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A LETTER FROM DAN LUNSFORD  
MARS HILL UNIVERSITY PRESIDENT

Education is about developing new perspectives and possibilities. We are pleased that you have selected Mars Hill University as the place to pursue your academic aspirations. We realize that the decision to go to graduate school has required significant sacrifices in both your personal and work life. Our commitment is to provide the educational environment and resources to make your time at Mars Hill worth the sacrifices.

At a time of significant challenges and uncertainties in our nation and the world, it is more important than ever for each of us to develop the ability to critically evaluate our environment and to generate thoughtful and creative solutions.

As you pursue a graduate degree — and apply concepts learned in the classroom to the world of work in your field and participate in meaningful discussions with classmates — you will develop advanced skills that prepare you for intellectual exploration across a broad range of issues.

At Mars Hill, we believe that learning is a lifelong pursuit. Your efforts in the Master of Education program will produce new insights and perspectives in your professional and personal life immediately. I feel confident that your appreciation and respect for your graduate experience will grow over time and continue into the future.

We happily accept the challenge, responsibility and privilege of helping you to advance your education and professional goals.

Dan G. Lunsford, Ed. D., '69  
President

OVERVIEW
Mission

Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth through an education that is:

- grounded in a rigorous study of the Liberal Arts
- connected with the world of work
- committed to character development, to service, and to responsible citizenship in the community, the region, and the world.

History of the University

Mars Hill University is the oldest educational institution on its original site in western North Carolina. It was founded by a small group of pioneer citizens, descendents of the original settlers of the area. They erected a modest building on a tract of land given by Edward Carter. Most of the work was done by voluntary labor; some was performed by an Asheville contractor.

The school opened in the fall of 1856 as the French Broad Baptist Academy, taking its name from the association of churches in which it was located. The first president was W. A. G. Brown. He was succeeded in 1858 by the Rev. J. B. Marsh of Binghamton, NY, who served until the outbreak of the Civil War in 1861.

On February 16, 1859, the school was chartered by the North Carolina General Assembly as Mars Hill College, a name suggested by trustee Lewis Palmer (1791-1874) based on scripture from the Bible’s Acts 17:22, “Then Paul stood in the midst of Mars Hill …” The charter gave the college power to confer “all such degrees and marks of literacy distinction as are usually conferred in colleges or seminaries of learning.”

During the first two years of the Civil War, the school remained in operation, but it was closed from 1863 until 1865. After the war the institution was kept alive by the heroic efforts of local men and women. Fourteen men filled the presidency during the next 32 years.

The election of Dr. R. L. Moore as president in 1897 was in a sense, a second founding. Under his leadership the college grew continuously, its assets multiplied, and its character as an institution of higher education was firmly established.

During most of its early history the college was operated as an academy or boarding high school, but it did offer some college-level courses. In 1921 it was reorganized as a junior college and became a successful pioneer in that field.

In 1938, after 41 years of distinctive service, Dr. Moore retired from the presidency. A scholarly member of the faculty, Dr. Hoyt Blackwell, was unanimously selected as his successor. Under Dr. Blackwell’s leadership the progress of the school continued. High standards were maintained, facilities were expanded and improved, and the curriculum was revised.

In 1960 the Baptist State Convention approved plans for converting Mars Hill into a senior college. The junior year was added in 1962-63, and the first baccalaureate degrees were awarded in May 1964.

After 28 years of distinguished service as president Dr. Blackwell retired; and on July 1, 1966, he was succeeded by Dr. Fred Blake Bentley, at that time the youngest college president in the nation. Taking “Emphasis on Excellence” as the creed of his administration, he guided Mars Hill to accreditation as a senior college, led faculty development and curriculum innovation, and fostered numerous other educational and physical advances. After almost 30 years in the presidency, he retired in February, 1996. In March, 1996, Dr. A. Max Lennon (Class of 1960) returned to Mars Hill College as President, and served until January, 2002.
The Mars Hill College Board of Trustees named Dan G. Lunsford (Class of 1969) as Interim President in January 2002, and in May 2003 affirmed his leadership by naming him President of the college. Under President Lunsford’s leadership the college has completed its first ever comprehensive capital fundraising campaign: new buildings have been built (including the Bailey Mountain Residential Apartments and Ferguson Math and Science Center), programs are being enhanced, and student activities expanded.

Summer 2011 marked a turning point for Mars Hill College and its students, as it leaves behind its status as a baccalaureate institution and offered its first graduate degree: the Master of Education (M.Ed.). The history of the college is rich and the future is bright. In August 2013 Mars Hill College transitions to the status of Mars Hill University.

**Master of Education Program Mission**

The mission of the Mars Hill University Master of Education program is to improve the education of students and their teachers. We carry out this mission by applying to the educational process all available knowledge about teaching, learning, and leadership in the context of an increasingly diverse society and a rapidly changing global economy. We believe that teachers who have a learner-centered and creative pedagogy, deep knowledge of the disciplines, and a commitment to critical agency have the opportunity to strengthen the community as a whole. In education we see the opportunity to build a better society.

**Guiding Principles and Program Goals**

- Teachers are collaborative leaders who take seriously that responsibility in their schools and communities. They are role models for effective leadership in their classrooms, schools, and professional organizations.
- Teachers advocate for students through just and equitable educational practices and policies.
- Teachers model democratic ideals to establish a positive setting for diverse populations of students, their families, and the community. Moreover, they are knowledgeable about cultures and global issues and how they are contextualized locally.
- Teachers are flexible change agents and reject old ways when they no longer fit the present.
- Teachers have lively intellectual curiosity and deep knowledge of content they teach and of curriculum theory and development. In addition, they understand the importance of curriculum relevance in engaging students in content.
- Teachers facilitate learning by creating an environment in which questioning, communication, discovery and active participation are at the center. They encourage critical reading, writing and thinking in the learning process and foster instructional and evaluation methods that embrace variety and authenticity.
- Teachers inform themselves through critical observation and analysis of learners in environments both inside and outside of the school building. They see the world as an exciting laboratory model and curious discovery for their students and colleagues.

**Faculty**

Faculty who choose a career at Mars Hill University embrace teaching, advising and mentoring as their first professional priorities. Effectiveness in these roles also demands ongoing study, research and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Mars Hill faculty participate in the leadership of the university, serving on committees, writing grants and helping to envision and plan for growth and change. They serve the Western North Carolina region and its civic and religious institutions through a range of volunteer efforts.
Accreditation

Mars Hill University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone 404-679-4501) to award bachelor’s degrees and the Master of Education.

(Interested constituents may contact the Commission (1) to learn about the accreditation status of the institution, (2) to file a third party comment at the time of the institution’s decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Mars Hill University, P.O Box 370, Mars Hill, NC 28754.)

Programs Accreditations and Approvals

The university has approval of programs from the following agencies:

- North Carolina Department of Public Instruction has approved MHC to issue M level licensure in the area of Elementary Education.
- National Council for Accreditation of Teacher Education (NCATE) [pending graduation of first cohort, program completers, May 2013, and final review by NCATE 2014]

ADMISSIONS

Graduate Admissions

The Master of Education program seeks to enroll students interested in critical reflection on their experience as teachers. Prospective students of the Mars Hill University program will be interested in and prepared for leadership roles in their public schools. Applicants must have successfully completed a bachelor’s degree program from a nationally or regionally accredited four-year institution and hold a teaching license. Each applicant is evaluated by an admissions committee on the basis of baccalaureate-level preparation, undergraduate grade point average, standardized test scores (GRE, MAT or PRAXIS II), work experience, recommendation forms, an interview and other criteria established by the Teacher Education Department.
Each Mars Hill University graduate student has up to six years from the time of initial enrollment in graduate-level courses to complete the requirements for the degree. If the requirements are not completed within six years, the student’s admission will be terminated. Admission may be granted to a degree-seeking student who has applied for admission to the Master of Education program, but still needs to fulfill the departmental prerequisite criteria. In this case, the student must successfully complete any prerequisites, as determined by the Program Director. Students needing prerequisites will be admitted to the undergraduate program until completion of prerequisites.

Application Procedures

To be considered for admission to a graduate program, all application materials must be submitted to the graduate program in education by:

- April 15 (unless otherwise announced) for summer admission beginning in May

Graduate application materials may be obtained online at www.mhc.edu/ags or by contacting the Adult and Graduate Studies office at:

Mars Hill University
Adult and Graduate Studies
PO Box 6682
Mars Hill, NC 28754
Email: sfender@mhc.edu

Application Checklist

All applications for admission to the Master of Education Program are considered ready for review after the materials listed below have been received in the Adult and Graduate Studies office:

- Application for admission
- $50 Application Fee (Non-refundable)
- Statement of work experience (resume or C.V.)
- Copy of teaching license (if applicable)
- Response to essay question(s)
- Official transcripts from college or university showing undergraduate degree; official transcripts from college or university where post-graduate credit was earned (mailed directly)
- GRE, MAT or PRAXIS II scores (mailed directly)
- Two recommendation forms (mailed directly)

Once a complete application has been received, the applicant may be contacted to schedule an interview.

Admission Exams

In order for a degree application to be considered complete, the appropriate official report of either GRE, MAT, or PRAXIS II scores must be received by the Adult and Graduate Studies office. Whether an applicant chooses to prepare via self-study or take a preparatory course, sufficient time should be allowed to prepare for an admission test. Applicants should indicate the Mars Hill University code on the test registration form so that an official report will be sent to Mars Hill University. Allow a minimum of three weeks for the official report to be mailed from the testing center.

The Graduate Record Examinations® (GRE®) tests are administered as computer adaptive tests (CATs) throughout North America and at many international sites. These tests measure general verbal, mathematical and analytical writing skills. The Miller Analogies Test (MAT) is an analytic ability test requiring the solution of problems stated as verbal analogies, with a few quantitative analogies. The MAT is intended to assess the student’s ability to recognize relationships between ideas, fluency in the English language and general knowledge of literature, philosophy, history, science, mathematics and fine arts. These tests are viewed as predictors of academic success in the first year of graduate school.
Applicants to Mars Hill University’s Master of Education program who have previously earned a master’s degree or a doctorate from a regionally-accredited United States college or university may choose not to take the admissions examination for that program (e.g., GRE® or MAT). Acceptance of an advanced degree in place of an admissions examination does not guarantee admission to a program.

Graduate Record Examinations® (GRE®) GRE-ETS, P.O. Box 6000, Princeton, New Jersey 08541-6000 www.gre.org Phone: 1-866-473-4373


Notification of Admission

Applicants are notified of admission status in writing by the Adult and Graduate Studies office upon completion of the review process by the Admissions Committee. To accept the offer of admission and to be able to register, a new student must email Samantha Fender, Director of Admissions, to indicate acceptance of admission and make a tuition deposit of $200 or provide verification of financial aid to the Adult and Graduate Studies office by the date specified in the admissions letter. This deposit will be applied toward the student’s first tuition bill.

International and Permanent Resident Applicants

Any student who has not established legal residency in the United States is considered an international student for admissions purposes. Such candidates must follow the described admissions procedures. Official transcripts from previous institutions must be translated into English. Further inquiry concerning international students may be directed to the Adult and Graduate Studies office.

Non-Degree, Post-Baccalaureate Study

An individual with a bachelor’s degree from a regionally-accredited four-year college or university may enroll in graduate courses without being admitted to a degree program. The following must be submitted to enroll as a Post-Baccalaureate Study (PBS) student:

- Application and non-refundable $50 application fee
- Official transcripts from college or university showing undergraduate degree; official transcripts from colleges or universities where post-graduate credit was earned (mailed directly)

A maximum of six graduate-level credit hours taken in this manner may be applied toward graduate degree requirements at Mars Hill University.

Visiting Students

A student who has authorization for credit at Mars Hill University from another college may register for one or two courses with credit. The statement of authorization should be sent to the Adult and Graduate Studies office. The following must be submitted to enroll as a visiting student:

- Application and non-refundable $50 application fee
• Registration form and tuition deposit
• Letter from a representative of the school to which applicant plans to transfer credit, stating that the student has permission to take specified courses at Mars Hill University.

The visiting student must request that the registrar at Mars Hill University send a copy of the transcript to the originating school when the course(s) is/are completed. Acceptance of visiting students must be approved by the Program Director.

License Renewal Credits

Students holding baccalaureate degrees from regionally accredited colleges or universities may take courses in the Master of Education program. Students may use these credits to apply to the renewal of their teaching license. It is the responsibility of students to secure approval from the State Department of Public Instruction prior to pursuing coursework. Students may also apply up to six credit hours of Post-Baccalaureate Study (PBS) coursework toward the Master of Education degree.

ACADEMIC POLICIES

University Policy for Communicating with Students

The official means of communicating with graduate students at Mars Hill University is through the university e-mail address. Also, some communication will be via telephone and postal mail to the student’s home address.

The university must have a permanent home address and phone number for each student, and an emergency contact person and number if different. New students will submit address, phone numbers, and emergency contact information with the application for admission. Changes to address and phone numbers during the academic year may be made in the Adult and Graduate Studies office.

Program Assessment and Task Stream

Assessment of student performance and program effectiveness is managed by the Comprehensive Candidate Assessment System (CCAS). CCAS gathers data on various transition points as students progress through the program. Table 1 illustrates the four transition points in the M. Ed. Program:

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Transition Points for Teacher Candidates: Advanced</th>
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</thead>
<tbody>
<tr>
<td>Transition I</td>
<td>Transition II</td>
</tr>
<tr>
<td>Admission to the M. Ed. Program</td>
<td>Midpoint: Research Proposal Approval</td>
</tr>
</tbody>
</table>
In order to manage the quantity of data in CCAS, the Teacher Education Department uses Task Stream, a web-based data management system used by colleges and universities for assessment and other purposes. Master of Education students are required to purchase Task Stream during their first term in the program and will be required to upload course assignments and major projects as they progress through the program. Four major pieces of student evidence will be used by the Teacher Education Department to demonstrate that our candidates have met the NC advanced teaching standards. These evidences will be housed in the North Carolina Program Approval Portfolio. Task Stream is the system that allows students and faculty to interactively manage the assessment system for the Master of Education program and to ensure program effectiveness.

**Academic Calendar and Credit**

The university operates on a semester basis with most graduate courses offered during two short terms in each semester: fall (August-December) and spring (January-May); and one 10-week term in the summer (May-July).

The quantity of work performed by a student is measured in semester hours of credit, also known as “credit hours” or simply “credits.” Each credit hour consists of at least 37.5 clock hours of work. All courses consist of one or more of the following categories of credit:

**Lecture:** One hour of lecture credit is equivalent to at least 50 minutes of direct faculty instruction and at least 100 minutes of out-of-class student study per week for 15 weeks (12.5 instruction hour + 25 study hours = 37.5 total hours).

**Lab:** One hour of lab credit is equivalent to at least 100 minutes of direct faculty instruction and at least 50 minutes of out-of-class student study per week for 15 weeks (25 instruction hours + 12.5 study hours = 37.5 total hours). (Lab courses do not carry credit but lecture and lab are combined for course credit.)

Online courses conducted via the university’s course management system or another technology-mediated communication system must have the same learning outcomes as their conventional counterparts, and students in such sections are expected to demonstrate comparable levels of achievement. Online courses are for lecture or internship credit only, with instruction or discussion conducted synchronously or asynchronously.

**Registration and Course Credit**

**Choice of Catalog**

Students are subject to the degree requirements and policies described in the Graduate Catalog that is in use when they first enroll, or any subsequent catalog published during their time in the program. A student who is approved for readmission to the University after an absence of more than one year will comply with the requirements either of the catalog under which s/he is readmitted or those of a subsequent catalog. Exceptions may be necessary in order to conform to standards of outside accrediting agencies.

**Registration**
New and continuing students work directly with their Academic Advisor for individual academic advising. Once a student is accepted and confirmed for entrance into a cohort he/she will automatically be registered for the appropriate classes each semester. A degree-seeking student who is enrolled in six graduate credit hours per semester is defined as a fulltime graduate student.

Dropping/Adding/Withdrawal from Courses

After registration, any schedule changes must be submitted to the Adult and Graduate Studies office in writing or by email. A student is allowed to drop a course, with advisor authorization, during the first two weeks of a term with no grade entry on the transcript. All courses on the student's schedule after that deadline are considered courses attempted and will appear on the student's transcript. A drop/add form is provided and specifies the deadlines for dropping and/or adding a course without record.

In case of an emergency, you may request permission to withdraw from a class with a grade of “W”, after the official drop date only by a written request to the Dean of Adult and Graduate Studies and/or by providing medical information from your doctor to the Director of Medical Service for Mars Hill University. Withdrawal requests may be made after the drop date of each term. No withdrawals, including medical or psychiatric, are allowed in the last two weeks of classes. Students who withdraw from a course are responsible for full tuition payment for that course.

Tuition for dropping/withdrawing from ALL classes in the semester will be charged in the following manner:

- During the first week of any term, no tuition is assessed.
- During the second week of any term, 20% of the tuition is assessed.
- During the third week of any term, 30% of the tuition is assessed.
- Full tuition is assessed after the third week of the semester.

Medical and Psychiatric Withdrawals

These withdrawals are reserved for the student with a serious, chronic health or mental health problem that requires him/her to leave school for treatment, or that prevents the student from performing necessary activities of daily living. For a medical or psychiatric withdrawal to be approved, a letter from a medical doctor must be received within ten working days of the initiation of the withdrawal. All these withdrawals will be reviewed for approval by the Director of Medical Services and/or the Director of Counseling.

No withdrawals, including medical or psychiatric, are allowed in the last two weeks of regular classes.

Readmission after Medical or Psychiatric Withdrawal

Students who receive a medical/psychiatric withdrawal from Mars Hill University may be eligible for readmission after a full semester or summer term away, with documentation from the student’s treatment provider.

Administrative Withdrawals

A student may be administratively withdrawn from all classes when he/she fails to attend classes for two weeks. Grades will be entered on the transcript according to withdrawal guidelines.

Leave of Absence (LOA)

Students who wish to interrupt their graduate study for one semester or more (up to one year) should notify their Academic Advisor of their intent, sign a Leave of Absence form, and submit it to the Adult and Graduate Studies office. They may later return to the program with the same status they held at the time of their departure and under the same catalog. This policy does not change the six-year time limit (starting when the
student originally entered the program) required for completion of the graduate degree. For a Leave of Absence request to be considered, the student must be in good standing financially, academically and socially. LOA forms can be obtained from the Adult and Graduate Studies office.

Transfer Credit and Credit from Other Programs

Requests for transfer of graduate credit from another regionally accredited institution must be evaluated and approved in writing by the appropriate Program Director. Depending on the degree requirements and the course content, Mars Hill University reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions and syllabi. Up to six hours of transfer credit may be applied to a graduate degree program at Mars Hill University subject to approval by the Program Director. All transfer courses must carry a grade of B or higher. Transfer course(s) must fall within the six-year limit for program completion.

Class Attendance

A student should recognize that one vital aspect of a university experience is attendance and punctuality in the classroom and that the value of this academic experience cannot be fully measured by testing procedures alone. The effect of absences upon grades is determined by the instructor. Arranging to make up work missed because of legitimate class absence is the responsibility of the student, who takes full responsibility for attending classes and is accountable to his/her instructor for all work. The consequence of failure to assume this responsibility must be accepted by the student.

The number of absences permitted in each class is determined by the academic department concerned in accordance with the following principles:

- That the number of absences permitted be set realistically.
- That each instructor distributes a course syllabus including the absence policy within the first week of class.
- That faculty maintains attendance rosters. For relation to financial aid see, “Refund Policy for Federal Aid Recipients” in the Mars Hill University catalog.

Academic Status and Grades

Grading

Each professor is responsible for evaluating a student’s performance in class. Using the official grading system, the professor decides the weight allotted to each aspect of students’ work in the course. It is the obligation of the professor to explain, at the beginning of each semester, the various components of grading in the course and the criteria by which the final grade is determined. Students should have the opportunity to examine assignments they submit to understand the grades assigned to them.

Professors will use a 10-point scale to determine grades: 90-100 = A, 80-89 = B, 70-79 = C, below 70 is not passing. See below for information regarding grades of C.

The following grading system applies to all graduate courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0 grade points and credit hours</td>
</tr>
<tr>
<td>W</td>
<td>0 grade points and credit hours</td>
</tr>
</tbody>
</table>

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The grade of “I” is given when a student and a professor have agreed that, for good reasons, the student cannot complete the course on time. The professor sets forth the requirements for completing the course. These requirements should be clearly understood by both the professor and the student. A grade of “I” is a temporary grade and will automatically be changed to an “F” by the Registrar at the end of the drop period in the semester following the semester in which the “Incomplete” grade was given, unless the instructor replaces it with a grade. The instructor may shorten or lengthen the time permitted for making up an Incomplete. The instructor may grant an extension for an Incomplete for one semester by completing an Extension Card in the registrar’s office. When the course is complete, the professor submits the grade to the Registrar’s Office. A student who receives an F grade will have her or his status automatically reviewed by the program. She/he will be notified within ten working days whether she/he will be allowed to continue the program and of the specific conditions of continuation, if applicable.

Grade Changes and Corrections

Once reported to the registrar, all grades become part of the permanent record. A grade may not be changed unless it is a clerical error or has been miscalculated by the professor. Under no circumstances will a letter grade (other than I) be changed after it has been reported to the registrar, without approval from the chief academic officer. An appeal for a grade change or a challenge to the academic record must be made before the end of the semester following the term in which the challenged grade was received. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over (does not apply to a grade of I).

Academic Warning and Probation

A student who earns one grade of C will receive a notice of academic warning. The student will be required to meet or confer with the Academic Advisor and Program Director to review the circumstances and to receive counsel and guidance that may apply to those circumstances. A student who earns two C grades will be placed on probation, notified in writing by the Program Director and required to meet or confer with her/him. A student who earns three C grades will be automatically dropped from the graduate program. The student will be notified in writing. A student who receives an F grade will have her or his status automatically reviewed by the program. She/he will be notified within ten working days whether she/he will be allowed to continue the program and of the specific conditions of continuation, if applicable.

Appeals Process

Students who are experiencing academic problems either with a grade or other conditions of the course should first discuss the matter with the professor. It is the professor’s responsibility to explain fully all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the Program Director. Students experiencing problems with program requirements or conditions of the program should first speak with their academic advisor. The Dean of Adult and Graduate Studies and Program Director shall be notified about any such matters. Should the problem still remain unresolved, the student may elect to file a formal appeal. The student must appeal the grade within eight (8) weeks of receiving the grade or initially experiencing the problem. Grades may be appealed on the basis of a question concerning (1) clerical or numerical error or (2) personal bias or arbitrary grading. The student should prepare a written statement outlining the issue and submit the statement to the Program Director. The Program Director will convene an Academic Progress Committee composed of faculty who teach in the graduate program offering the course.
concerned. The student will be notified in writing within five (5) working days of the committee’s decision. Final appeal may be made in writing to the Executive Vice President for Academic and Student Affairs within 14 days of receiving the Academic Progress Committee’s decision.

TRANSCRIPTS/GRADE REPORTS

A student’s academic transcript is considered the permanent academic record and consists of directory information – name, address, identification number, graduation date, degree, and major. Unofficial transcripts are available online to currently enrolled students. Official transcripts must be requested from the Registrar’s Office and must include the student’s signature and the transcript fee. Request forms are available online at www.mhc.edu/administration/registrar or in the Registrar’s Office, Blackwell Hall. Transcripts are issued only to those students who have met their financial obligations to the university. Graduates are issued one unofficial and one official transcript (without charge) upon graduation and have 30 days to appeal any entry on the transcript.

Records of progress are kept on veteran and non-veteran students alike. Semester grade reports are available on-line through PowerCampus Self-Service.

DEGREE REQUIREMENTS

Academic Advising

Each graduate student will be assisted by an Advisor in planning his or her program of study from beginning to completion.

Research Advising

Each graduate student will be assisted by an Advisor in planning and developing the integrated action research project from beginning to completion. (Your academic advisor may not be the same individual as your research advisor).

Graduate Degree Requirements

These requirements apply to all students who wish to receive a master’s degree from Mars Hill University:

- A student may not apply more than six hours of C grades toward her/his degree.
- A student must complete requirements for her/his degree within six calendar years. Under unusual circumstances, students may request an extension. The request must be made to the Program Director.
- A culminating activity designed to integrate the knowledge, skills, competencies, and values addressed in each program. Activities that meet this requirement are specified and administered by the Teacher Education Department for the Master of Education program.
- Limits on the maximum number of graduate courses or hours that may be applied to the degree requirements are established by the Teacher Education Department.
- A student may not apply more than six hours of transfer credit to a degree program.

GRADUATION PROCEDURES
Students who have finished their program’s course requirements in spring may participate in the May commencement ceremony. Students who have finished their program’s course requirements in summer or fall may participate in the December commencement ceremony. Students must apply for graduation through the Registrar’s Office. Graduate students must purchase, from the Mars Hill University Bookstore, a traditional black gown and a hood in the color representing their field of study.

**ACADEMIC RESOURCES**

**Renfro Library**

The Renfro Library facilitates the mission of the university by providing resources and services that support and enhance university programs. An integral part of the academic community, the Library selects, organizes, and provides:

- Access to material collections that are relevant to curriculum and research needs.
- Access to electronic resources and physical material not located in the Library.
- Cooperative borrowing privileges through Interlibrary Loan.
- Reciprocal agreements and consortia arrangements with other libraries and organizations.
- Instruction in the use of library resources and information literacy.

The Library maintains a highly qualified professional and paraprofessional staff that is responsive to individual needs and enables the students, faculty and staff of Mars Hill University to fully utilize all available resources necessary to support the mission of the university.

**Library Services and Policies**

The MHC computer network provides access to the Renfro Library catalog and direct access to approximately 90 electronic reference resources and databases. These subscriptions are password-protected and available 24/7 to all Mars Hill faculty, staff, and students, on and off campus.

Renfro Library contains approximately 93,000 books and periodical volumes, and maintains current subscriptions to over 170 magazines and journals. Additionally, access to more than 110,000 electronic books and 21,000 electronic journals, is possible through the library network. Interlibrary loan services are available through network agreements with regional and national consortia.

Library hours and other information are posted on the library’s Web site: library.mhc.edu.
**ADDITIONAL RESOURCES**

**Adult and Graduate Studies**  
Renfro Library – Lower Level Room 110  
(828)689-1166  
www.mhc.edu/ags

**Adult and Graduate Studies, Asheville Center**  
303B Airport Road  
Arden, NC  28704  
(828) 689-1671

**Business Office, Blackwell Hall**  
(828) 689-1100

**Department of Teacher Education**  
Nash Education Hall  
(828)689-1204  
www.mhc.edu/education/faculty

**Financial Aid Office, Blackwell Hall**  
(828) 689-1123  
www.mhc.edu/admissions/financial-aid

**Registrar’s Office, Blackwell Hall**  
(828) 689-1151

**COST**

Visit the Adult and Graduate Studies section of the Mars Hill University website for current details.  
www.mhc.edu/ags

**PAYMENT METHODS**

A $200 tuition deposit or verification of financial aid is due at the beginning of each semester. Balance due date for each semester: Summer – August 1, Fall – November 1, Spring – April 1  
You make payment by check, money order or credit card (MasterCard or VISA only). Cash is accepted during business hours. Credit card payments may be made in person, by phone during business hours, or online through Self Service. Make checks and money orders payable to Mars Hill University and drop off or mail to:  
Mars Hill University, Adult and Graduate Studies, PO Box 6682, Mars Hill, NC  28754.

**LOAN ELIGIBILITY**

Graduate students are eligible to borrow funds from the Federal Stafford Loan Program to assist with their educational expenses. Applications for financial assistance (FAFSA) and for the loan programs are available at the Office of Financial Aid in Blackwell Hall or by visiting www.fafsa.ed.gov.

**PARKING**

For parking on the Mars Hill University main campus, decals should be purchased from the office of Campus Security, Wren College Union, third floor, (828) 689-1230 or security@mhc.edu.
Policy on Persons with Disabilities

Mars Hill University affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The university does not discriminate on the basis of disability in employment or admissions, and the university makes reasonable accommodations as needed for persons with documented disabilities. Questions and grievances should be directed to the Committee on Disabilities at PO Box 6714, or to disabilityinfo@mhc.edu.
University Honor Code and Policy on Plagiarism

Honor Code
We, the students for Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

Honor Pledge
On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Mars Hill University students are expected to know how to recognize and avoid plagiarism. Plagiarism is presenting other people's work as your own. Using another person's idea, words, or work is theft, just as surely as is the theft of a car, CD player, or other tangible property. As members of the academic community, students must be mindful of other people's property. Failure to respect such property rights is considered a serious and punishable violation of the Mars Hill University Honor Code.

Plagiarism is:
- Presenting someone else's idea but not giving credit for it (implying the idea is yours).
- Presenting someone else's words without giving credit.
- Submitting any work which was done by someone else (including another student) and claiming it is your own work.

A student who plagiarizes an assignment is violating the Honor Code. Penalties for violations are determined by the Honor Council or by the instructor of the course in which the incident occurred and range from zero on the assignment up to and including suspension from the university.
**Faculty and Staff**

**Adult & Graduate Studies Staff**

*Samanta S. Fender*
*Director, Marketing & Admissions, Adult & Graduate Studies*
*B.A., Wellesley College*

*Lemona B. Ledford*
*Assistant to the Dean of Adult & Graduate Studies*
*A.A.S., AB Tech Community College*

*Beryl Marie Nicholson*
*Dean of Adult & Graduate Studies and Summer School*
*B.S., Mars Hill College; M.B.A., King College.*

*Malory F. Presley*
*Student Support Assistant / Receptionist*
*B.A. University of Central Florida*

**M.Ed. Education Staff and Faculty**

*Sharon K. Cupstid*
*Executive Program Assistant*
*B.S., Mars Hill College*

*James M. Brown*
*Associate Professor of Education*
*B.A., University of North Carolina at Charlotte, 1987; M.A., University of North Carolina at Greensboro, 1990; Ed.D., University of South Carolina, 2003; M.Ed., Sam Houston State University, 2010.*

*Christopher R. Cain, NBPTS*
*M.Ed. Program Director*
*Associate Professor of Education*
*B.A., Mars Hill College, 1999; M.S., East Tennessee State University, 2002; Ed.D., East Tennessee State University, 2007.*

*Barbara P. Cary*
*Professor of Education*
*B.S., University of Tennessee, 1974; M.S., University of Tennessee, 1980; Ph.D., University of Tennessee, 1990.*

*Thomas Destino*
Professor of Education
B.A., Niagara University, 1988;
M.A., Wayne State University, 1991;
Ph.D., The Ohio State University, 1994.

Belinda L. Eggen
Associate Professor of Education
B.A., University of North Carolina at Charlotte, 1973;
M.Ed., University of North Carolina at Charlotte, 1988;
Ph.D., University of South Carolina, 2001.

Deborah R. Morris
Education Department Chair
Associate Professor of Education
B.S., Appalachian State University, 1975;
Ed.S., Appalachian State University, 1988;
Ph.D., University of South Carolina, 1997;
M.T.S., Gordon-Conwell Theological Seminary, 2004;
M.Ed., Sam Houston State University, 2008.

Susan E. Stigall
Assistant Professor of Education
B.A., Mars Hill College, 1984;
M.A., University of South Florida, 1986;
Ed.D., Nova Southeastern University, 1990.

Jessica Van Cleave
Assistant Professor of Education
B.A., University of Georgia, 2001;
M.Ed. University of Georgia, 2005;
Ph.D., University of Georgia, pending 2012.

MASTER OF EDUCATION COURSE DESCRIPTIONS
ED 510 Student Inquiry in Elementary Content Areas 3

Candidates begin this course by exploring the structures and histories of the academic disciplines represented in the K-6 content areas and examining their core ideas and interconnections. Then the course turns to a consideration of how teachers' understandings of the disciplines can improve their ability to design instruction that enhances student learning and increases depth of student knowledge.

ED 512 Curriculum Differentiation for Diverse Learners 3

The Curriculum Differentiation course will build a foundation for understanding the diverse learning needs of students with disabilities and how schools can meet these needs in an inclusive setting. The course will include an overview of the history, procedural and legal issues, assessment (formative / summative / diagnostic), delivery models (including co-teaching), Scientifically Based Instruction, and the role of the teacher in the inclusive classroom.

ED 515 Advanced Psychological Foundations of Instruction 3

In this course educators will encounter a theoretical template for understanding and analyzing the teaching-learning process. This course includes a study of theories and research related to learning-process, cognitive-development, and social-development theories. Principles and components of learning, principles of instruction, and educational applications including classroom issues and strategies will be explored. Students will be encouraged to reevaluate their own thinking about learning and teaching.

ED 517 Foundations of Research in Elementary Education 3

This foundational course examines the multiple ways education researchers, scholars, educators, and children have come to understand the elementary age schooling experience. Students will gain a thorough understanding of the various educational traditions, methods, myths, and histories that have come to define elementary education.

ED 520 Teacher Leadership and School Improvement 3

This course will review basic classroom leadership theories, methods and techniques. Attention will be given to the design and application of classroom/behavior management plans, social learning, and interventions to manage individual and group change. Strategies for establishing a positive and supportive learning environment will be explored. Candidates will discover that effective teachers share leadership responsibilities with their co-workers, parents, and ancillary service providers. In this course, studies in collaboration and consultation take into account the important role teachers play in the leadership of the school. A close examination of leadership and leadership theories, personality types, organizational refraining, successful models for collaboration, school culture, and stakeholders’ involvement grounds this course in real world applications.

ED 522 Instructional Design and Assessment 3

This course is an examination of the research and practices in learning theory, instructional design, and assessment strategies. Students will integrate their understanding of how children learn with research that
supports “best practices” in the elementary classroom. Students will learn how to design classroom assessments that enhance the decision making process in K-6 classrooms.

**ED 524 Research in Education** 3

The overall goal of this course is to help students become intelligent consumers of research so that, as educators, they can apply research-based knowledge and dispositions effectively in the classroom. Students will gain insights into researchers’ intentions, procedures, and results. Students will analyze and evaluate research, judging its usefulness for educational practice.

**ED 526 National Board Professional Teaching Standards** (optional) 1

This optional professional seminar will provide you with the practicum experience and simulation to aid in the completion of the NBPTS Certification Process. This practicum will help you to continue to develop understanding of the current standards for each of the 25 certificate areas, provide you with an in-depth understanding of the assessment process, and provide you with simulations of the actual portfolio process. We will also discuss and contribute to the candidates’ preparation for the computerized examination that follows the portfolio submission for the NBPTS certification.

**ED 530 Professional Development and Design** 3

Candidates will gather and analyze data in order to assess current professional resource needs at their school. Based on the needs, students will develop appropriate materials and carry out professional development sessions for school peers. In addition, students will explore potential funding resources to match needs and prepare a proposal for funding.

**ED 532 Language and Culture in U.S. Schools** 3

Candidates will explore concepts, theories, research, and teaching strategies related to second language acquisition and literacy development in a second language. The course will investigate historical policies and legal issues affecting immigrant populations and school curricular decisions. Candidates will develop knowledge and understanding of the interaction between language and culture, and how sociocultural factors affect second language acquisition and academic achievement.

**ED 535 Curriculum Theory and Development** 3

This course examines the interdisciplinary study of educational experience. It provides an in-depth look at the complex and historical development of curriculum through the lens of the humanities, the arts and the social sciences. Candidates will develop knowledge and understanding of curriculum theory as a distinctive field of study in education.

**ED 538 Integrated Research in Action** 3

In this professional seminar, candidates will model the application of primary and secondary research methods as they analyze and interpret data for their integrated master’s project. This will be a hands on seminar in which candidates demonstrate creative problem solving and professional decision making. In this seminar candidates
will finalize their project and satisfactorily present it to an audience of peers as well as other professionals in the field.

**ED 540 Reading, Writing, Thinking, and Learning** 3

ED 540 explores how various fields of study—applied linguistics, psycholinguistics, sociolinguistics, and cognitive psychology—inform research and pedagogy in K-6 reading and language arts instruction. Candidates will analyze current instructional trends from the perspective of theory and research emerging from the various sub-disciplines.

**Culminating Experiences**

Upon completion of all class work, a student must complete a Professional Portfolio. The purpose of the portfolio is for each student to document the impact of graduate work on his or her professional development and to demonstrate competency in meeting program goals through the use of four pieces of evidence.

Revised 05/27/2013

Refer to the Mars Hill University Academic Catalog for additional information.

Mars Hill University reserves the right to add or drop programs and courses, to institute new requirements, and to change its calendar. Inclusion in this catalog, therefore, does not constitute a guarantee that a particular course or program will be offered or that a requirement or policy may not be modified. The university will attempt to minimize the inconvenience to students, should changes be necessary.