higher Education

2023 - 2024

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 2023 - 2024, Volume 104* and the *Geneva College Student Handbook* (www.geneva.edu), but the following information is program specific.

The Master of Arts in Higher Education Program at Geneva College

In 1994 Geneva College launched a graduate program in higher education. Over the ensuing years this program has graduated more than 500 students with an M.A. in Higher Education, and these graduates are now working as deans, resident directors, professors, doctoral & law 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, with a particular emphasis on college students' success in and out of the classroom;
4. Develop beliefs, knowledge, attitudes, and skills that reflect a professional identity rooted in Christian vocation; and,
5. Effectively communicate, in writing and in speaking, the results of an exploration 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.

Telos, Polis, & Ethos

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.

Telos

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. To 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.

Polis

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 as individuals, 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 North America 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 online technology to complete the four courses that can be taken during Summer Institute, as well as the four courses that are offered online. 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.

Ethos

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 application described below. Applicants to the MAHE program must:

- Sufficiently display critical thinking and analytical ability;
- Demonstrate a capacity to pursue graduate level education (a 2.8 minimum GPA from an accredited baccalaureate institution is required);
- Desire to pursue a vocation in service to God in the college or university setting; and,
- Display a strong commitment to work in the field of higher education serving college students and educational institutions.

The application should be completed online through Geneva's Graduate Admission Portal. Inquiries may be sent to hed@geneva.edu. The application includes 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

The curriculum consists of 36 credits, 30 core credits and 6 elective credits.

Foundations Core (30 hours)

HED 601: Foundations of Learning and Knowledge (3 credits)

Or HED 625 Foundations of Learning & Knowledge I (1cr.) + HED 626 Foundations of Learning & Knowledge II (2cr.)

HED 502/602: Historical Foundations of Higher Education (3 credits)

Or HED 627 Historical Foundations of Higher Education I (1cr) + HED 628 Historical Foundations of Higher Education II (2 cr.)

HED 503/603: College Students in America (3 credits)

HED 504/604: Foundations of Higher Education (3 credits)

Or HED 629 Foundations of Higher Education I (1cr.) + HED 630 Foundations of Higher Education II (2cr.)

HED 605: The Higher Education Professional (3 credits)

HED 610: College Student Success (3 credits)

HED 615: Foundations of Educational Research (3 credits)

Or HED 643 Foundations of Educational Research I (1cr.) + HED 644 Foundations of Educational Research II (2cr.)

HED 617: Capstone in Higher Education (3 credits)

HED 621: Leadership and Change (3 credits)

or HED 645 Leadership and Change I (1cr.) + HED 646 Leadership and Change II (2cr.)

Plus one of the following:

HED 531/631: Foundations of Campus Diversity (3 credits)

Or HED 647 Foundations of Campus Diversity I (1cr.) + HED 648 Foundations of Campus Diversity II (2cr.)

HED 632: Comparative Higher Education (3 credits)

Elective Courses (6 hours)

HED 611: Residence Life (3 credits)

or HED 653 Residence Life I (1cr.) + HED 654 Residence Life II (2cr.)

HED 613: Counseling and Advisement (3 credits)

or HED 655 Foundations of Counseling and Advisement I (1cr.) + HED 656 Foundations of Counseling and Advisement II (2cr.)

HED 614: Contemporary Trends in Higher Education (3 credits)

or HED 657 Contemporary Trends in Higher Education I (1cr.) + HED 658 Contemporary Trends in Higher Education II (2cr.)

HED 623: Legal Issues in Higher Education (3 credits)

or HED 671 Legal Issues in Higher Education I (1cr.) + HED 672 Legal Issues in Higher Education II (2cr.)

HED 624: Crisis Management and Response (3 credits)

or HED 673 Crisis Response and Management I (1cr.) + HED 674 Crisis Response and Management II (2cr.)

HED 632: Comparative Higher Education (3 credits)

HED 634: Assessment and Retention (3 credits)

or HED 683 Assessment and Retention I (1cr.) + HED 684 Assessment and Retention II (2cr.)

HED 640: Vocation of Teacher (3 credits)

or HED 687 The Vocation of Teacher I (1cr.) + HED 688 The Vocation of Teacher II (2 cr.)

Additional Electives include: Gender and Higher Education and Higher Education in the Digital Age.

Course Descriptions

HED 601/625&626 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 602/627&628 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 603 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 604/629&630 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 605 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 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.

HED 615/643&644 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 617 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 621/645&646 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 631/647&648 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 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.

Elective Courses

HED 611/653&654 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 613/655&656 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 614/657&658 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 623/671&672 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 624/673&674 Crisis Response and Management in Higher Education (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. Students will learn how to approach crises from a missional Christian perspective and develop their own philosophy of responding to students in crisis across different their functional areas. Students will also learn about best practices for institutional approaches to crisis response and behavior intervention.

HED 634/683&684 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 640/687&688 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 691 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.

HED 691 Higher Education in the Digital Age (3) This class prepares learners to navigate the murky waters of digital higher education. From conversations about teaching online to managing student social media interactions, the course helps higher education professionals conduct business in an ever-evolving environment. Students come away from the class prepared to engage in meaningful debates surrounding online course strategies and design, develop healthy online community, and move toward a redemptive perspective on higher education in the digital age.

Program Delivery

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

The Cohort Model

In the Cohort Model 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. Cohort Model students complete their elective credits by attending Winter Institute and will take two core classes during week one of Summer Institute in the June following their first year in the program. Most students in the cohort model hold graduate assistantships at Geneva or nearby colleges/universities.

The Institutes Model

The Institutes Model 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. Students who enroll in this two-week option can complete their graduate degree by attending Summer Institute for two years and register for six courses (18 credits) each year. This is accomplished by taking two on-site courses each week of summer

institute and one online course each semester. Readings, assignments, and ongoing conversations are undertaken during the semester or semesters following each Institute.

The Self-Directed Studies Model

This model offers students the opportunity to design their pursuit of the MAHE degree in the most feasible way. Students interested in this format simply choose courses whenever they are offered until they fulfill all the program requirements, whether it takes two to three years or four to five years for them to do so.

Summer Institute

Electives and foundation courses are taught during Summer Institute, which lasts for two weeks. Cohort students must take Foundations of Educational Research and 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. The dates for Summer Institute 2024 are June 9 through June 22, 2024. Registration materials will be available in the spring semester.

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 2024 are January 2 through January 5, 2024. Course information and registration materials will be available during the registration period in October. The cost associated with Winter Institute is \$175 and will be due on January 2nd. This cost covers housing & food during the week.

Class Nights for Cohort Students

Most classes in the cohort model are held on Tuesday evenings from 6:00 to 10:00 p.m. in Northwood Hall. You will find the accurate dates in your cohort schedule. To finish the program through the cohort model 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 and some core classes.

The 4+1 Program

Undergraduate students in their junior and senior years at Geneva can take up to 3 courses (The Foundations of Higher Education, History of Higher Education, and Foundations of Campus Diversity) from our Master's in Higher Education program. These courses are applied as both undergraduate and graduate credits, and students may apply their undergraduate financial aid. In order to take these courses students must be accepted into Geneva's MA in Higher Education program and complete an interview with the program director.

Contextualized Learning & Graduate Assistantships

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 – 25 hours of service each week for four consecutive 15-week semesters. For those holding a GA position, program tuition is reduced by roughly one third. A stipend of \$8,000 per year is also awarded.

Prospective students must apply and interview for these GA positions. Each year a variety of positions are made available. Areas where graduate assistant positions have been available in the past include: residence halls, student services, multicultural programs, study abroad, athletics, 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 the spring semester, and interviews will be conducted February – May (dates differ for each position).

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, but it will also happen through formal supervision and mentoring. Each GA will have at least two formal meetings with his or her supervisor each year (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.

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.

Course Registration

Students 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 your advisor (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 different section numbers. After you receive the “e-advising” email from your advisor you will need to respond with a confirmation and make plans to register for your classes. 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.”

Adding or Dropping a Course

Once registered, students must communicate with their advisor prior to adding or dropping any courses and should make sure they are informed about changes to their financial aid, program requirements, and refund eligibility.

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.

Transfer of Academic Credit

Students who have taken graduate courses at other accredited colleges and universities may request approval to transfer these credits by completing a Transfer Credit Evaluation which is printed in the Appendix of this Handbook. Students may transfer up to six graduate credits. Along with the Transfer Credit Evaluation, students are asked to also submit official transcripts and course syllabi. For courses transferred at the time of initial enrollment, credits will be transferred; however, course grades will not appear on the Geneva College transcript and will not be calculated into the student's graduate grade point average (GPA).

Academic Policies and Procedures

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. Students with more than two "C's" must retake classes so that no more than two "C" grades remain on the final transcript.

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 D or F are included in the GPA but do not count toward graduation requirements. Repeating a course graded a 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. No transfer courses will be allowed to make up a D or F grade.

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> in the student information tab. Please note that your grades may or may not be kept in the eLearning portion of myGeneva depending on the preference of your faculty, but your unofficial transcript will have the accurate posting of your final grades.

Academic Probation

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 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 academic success plan aimed toward remediation. Students on academic probation are required to schedule a meeting with their advisor and draft a remediation. A final copy of the plan will then be placed in the student's file. Students on academic probation will be required to schedule regular meetings with their advisor and may be referred to the Geneva College Health and Wellness Center, the Center for Calling and Career, the Writing Center, or the Student Success Center for additional counseling or advising.

Students on academic probation will be evaluated by their advisor before probationary status is removed. After three semesters on academic probation, students who do not raise their GPA to a 3.0 will be dismissed from the program. If there are extenuating circumstances, the student may write a letter stating intent to re-apply following a defined plan for remediation. At least two semesters must elapse before students who have been dismissed from the Program are permitted to reapply. Upon reapplication to the program, it is the responsibility of the student to thoroughly document the basis for possible readmission to the program.

Continuous Enrollment/ Leave of Absence Policy

Continuous enrollment in the program is required. Students who wish to take a leave-of-absence or withdraw from the program must make a request, in writing, to his or her academic advisor as well as the Program Director. This will be documented in the student's file. Student who are not enrolled in classes for more than 1 calendar year or longer will be considered withdrawn from the college and must apply for re-admission to the program. Academic standing will be determined upon readmission. Persons interested in re-enrollment should contact hed@geneva.edu to initiate the process. The maximum time to complete the MA in Higher Education degree is seven years from the start of enrollment. Students may petition, in writing, for an extension of one year beyond this deadline. The period of a leave-of-absence is counted as part of the 7-year period allowed for completion of degree requirements.

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 Provost at Geneva College should be scheduled.

Incompletes

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.

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 emailed to you, it must be completed online. 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 Assistant Director. All graduates will be mailed their diplomas. **Graduation for Cohort 27 (and Cohort 26 GA RDs) will be Saturday, May 4, 2024. Graduation for Cohort 28 (and Cohort 27 GA RDs) will be Saturday, May 10, 2025. Graduation for Cohort 29 (and Cohort 28 GA RDs) will be Saturday, May 9, 2026.**

Academic Integrity

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 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 assignment 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 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

Cases of intellectual dishonesty 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.

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.

It is the student's responsibility to communicate with the faculty member directly regarding their need to miss class for any reason. It is our expectation that a student will be truthful in communicating with faculty about class absences. Please remember that misrepresenting a class absence is a violation of the academic integrity policy and could result in a failing grade in the course or other penalties including dismissal from the college.

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 will be sent out via Geneva's GC alert system (sent to your phone & email). Please register for GC alert at www.geneva.edu to receive notifications of closings.

Financial Policies

Types of aid available

- Graduate Assistantships: Contact Allison Davis (Higher Education Office, 724-847-6510)
- Tuition Discounts: Contact Allison Davis (Higher Education Office, 724-847-6510)
- Federal Aid: Graduate students are eligible for the Direct Unsubsidized Loan based on their FASFA application as long as they are at least half time, this is 3 credits per semester in the Higher Education Program.

Additional Loans: If you have already reached the Federal Limit in Direct Unsubsidized Loans, you can review private loans at www.elmselect.com. Graduate students may also look into the Direct Grad PLUS Loan at <https://studentaid.gov>. These options are not typically needed for graduate student tuition costs, but they are available if students need money for living expenses (not recommended).

Applying for Federal Aid

- Make sure you have an FSA ID, or set one up at <https://FSAID.ed.gov>, you will need it for all Federal Student Aid websites.
- File your Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov>. Make sure to include the Geneva School Code (00326700)
- Submit the Intended Enrollment-Graduate Students form, Employer Reimbursement form (if applicable, note that Graduate Assistantships at Geneva are not considered employer reimbursement), and any other requested forms as noted on your Financial Aid Portal (finaid.geneva.edu), to Office of Financial Aid.
- Check previous borrowing information if concerned about reaching your lifetime totals
- Understand Federal Student Loan fees and interest rates (meet with Tessa Showalter in the Office of Financial Aid to gain a better understanding). Helpful resources can be found on the graduate financial aid page: <https://www.geneva.edu/financial-aid/graduate-financial-aid>

Your Financial Aid Award

We will receive your FASFA electronically within 3-5 business days of when you file it online. Once we receive this, and any other necessary documents, we will review your file.

- We will determine your eligibility based on your cost of attendance (tuition and fees, plus allowances for other expenses) and intended enrollment.
- We will award your aid (loans, employer benefits, other aid sources), and email you information on how to accept your aid online.

Accepting your Financial Aid

NOTE: You must accept all or decline your awards.

Log into the Financial Aid Portal (our financial aid manager) at <https://finaid.geneva.edu>

- If you are having login difficulties, one of two things could be occurring:
 - You are not using the phone number that the Office of Financial Aid has on file; or,
 - You are entering your Student ID number with the leading zeros
- Once you log in and accept the terms, navigate to the menu button on the lefthand side where you can: accept or decline your financial aid awards, review missing documents, download necessary forms, and see your financial aid disbursement dates.
- Be sure to complete a current Direct Loan Master Promissory Note and the Direct Loan Entrance Counseling (add Geneva as a school) at studentaid.gov. We will be notified electronically once these are submitted.

Office of Financial Aid

Website: <http://www.geneva.edu/student-financial-services/financial-aid/graduate-financial-aid>

Graduate Student Financial Counseling: Tessa Showalter, tmshowal1@geneva.edu

E-Mail: finaid@geneva.edu Phone: 724.847.6530

Your Student Account

It is the responsibility of the registered student to accurately maintain their student account at all times and to ensure all bills are paid on time. eBills will be sent to your Geneva student email account.

- Once you have logged in to your MyGeneva account (<https://my.geneva.edu>) you will manage all aspects of your student account from receiving eBills, adding an authorized party, making on-line payments, checking your student account balances and managing Student Choice Refunds, and much more.
- Click on the Student Information Tab and then on the Financial Aid Page.
- Go to my Nelnet Account (bottom of page)
- Complete instructions to set up your Nelnet account can be found at <https://www.geneva.edu/student-accounts/nelnet-faq>
- Your financial aid will not show on eBill until you have responded to your aid and submitted all required documents (see “Accepting Your Financial Aid” above).

Credit Balance Refunds

At Geneva, we are committed to providing you with the best possible electronic billing service for quick delivery and ease of payment. This service allows students to receive any overpayment/credit balance back by ACH (direct deposit). This will allow you to receive your credit balance directly into your bank account rather than having to wait on a refund check to arrive in your mailbox and then having to go to the bank to deposit it. Refunds typically come 1-2 weeks after the start of classes.

<https://www.geneva.edu/student-accounts/nelnet-faq>

Helpful Information

Deferment of Loans: As long as you remain enrolled at least half time (3 Credits for Higher Education) your federal loans can be in deferment. Your enrollment is automatically reported, but you should confirm with your servicer if and when payments are due. It is always recommended to make a minimum of interest only payments.

Tuition and Refund Policy

Remember it is important to speak with both your program and the Office of Financial Aid prior to dropping a class. The federal aid refund policy is located here: <https://www.geneva.edu/financial-aid/policies/refund-policy> and the tuition refund policy is located here: <https://www.geneva.edu/student-accounts/policies/financial-policies>

Progress in the course	Percentage Refund
1st - 8th Calendar Day of Course	100%*
9th - 16th Calendar Day of Course	50%
After 16th Calendar Day of Course	0%

*Note that MAHE students who withdraw in the first 8 days of the course must return their textbooks unused to receive a full refund.

Satisfactory Academic Progress:

Students are required to maintain academic progress to receive financial aid. See the policy here: <http://www.geneva.edu/student-financial-services/policies/satisfactory-progress>

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.

Mental Health Services

The Christian Counseling Associates of Western Pennsylvania hold office hours on campus and can direct you to local resources or schedule times to meet with you on campus. For more information please see the Counseling Services website for graduate student resources, <https://www.geneva.edu/student-life/services/counseling-center/resources>

Center for Calling & Career

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 Center for Calling and Career on the college's website (<https://www.geneva.edu/career/>) 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. Students may email servicedesk@geneva.edu for tech requests or support on campus.

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). 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.

Academic Support

Students who suspect an undiagnosed disability, or experience an unanticipated physical problem during the semester, should contact the Program Director or Assistant Director immediately. The Director will provide support and direction. The Director or Assistant Director will help students make informed decisions about further assessments, about appropriate resources, and about the implementation of specific academic strategies.

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 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.

Campus Parking

Graduate Assistants will be able to get a staff/faculty parking pass (for free) through myGeneva. Under the staff tab, there is a Human Resources tab that will have Parking Permit information under it. Graduate Assistants who do not have the Staff tab yet on myGeneva can contact servicedesk@geneva.edu to request that this tab is added.

Students who do not work on Geneva's campus can park in visitor parking during Tuesday night classes. Students attending Institute classes do not need a parking pass.

APPENDICES

Appendix A: MAHE Curriculum (Advising) Checklist

FOUNDATIONS CORE (30 credits)					
Course No.	Cr	Course Title	Proposed Term/Yr	Actual Term/Yr	Transfer
HED-601/ 625&626	3	Foundations of Learning and Knowledge			
HED-602/ 627&628	3	Historical Foundations of US Higher Education			
HED-603	3	College Students in America			
HED-604/ 629&630	3	Foundations of Higher Education			
HED-605	3	The Higher Education Professional			
HED-610	3	College Student Success			
HED-615/ 643&644	3	Foundations of Educational Research			
HED-617	3	Capstone in Higher Education			
HED-621/ 645&646	3	Leadership and Change in Higher Education			
HED-631*/ 647&648	3	Foundations of Campus Diversity OR HED632			
HED-632*	3	Comparative Higher Education OR HED631/647&648			
*Students who choose to take both 631 & 632 may opt to take one course to fulfill an elective requirement - one of these 2 courses must be completed to fulfill "core" requirements					
ELECTIVES (6 credits) [choose 2]					
HED-508	3	Sociological Foundations of Higher Education			
HED-611/ 653&654	3	Residence Life			
HED-613/ 655&656	3	Counseling and Advisement			
HED-614/ 657&658	3	Contemporary Trends in HED			
HED-623/ 671&672	3	Legal Issues in Higher Education			
HED-624/ 673&674	3	Crisis Management & Response			
HED-631/ 647&648	3	Foundations of Campus Diversity			
HED-632	3	Comparative Higher Education			
HED-634/ 683&684	3	Assessment and Retention			
HED-640/ 687&688	3	The Vocation of Teacher			
HED-691	3	Special Topics			

Appendix B: Cohort 2-year plan

Year 1	
Fall Semester (9 credits)	HED 605 HED 610 HED 604
*Attend Winter Institute in January to complete seat time for an elective course	
Spring Semester (9 credits)	HED 602 HED 631 Elective*
Year 2	
Summer Term (2 credits) <i>Attend Summer Institute</i>	HED 643 HED 645
Fall Semester (7 credits)	HED 644 HED 646 HED 603
**Attend Winter Institute in January to complete seat time for an elective course	
Spring Semester (9 credits)	HED 601 HED 617 Elective**

Students should review their cohort calendars for specific dates.

HED 632 – Comparative Higher Education can be taken in place of an elective or HED 631. This course may be offered every other year and includes a required travel component.

Appendix C: Institute 2-year plan

Year 1	
Summer Term (4 credits) <i>Attend Summer Institute</i>	HED 627 HED 629 Elective* HED 625 or HED 647
Fall Semester (7 credits)	HED 605 (online) HED 628 HED 630
Spring Semester (7 credits)	HED 610 (online) HED 626 or HED 648 Elective*
Year 2	
Summer Term (4 credits) <i>Attend Summer Institute</i>	HED 643 HED 645 Elective* HED 625 or HED 647
Fall Semester (9 credits)	HED 644 HED 646 HED 603 (online)
Spring Semester (9 credits)	HED 626 or HED 648 Elective* HED 617 (online)

To complete the program in two years, institute students must attend two weeks of Summer Institute for two consecutive years. In addition to Institute classes, students will need to take one online class per semester. Course offerings are subject to change and students can work with their advisor to craft the best plan for completion.

HED 632 – Comparative Higher Education can be taken in place of an elective or HED 631(or HED 647 & HED 648). This course may be offered every other year and includes a required travel component in early May.

*Students may take an elective credit during week 2 of Summer Institute or during the Winter Institute/Spring term.

Appendix D: Institute 3-year plans

OPTION ONE: Year 1	
Summer Term (4 credits) <i>Week 1 & 2 Summer Institute</i>	HED 627 HED 629 Elective (*Part 2 will take place in the spring) HED 625 or HED 647
Fall Semester (4 credits)	HED 630 HED 628
Spring Semester (4 credits)	HED 626 or HED 648 *Elective
OPTION ONE: Year 2	
Summer Term (2 credits) <i>Week 2 Summer Institute</i>	HED 625 or HED 647 Elective (**Part 2 will take place in the spring)
Fall Semester (6 credits)	HED 605 (online) HED 603 (online)
Spring Semester (4 credits)	HED 626 or HED 648 **Elective
OPTION ONE: Year 3	
Summer Term (2 credits) <i>Week 1 Summer Institute</i>	HED 643 HED 645
Fall Semester (4 credits)	HED 644 HED 646
Spring Semester (6 credits)	HED 610 (online) HED 617 (online)

OPTION TWO: Year 1	
Summer Term (4 credits) <i>Week 1 & 2 Summer Institute</i>	HED 627 HED 629 Elective (*Part 2 will take place in the spring) HED 625 or HED 647
Fall Semester (4 credits)	HED 630 HED 628
Spring Semester (4 credits)	HED 626 or HED 648 *Elective
OPTION TWO: Year 2	
Summer Term (4 credits) <i>Attend Summer Institute</i>	HED 643 HED 645 Elective (**Part 2 will take place in the spring) HED 625 or HED 647
Fall Semester (4 credits)	HED 644 HED 646
Spring Semester (4 credits)	HED 626 or HED 648 Elective**
OPTION TWO: Year 3	
Fall Semester (6 credits)	HED 605 (online) HED 603 (online)
Spring Semester (6 credits)	HED 610 (online) HED 617 (online)

Appendix E: Transfer Credit Evaluation Form

Name: _____ Date: _____

Address: _____

Phone: _____

E-mail: _____

Transfer Course	College or University	Semester Attended	Grade Received	Corresponding Geneva Course	Required or Elective	# of Credits Granted

Documents submitted for transfer credit course evaluation:

- Transcript (note: official transcripts must be received in order to transfer credits)
- Course Syllabus

Program Director:

Signature _____ Date: _____

- Approved
- Denied

Comments:

Appendix F: MAHE Faculty and Staff

Dr. Henrique Alvim - Director
Third Floor Old Main
hgalvim@geneva.edu

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

Ms. Allison Davis - Assistant Director, Academic Advisor, and Faculty
Third Floor Old Main – extension 6510
aldavis@geneva.edu

Dr. Doug Bradbury – Faculty
First Floor Old Main – extension 5971
dsbradbu@geneva.edu

Dr. Terry Thomas – Faculty
First Floor Old Main – extension 6656
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Ms. Becky Case – Faculty and Director for the Center for Student Engagement
Office – extension 5220
rjcase@geneva.edu

Dr. Brad Frey – Faculty Emeritus
Third Floor Old Main – extension 6558
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Jamie Swank, J.D. – Faculty and Dean of Student Development
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