



MARS HILL UNIVERSITY  
ADULT AND GRADUATE STUDIES  
GRADUATE CATALOG 2017-2018

## MISSION STATEMENT

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.

## NOTICE OF NONDISCRIMINATION

Mars Hill University is dedicated to maintaining an environment where academic freedom flourishes and in which the rights of each member of the University community are respected. Mars Hill University recognizes and upholds the inherent dignity and values of every person and each individual's inalienable right to personal sovereignty.

## USDA NOTICE OF NON-DISCRIMINATION

This institution is an equal opportunity provider and employer. As a recipient of federal funds, through the United States Department of Agriculture, and in accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal.

To file a complaint of discrimination, write to:

Jennie Matthews, Human Resources Specialist: Benefits Nash Hall, Mars Hill University  
Mars Hill, NC 28754 828-689-1256 (fax)

USDA, Assistant Secretary for Civil Rights, Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, S.W., Stop 9410, Washington, D.C. 20250-9410

Or call toll-free at (866) 632-9992 (English) or (800) 877-8339 (TDD) or (866) 377-8642 (English Federal relay) or (800) 845-6136 (Spanish Federal relay). USDA is an equal opportunity provider and employer.

## TITLE IX NOTICE OF NONDISCRIMINATION

As a recipient of federal funds, Mars Hill University is required to comply with Title IX of the Higher Education Amendments of 1972 that prohibit discrimination on the basis of gender (sex) in all educational activities or programs. In accordance with Title IX, Mars Hill University does not discriminate on the basis of sex in the administration of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs or activities (both on and off campus) or in employment.

Inquiries concerning the application of Title IX and its implementing regulations may be referred to the U.S. Department of Education, Office for Civil Rights, or to the University's Title IX Coordinator: Murphie Culpepper.

Contact information for the University's Title IX Coordinator is:

Murphie Culpepper, 209 Nash Hall  
Mars Hill University Mars Hill, NC 28754  
828-689-1155, 828-689-1256 (fax)

For full nondiscrimination policies and complaint procedures, refer to the current MHU Student Handbook located at <http://www.mhu.edu/campus-life/student-handbook>.

## 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 or Master of Management 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

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# AGS PROGRAM INFORMATION

## Program History

Mars Hill University is the oldest educational institution on its original site in Western North Carolina. It was founded in 1856 by citizens to serve the people of Western North Carolina. The University cultivates values and builds on a rich heritage of liberal arts education. As early as 1901, the college ran a teacher-institute to provide in-service training for public school educators. In 1934, it pioneered the “pastor’s school” to give ministers structured periods of study, and in 1970, it launched the Career Opportunities Program (COP) to provide teacher assistants with classes leading to baccalaureate degrees. In 1974, the Continuing Education Program, an inspired creation of the COP was launched. The ACCESS program (Accelerated Credit, Continuing Education and Summer School) served many career-minded professionals for decades. With the launch of the college’s first graduate-level program in 2011, the Master of Education, the program was reintroduced as Adult and Graduate Studies (AGS). In January 2013, the South Asheville site for Mars Hill AGS opened offering a convenient off- campus location for adult classes. On August 15, 2013, Mars Hill College officially became Mars Hill University. In August 2017, AGS will launch a new graduate degree, the Master of Management.

## 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 inquires 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 MHU to issue M level licensure in the area of Elementary Education.
- National Council for Accreditation of Teacher Education (NCATE).

## UNIVERSITY HONOR CODE AND PLEDGE

### Honor Code

We, the students of 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.

## **ACADEMIC INTEGRITY**

All Mars Hill University students and faculty pledge to uphold the Honor Code in all academic settings, including work produced outside of class or outside the university campus. Faculty and students are governed by the University's academic standards and regulations which are designed to ensure academic excellence and the integrity of our academic work. Such standards and regulations fall under the Office of Academic Affairs. Information about academic integrity responsibilities for students and instructors, category descriptions of violations of academic integrity, procedures for reporting violations of academic integrity, procedures for appealing decisions for academic integrity violations, and all forms related to reporting and appealing academic integrity violations and decisions can be found in the MHU Academic Integrity Guidebook located on myMHU and the campus website.

## **ACADEMIC APPEALS PROCEDURE**

### **BASIS FOR APPEALS**

When a student believes that a decision of an academic nature has been made unfairly or improperly, he or she may appeal that decision. An appeal should be initiated only when the student considers the case serious and for which substantial supporting evidence is available. The following are categories of decisions that may be appealed: grading in a course, breaches of academic integrity, and transfer credit evaluations.

### **APPEALING A GRADE IN A COURSE**

To appeal a grade, a student must have verifiable evidence that the grade is inconsistent with the work done in the course or that an instructor failed to take into account valid and verifiable extenuating circumstances that interfered with the student's opportunity to complete and submit required course assignments in a timely manner. Grades that are assigned through the academic integrity violation procedure are only eligible for appeal as outlined in the Academic Integrity Policy. In the event that there is an academic integrity violation being discussed or appealed in a particular course, a student may not submit any additional grade appeals related to that course until academic integrity proceedings have been completed. Upon learning the decision of the AI Board, either party may request a review of the decision by the Chief Academic Officer.

### **PRODEDURE FOR APPEALING A GRADE**

To appeal a grade, a student must proceed through the following steps:

1. The student must make an appointment to meet with the instructor to discuss the decision being appealed. Whenever possible, this meeting must take place in person. If an academic integrity violation occurred in the course for which the student is appealing a grade, the following must be taken into consideration:
  - A test or assignment grade of F or a course grade of F assigned as a sanction by the instructor may only be appealed to the Academic Integrity Board and must follow the appeal guidelines and timeframe in the Academic Integrity Policy.
  - A course grade of F assigned as a sanction by the Academic Integrity Board is reviewable only by the CAO.
  - A test or assignment grade assigned as a sanction by the Academic Integrity Board is reviewable only by the CAO. A test or assignment grade assigned by the instructor as a sanction for an academic integrity violation may only be appealed to the Academic Integrity Board and must follow the appeal guidelines in the Academic Integrity Policy. However, in either of these cases, a student may appeal other grading in the course if they meet the above criteria for a grade appeal. The student should be aware that information related to the academic integrity violation may be disclosed in the grade appeal proceedings.

2. If the student is not satisfied after having met with the instructor, the student may appeal the instructor's decision to the instructor's supervisor, typically either the department chair or the division dean. The supervisor will convene a meeting of the student, the instructor, and him- or herself, will hear the reason for the appeal and examine the evidence, and will issue a ruling in writing to both parties.
3. If the supervisor's ruling is considered unacceptable, either party may lodge a formal appeal of the ruling in writing to the Chief Academic Officer, who will refer the matter either to the Committee on Admissions, Academic Standards, and Financial Aid (AASFA), or to a special Board of Academic Appeal, at his or her discretion. A meeting of the committee or board will take place within two weeks of submission of the formal appeal, during which both the student and the instructor will provide relevant evidence. Within one week of this meeting, the chair of the committee or board will issue a decision about the appeal, which is final and binding.

### **APPEALING BREACHES OF ACADEMIC INTEGRITY**

A student who has been accused of an academic integrity violation may appeal the instructor's decision or sanction through the Academic Integrity Appeal Board. See MHU Academic Integrity Policy for appeal procedures and timeline for submitting an appeal. Upon learning the decision of the AI Board, either party may request a review of the decision by the Chief Academic Officer.

### **APPEALING TRANSFER CREDIT EVALUATIONS**

A student who believes credits transferred from another institution have not been properly evaluated may request that they be reevaluated. To do so, the student must provide copies of the other institution's appropriate academic catalog(s) and course syllabi to the Registrar's Office. The Registrar, in consultation with the appropriate academic department chair, will make the final decision.

## **ADMISSIONS**

### **Admission Exams**

Refer to the desired degree admission information.

### **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 contact the AGS office in writing to indicate acceptance of admission and to make a tuition deposit of \$200 and to 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.

## **DISABILITY SERVICES**

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. Individuals with disabilities should have equal access to social, economic, cultural and educational aspects of national life. Reasonable accommodations may be afforded to students with disabilities that substantially limit one or more major life activities relative to the general population. Additional information may be found on the MHU website. Questions and grievances should be directed to the Disabilities Coordinator located in the Robinson Infirmary/Wellness Center at PO Box 6714, or to [disabilityinfo@mhu.edu](mailto:disabilityinfo@mhu.edu).

## **FINANCIAL INFORMATION**

### **Tuition**

Tuition cost for graduate studies varies by degree. The costs below include the cost of textbooks.

Masters of Education Tuition: \$430 per credit hour.

Masters of Management Tuition: \$500 per credit hour.

### **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](http://www.fafsa.ed.gov).



# 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.

## Academic Calendar and Credit

The university operates on a semester basis with most graduate courses offered during two short terms in the 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.

### *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 SUCCESS & LEARNING MATERIALS POLICY

### Policy Statement

To improve academic success, Mars Hill University requires every qualified student to have an individual copy of all group-assigned content adopted to supplement classroom instruction and required by faculty for the courses in which the student is registered. Mars Hill University has determined that this policy enhances instructional quality, supports pedagogical goals, and improves student outcomes.

To ensure that every qualified student is able to comply with this policy by the first day of class, Mars Hill University has established a Learning Materials Library. The Learning Materials Library provides access to all commercially available materials below competitive market rates and is the authorized source for all other group-assigned content. With tuition and fee charges, all qualified students have full, equal, and unlimited access privileges to all group-assigned content each term for every course in which the student chooses to register, regardless of major, field of study, or credit load.

In accordance with Department of Education regulation 34 CFR § 668.164, under qualified conditions, students have the option to opt out and have the charge for the Learning Materials Library prorated. With the opt-out option, the student is responsible for directly procuring all qualified materials. To opt out, a signed authorization is required prior to acceptance of the financial aid award and no less than 45 days prior to the start of classes.

Note: The amount prorated is determined by the percent of book charges paid with Title IV funds as well as the percent of the book charges that go to pay for qualified materials. Items from the Learning Materials Library are for individual use only; scanning or photocopying any part of these items is a violation of this policy and may violate copyright laws as well. For information about the option you have to opt out under Department of Education regulation 34 CFR § 668.164, please visit with the Financial Aid office.

### Policy Terms

- **Qualified Students** — Access privileges to the Learning Materials Library is included in the tuition and fees charged to admitted and enrolled full-time and part-time students who are pursuing a bachelor’s degree, a master’s degree, or coursework leading to certification. Access to the Learning Materials Library is not included with tuition and fees charged to dual-enrolled high school students, non-admitted students, and other students enrolled but not earning credit.
- **Group-Assigned Content** — The catalog for the Learning Materials Library includes all of the group-assigned hardcover textbooks, paperback books, digital and electronic course materials, ebooks, online access codes, courseware, workbooks, lab manuals, faculty-developed course packs, i-clickers, monographs, open educational resources, other published items generally assigned an ISBN, single-use “consumable” content and other active learning materials, and produced-content required by faculty which are not already included in other course fees, i.e. “all group-assigned content adopted by faculty to supplement classroom instruction.” Supplies such as art materials and sheet music for individual performance, uniforms and equipment, serial subscriptions, parts or materials for projects, and general-purpose hardware and software are not included, i.e. “all items for individual or group projects.”
- **Learning Materials Library** — The Learning Materials Library is a shared resource to which qualified students have equal, unlimited access privileges regardless of the student’s chosen course of study,

similar to the reference library which is available to every student in every major without regard to the cost of individual items in the collection. Access privileges to the Learning Materials Library are restricted to qualified students. To manage the physical logistics and high volume of materials in circulation, which change each term, Mars Hill University has chosen to use the MHU Bookstore for distribution and return of all group-assigned learning materials.

- **Authorized Source** — Pursuant to 34 CFR § 668.164(c)(2)(ii), Mars Hill University has chosen the Learning Materials Library to be the sole source authorized by the institution for qualified students to access certain group-assigned content. The group-assigned content for which the Learning Materials Library is the only authorized source include all digital and electronic-format course materials, online access codes, courseware; other published items not widely available from retail merchants such as custom, self-published, and out-of-print editions; and single-use or copyright-cleared content such as course packs, workbooks, lab manuals, monographs, and active learning materials for which the institution has an interest in ensuring a student’s original work and protecting copyrights.
- **Qualified Circumstances** — Only students awarded Title IV funds that cover all (or some) of the charge for the Learning Materials Library are qualified for the opt-out option. Students not awarded Title IV funds or students whose Title IV funds are not applied to cover the charge for the Learning Materials Library are not qualified for the opt-out option.
- **Opt-Out Option** — Pursuant to 34 CFR § 668.164(c)(2)(i)(C), qualified students in qualified circumstances have the option to opt-out and have the amount charged for the Learning Materials Library adjusted. In doing so, the student is responsible for directly procuring all qualified materials from retail merchants by the first day of class, and in accordance with Mars Hill University’s Academic Success policy.
- **Qualified Materials** — Pursuant to 34 CFR § 668.164(c)(2)(i)(A), qualified materials are those actively published books (e.g. excludes out-of-print items) with durable bindings (e.g. hardcover, paperback) that are widely available for all students; while Mars Hill University has negotiated arrangements that guarantee these items are available below market rates, qualified students under qualified circumstances have the option to procure these qualified materials directly. All students are required to comply with the Academic Success policy, whether acquiring materials from the Learning Materials Library or directly from retail merchants.
- **Balance Adjustment Calculation** — Pursuant to 34 CFR § 668.164(c)(2)(i)(C), the balance adjustment calculation is made based on 1) the percent of allowable charges paid with Title IV funds for the Learning Materials Library, 2) the percent of Learning Materials Library charges that go toward qualified materials, and 3) the total charged to the student account for the Learning Materials Library, based on the students credit load. Below is an example of how the university calculates a student’s balance adjustment (actual results will vary):

Step 1:		30% of allowable charges paid with Title IV funds
Step 2:	x	70% of Learning Materials Library charges for allowable materials
Step 3:	x	\$225 total charged per term to FT student for Learning Materials Library
Result:	=	\$47.25 opt-out adjustment applied to student’s account

## ACADEMIC STATUS AND GRADES

### Academic Advising

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

## 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:

- A 4 grade points**
- B 3 grade points**
- C 2 grade points**
- F 0 grade points and credit hours W 0 grade points and credit hours**
- I 0 grade points and credit hours (until removed)**
- S earned hours and 0 grade points (does not calculate in gpa)**
- U unearned hours and 0 grade points (does not calculate in gpa)**
- CR Transfer Course**

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 <http://www.mhu.edu/about-mhu/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.

## **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.

### **MHU Commencement Regalia Policy**

Commencement is the paramount academic ceremony, and participants are expected to demonstrate their respect for the event and its significance by wearing appropriate attire beneath their regalia. Men should wear dress shirts with ties, dress slacks, and dress shoes; women a dress or dressy suit with matching flats or heels. Jeans, t-shirts, sneakers, shorts, flip-flops, and the like are inappropriate.

#### *Master's Regalia*

Master's degree graduates must wear regalia consisting of gown, mortarboard, tassel, and hood purchased from the Mars Hill University Bookstore. The gown, mortarboard, and tassel are worn into the ceremony, and graduates are formally awarded their hoods during individual "hooding" ceremonies. Like the tassel for bachelor's graduates, the tassel and hood for master's graduates are colored to reflect the degree.

### **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 hours and other information are posted on the library's Web site: <http://library.mhu.edu>.

### **Library Services and Policies**

The MHU 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.

### **PARKING POLICY**

AGS students are not required to purchase a parking pass. However, all students must fill out a vehicle registration form in order to avoid being ticketed. Failure to register your vehicle and may result in a parking violation ticket for which students will be billed.

# DEGREES



# MASTER OF EDUCATION (K-6) DEGREE

## Master of Education Program Mission

The mission of the Mars Hill University Master of Education program (M.Ed.) 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.

## Professional Dispositions Policy

As a candidate in the Masters of Education (M.Ed.) at Mars Hill University (MHU), you are expected to demonstrate professional dispositions commensurate with being a professional educator in North Carolina. Consequently, your professional dispositions will be assessed as a part of admission to the program and approval of research, the first two transition points of the MHU M.Ed. program. At these two points, master's candidates must maintain at least an aggregate mean score of **acceptable (2.0 on a 3-point scale)** on their dispositions assessments in order to remain in good standing in the program. If candidates fall below an aggregate mean score of **2.0**, they must meet with the program coordinator to develop an action plan and timeline for improvement of dispositions. If dispositions improve, the candidate remains in good standing in the program. If dispositions remain the same or worsen, the candidate will be counseled out of the MHU M.Ed. program.

Professional dispositions are also monitored throughout coursework in the M.Ed.. If a professor raises a concern about the dispositions of a candidate, that candidate completes a dispositions self-assessment, and at least two education faculty members (one of whom must be the program coordinator) complete a dispositions assessment for the candidate. If the aggregate mean score is less than 2.0, the candidate must meet with the program coordinator to

develop an action plan and timeline for improvement of dispositions. If dispositions improve, the candidate remains in good standing in the program. If dispositions remain the same or worsen, the candidate will be removed from the MHU M.Ed. program.

## Appeal

If a student would like to appeal a decision to remove him/her from the M.Ed. program, he or she may file a formal appeal with the Masters of Education Advisory Council (MEAC). The student must appeal the decision within two (2) weeks of being removed from the program. **Formal appeals will only be heard in the following circumstance: clerical or numerical error.** The student will complete the written appeal form and submit it to the Education Department Chair. The appeal will be presented and voted on at the next MEAC meeting appearing on the calendar. The student will be notified in writing within five (5) working days of the MEAC decision. If a student's appeal is denied, he or she will have the opportunity to reapply for admission to the M.Ed. to join the next cohort. In the case of reapplication, the student must submit a letter to the Education Department explaining the specific progress made to improve professional dispositions as well as a new dispositions self-assessment. The student must also submit a supporting letter from an MHU faculty member that addresses the improvement of professional dispositions as well as a dispositions assessment. This evidence will be brought to the department and to MEAC for a vote. If the student is readmitted, an aggregate mean score of at least 2.0 on the professional dispositions assessments must be maintained for the remainder of the time in the program.

## Admissions

### *Admission Exams*

In order for a degree application to be considered complete, the appropriate official report of 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.

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

Miller Analogies Test (MAT) Harcourt Assessment, Inc. Miller Analogies Test PSE Customer Relations, Attn: Customer Service, P.O. Box 599700, San Antonio, Texas 78259 [www.milleranalogies.com](http://www.milleranalogies.com). Phone: 1-800-211- 8378

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.

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:

July 15 (unless otherwise announced) for fall admission beginning in August

Graduate application materials may be obtained online at [www.mhu.edu/ags](http://www.mhu.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: [ags@mhu.edu](mailto:ags@mhu.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 completed recommendation forms (mailed directly)

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

#### *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.

#### **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 1 Transition Points for Teacher Candidates: Advanced			
<i>Transition I</i>	<i>Transition II</i>	<i>Transition III</i>	<i>Transition IV</i>
Admission to the M.Ed. Program	Midpoint: Research Proposal Approval	Completion of Integrated Action Research Project	Program Completion

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.

#### *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).

#### **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.

## MASTER OF EDUCATION COURSE REQUIREMENTS

### **12 Courses totaling 36 Credit Hours**

ED 510 Student Inquiry in Elementary Content Areas	3
ED 512 Curriculum Differentiation for Diverse Learners	3
ED 515 Advanced Psychological Foundations of Instruction	3
ED 519 National and State Standards for Student and Teacher Achievement	3
ED 520 Teacher Leadership and School Improvement	3
ED 522 Instructional Design and Assessment	3
ED 524 Research in Education	3
ED 526 NBPTS Practicum (Optional)	1+
ED 532 Language and Culture in US Schools	3
ED 538 Integrated Master's Thesis	3

ED 540 Reading, Writing, Thinking, and Learning	3
ED 541 Current Trends, Policies, and Teacher Advocacy in Education	3
ED 550 Digital Literacies	3

## MASTER OF EDUCATION COURSE DESCRIPTIONS

### **ED 510 Student Inquiry in Elementary Content Areas**

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**

This course will build a foundation for both understanding the diverse learning needs of all students (including those with disabilities) and how schools can meet those needs in an inclusive setting. The course will include a historical overview, including procedural and legal issues, assessment (formative/summative/diagnostic), delivery models (including co-teaching), current scientifically based instruction, and the role of the teacher in the inclusive classroom.

### **ED 515 Advanced Psychological Foundations of Instruction**

In this course candidates will identify teaching and learning issues within their own classrooms and apply learning theories related to learning-process, cognitive-development, and social-development to those issues in order to consider solutions that support and foster student success. Candidates will be encouraged to interrogate their own assumptions about teaching and learning in collaboration with their peers in order to create and facilitate effective learning environments.

### **ED 519 National and State Standards for Student and Teacher Achievement**

This course is designed to introduce candidates to the knowledge, skills, and methods needed to provide effective instruction to all students. Candidates will explore the application of classroom plans and interventions to manage individual and group change in light of the Common Core, Essential Standards, Next Gen Standards, and the continual development of school curriculum will be explored. The principles, techniques, methods, and strategies presented in this class are based on the research-validated professional development in Mathematics from the NC State Improvement Project foundations course and aligns with current teacher/student measures within the classroom to facilitate improving student achievement related to North Carolina Professional Teaching Standard 6.

### **ED 520 Teacher Leadership and School Improvement**

This course will focus on strategies for establishing a positive and supportive learning environment. Candidates will discover that effective teachers share leadership responsibilities for student advocacy, such as in the context of Professional Learning Communities (PLCs). This course will expand on the NC State Improvement Project Reading and Writing Foundations courses and aligns with Common Core and current teacher/student measures within the classroom and will facilitate improving student achievement related to North Carolina Professional Teaching Standard 6. A close examination of leadership and leadership theories, personality types, successful models for collaboration, school culture, and stakeholders' involvement provide a focus of real classroom applications.

### **ED 522 Instructional Design and Assessment**

This course is an examination of the research and practices in learning theory, instructional design, and assessment strategies. Candidates will integrate new knowledge with the current school assessments (including Reading 3D) to develop an understanding of how children learn. Candidates will also learn to implement research-based practices that respond to instructional data in order to support learning for all students. Candidates will develop and design classroom assessments that enhance the decision making process and ensure success for all students in their K-6 classrooms.

### **ED 524 Research in Education**

In this course, candidates will conceptualize and design an in-depth, classroom-based teacher action research project. Candidates will survey theoretical paradigms, research methodologies and methods, and current research in order to understand both the procedures and practices of quality research and how effective research can improve classroom practice. Candidates will also produce a review of relevant research literature that will undergird and inform their studies and complete a research proposal.

### **ED 526 NBPTS Practicum**

Like board-certified doctors, attorneys, and accountants, teachers who achieve National Board Certification have met rigorous standards through intensive study, expert evaluation, self-assessment and peer review. National Board Certification continues to grow in importance because across the country, teachers embrace the opportunity to examine their practice against the profession's highest standards. ([www.nbpts.org](http://www.nbpts.org))

This course 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 area, 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 532 Language and Culture in US Schools**

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 538 Integrated Master's Thesis**

In this hands-on seminar, candidates will model the application of primary and secondary research methods as they analyze and interpret data for their integrated action research project, and write-up the findings of their research. In this seminar candidates will demonstrate creative problem solving and professional decision making as they 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**

This course 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 to develop an in-depth understanding of literacy in the K-6 classroom.

### **ED 541 Current Trends, Policies, and Teacher Advocacy in Education**

This course examines current trends, policies and issues in education along with the role of the teacher leader/advocate in the broader context of educational policy. Emphasis is placed on critically analyzing current research and literature related to the teaching profession, teacher education, teacher empowerment, and classroom practices that support students.

### **ED 550 Digital Literacies**

Candidates will think about composing as both a print and digital practice with an emphasis on digital composition across the curriculum. Candidates will develop digital compositions using cutting edge tools such as animation, games, podcasts, and audio, and will learn how to incorporate digital literacy pedagogies into a dynamic learning environment that suits the individual needs of all students. Candidates will discover that living in the digital age, teachers and students can work within the standards to find multiple ways of composing and multiple ways of circulating those compositions.



# MASTER OF MANAGEMENT DEGREE\*

## Master of Management Program Mission

The Master of Management (MM) program is designed for students who are just completing their undergraduate experience and desire a focused exposure to knowledge, skills, and habits of mind that will support a successful launching of their career. A highlight of the program is a full-time internship experience related to the student's career goals. While the focus of the program is on knowledge and skills related to working in the business arena, the program will also be beneficial to students interested in working for non-profit or governmental organizations. Application to the program is open to students from any major as long as the program prerequisites are met.

## Program Goals

1. Prepare students with the knowledge, skills, experience, and importantly the appropriate habits of mind to effectively contribute to the management of organizations and enterprises.
2. Prepare students to successfully launch a career that is meaningful to them within the context of developing a personal brand and attention to career management.
3. Prepare students to embrace the challenges and complexities of ethical leadership within the context of contributing to healthy organizations.
4. Prepare students to understand and promote regional economic prosperity.

## Program Learning Outcomes

Graduates will:

- Understand the management context.
- Gain professional experience, and develop professionally relevant competencies and relationships in a professional setting, along with a deep appreciation of the expectations of such for career development.
- Effectively communicate through written, verbal, and electronic communication.
- Demonstrate effective collaborative competencies and ability to engage in effective negotiations.
- Analyze, interpret and present financial, technical and organizational information.
- Apply ethical reasoning to business situations and provide ethical leadership.
- Demonstrate growth in personal leadership competencies.
- Apply critical thinking skills by analyzing and interpreting data to formulate sound business decisions.
- Contribute to team development and manage project processes effectively.
- Understand the regional economy and market in which firm is operating and how to increase consumer value of the product.

## Program Prerequisites

The following four courses are the prerequisites for entering the M.M. program:

- BA 220 – Behavioral Science Statistics
- BA 221 – Principles of Accounting I
- BA 236 – Principles of Management
- ECO221 – Principles of Microeconomics

## Program Format

The program is a cohort model where students take all courses together, with the internship being the individualized experience. The program is built around 4 and 8-week terms (shorter terms), as compared to semesters. All requirements for the degree will be completed twelve months after their undergraduate education (based on May graduation).

The initial course for the program is taken during the student's final (spring) undergraduate semester. This course, ECO500 – Managerial Economics, provides both a graduate experience and must be passed with a minimum of B in order to continue in the program. The hours for this course do not count towards the 128-hour requirement for the undergraduate degree, but rather towards the 35 hours required for the MM.

## Admissions Process

Requirements:

- Application with an essay
- Resume
- Official transcript (minimum undergraduate GPA of 2.5 required)
- Two letters of recommendation from faculty members
- One letter of recommendation from a professional acquaintance

Initial acceptance will be determined by

1. A thorough transcript review, including the undergraduate GPA (minimum of a 2.5);
2. A careful review of the student's essay; and
3. The letters of recommendations.

This is a provisional acceptance for students. Admissions to the program will be open until October 31 of the fall semester of one's senior year. With appropriate advising, a student should be prepared to begin the program with the initial spring term course (ECO500 – Managerial Economics). The failure to earn at least a B in this course will prevent the student from continuing in the program.

Students who earn a C or below for any course will be placed on Academic Probation. Any further grades below a B may result in dismissal from the program. Other academic standards are listed in this catalog.

## Program Requirements (35 credit hours)

TERM	CLASSES	CREDIT HOURS
Spring (Year 4)	ECO500 Managerial Economics	3
Summer Term I July 31 - August 19	MGT 510 M.M. Seminar	2
	MGT 511 Business Analysis/Spreadsheet Modeling	4
	MGT 512 Professional Communications	2
Fall Term II August 22 – October 14	MGT 521 Leadership and Team Development	2
	MGT 522 Project Management	2
	MGT 523 Finance	2
Fall Term III October 16 - December 9	MGT 531 Marketing Intelligence	2
	MGT 532 Strategy & Implementation	2
	ECO 533 Regional Economic Analysis	2



<b>TERM</b>	<b>CLASSES</b>	<b>CREDIT HOURS</b>
Spring Term IV January 16 – March 10	MGT 540 Internship/Project MGT 541 Internship Seminar	5 1
Spring Term V March 12 - May 5	MGT 551 Organization Performance Assessment MGT 552 Cost and Budgeting Analysis MGT 553 Negotiation and Persuasion	2 2 2
		<b>35 hours total</b>

## MASTER OF MANAGEMENT COURSE DESCRIPTIONS

### **ECO500 Managerial Economics**

This course focuses on the use of microeconomic theory and analysis to better understand problems and issues faced by firms. Topics include consumer and demand theory, cost minimization, pricing decisions under differing levels of competition, and strategy development.

### **MGT510 M.M. Seminar**

This course focuses on reviewing key issues facing managers and organizations in a dynamic economy. Exploring the preassigned books and articles relevant to contemporary management issues is the main topic, including the moral purposes business can and should serve. Students will begin the process of identifying internship possibilities.

### **MGT511 Business Analysis/Spreadsheet Modeling**

This course focuses on analyzing data to improve business decision-making. Topics include data and regression analysis and effective utilization of Excel.

### **MGT512 Professional Communication**

This course focuses on developing effective written and verbal communication in the professional setting. Topics include the effective use of various forms of electronic communication, presentation skills, developing a personal brand, and communication issues in a team-based environment.

### **MGT521 Leadership and Team Development**

This course focuses on developing a deeper understanding of team dynamics and the roles of leadership. Topics include learning styles, leadership theory, effective followership and “leading up,” and team communication.

### **MGT522 Project Management**

This course focuses on the primary elements of successful project management. Topics include project scope, time, cost assessment, quality control, human resource considerations, communications, and risk management.

### **MGT523 Finance**

This course focuses on developing a solid understanding of the role of finance in business management. Topics include the time value of money, financial planning and assessment, capital budgeting and structure.

### **MGT531 Marketing Intelligence**

This course focuses on effective marketing for promoting firm success. Topics include understanding consumer and competitor behavior, gathering, analyzing, and interpreting data about markets and customers, and techniques for utilizing this information for adding high customer value.

### **MGT532 Strategy & Implementation**

This course focuses on strategy development and implementation. Topics include recognizing business opportunities or challenges, particularly in environments of increasing uncertainty and globalization, and formulating a strategy that can be effectively implemented to respond to identified opportunities and threats.

### **ECO533 Regional Economic Analysis**

This course provides an overview of regional economic development issues and strategies along with an in- depth look at the economy of Western North Carolina, along with its connections to the national and global economies.

### **MGT540 Internship/Project**

Students will complete a minimum of 320 contact hours of an internship experience with a firm related to the student's career goals. From this experience, students will initiate and develop a project related to a problem or opportunity agreed upon by the internship and faculty supervisors. The internship culminates with the presentation of the project, typically during Term 5.

### **MGT541 Internship Seminar**

This seminar meets weekly during the internship term to reflect on, process, and share the experiences and learning that students are experiencing.

### **MGT551 Organization Performance Assessment**

This course focuses on strategies for evaluating organizational, unit, and individual performance. Topics include quality improvement, customer service satisfaction, and formative evaluation.

### **MGT552 Cost and Budgeting Analysis**

This course focuses on competency development in the use of accounting information for internal decision- making and control purposes. Topics include budget development and assessment, and ROI uses.

### **MGT553 Negotiation and Persuasion**

This course focuses on the development of skills and strategies for effective negotiation and persuasion. Topics include dealing with legal and ethical approaches to business disputes, understanding the psychological elements of persuasion, and strategies for getting to "Yes."

*\*The Master of Management Program is pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).*

# MASTER OF ARTS IN CRIMINAL JUSTICE DEGREE

## Mission Statement

The Master of Arts in Criminal Justice Program (M.A.C.J.) provides individuals who have a four-year degree from an accredited institution of higher education with an opportunity to obtain a graduate degree in criminal justice. For those individuals with an undergraduate degree in criminal justice, the M.A.C.J. will add to the foundation of their knowledge obtained at the undergraduate level. For those students with an undergraduate degree in some field other than criminal justice, the M.A.C.J. core, required courses will provide a sufficient foundation that will greatly enhance the ability to matriculate to graduation. Criminal justice field personnel with an undergraduate degree in any field of study will be particularly well served by the M.A.C.J. degree. Field experience should assist with more easily grasping the many concepts associated with the M.A.C.J. courses. The curriculum provides a theoretical foundation of the discipline, combined with a thorough understanding of the scientific method and the importance of ethics associated with the use of human subjects in the scholarly research enterprise. Students who graduate from the M.A.C.J. Program should be well prepared to advance in their chosen careers, or to continue graduate education in a doctoral program.

The degree may be earned by full-time or part-time study. Courses are offered in the evenings and online.

## Program Goals

The M.A.C.J. Program seeks to:

1. Prepare students for the criminal justice or criminal justice-related field of work through graduate-level education with a focus on the enhancement of knowledge, communication and critical thinking skills, and ethical decision making.
2. Ensure that students are able to understand the role of the scientific enterprise and its importance to policy development in the field of criminal justice.
3. Graduate students with an understanding about the issues related to diversity within the field of criminal justice.
4. Prepare interested students for success in doctoral-level studies.

## Program Learning Outcomes

Graduates will:

1. Understand the key concepts associated with the M.A.C.J. course content.
2. Demonstrate critical thinking and the ability to problem solve.
3. Effectively communicate through written, verbal, and electronic communication.
4. Develop the ability to synthesize the social science scholarly literature.
5. Demonstrate knowledge of quantitative reasoning.
6. Apply ethical decision making to the field of criminal justice.
7. Develop an understanding of the importance of working in a diverse environment.

## Prerequisites

For those individuals who have completed a four-year degree from an accredited institution, there are no prerequisites. There are no restrictions related to the discipline associated with the completed undergraduate degree.

## Admission to the Program

All applications for the Master of Arts in Criminal Justice Program are considered ready for review after the materials listed below have been received by the Adult and Graduate Studies office:

- A completed application form with the application fee.
- Official transcripts of all colleges and universities attended.
- Graduation from a regionally accredited college or university.
- Three letters of recommendation (at least two of which must be from a current or former university professor).
- A brief essay (700-1000 words) addressing why the applicant is interested in the M.A.C.J. degree as well as his/her motivation for completion of same.
- Minimum GPA of a 3.0. Satisfactory scores on the Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), or Law School Admissions Test (LSAT) are required if the GPA is less than 3.0 or if the applicant is seeking any funding that might be available at MHU for graduate-level education.
- In exceptional cases, the program may also approve admission by reason of special backgrounds, abilities, and interests.

### **Admission Deadline**

This program has rolling admission, that is, no specific deadline. Note that it may take 4-6 weeks to receive transcripts and process an application.

### **Degree Requirements**

1. The thesis track requires 30 credits, six of which will be CJ600, Thesis.
2. The non-thesis track will require 30 credits of course work, plus successful completion of the comprehensive exams.
3. A minimum grade-point average of a 3.0 must be earned for course work taken as a graduate student.
4. Students are required to take the following courses: CRIMJ 500, CRIMJ 501, CRIMJ 502, CRIMJ 503, and CRIMJ 504. CRIMJ 501 and CRIMJ 503 are to be taken concurrently.
5. Students who believe they have completed a course substantially similar to one of the specific course requirements may apply to have their previous work evaluated for the purposes of exemption to that requirement. If approved, another course will be taken in place of that requirement.
6. A maximum of 6 credits of completed graduate work may be transferred in from another accredited institution. With the Department Chair's approval, students may transfer up to six credits: (1) if the student earned a grade of B or better; (2) if the courses were from an accredited university, they appear on a graduate transcript, and were not used toward the completion of a degree; and (3) if those courses were completed within five years of the time the student will first register for classes in the MHU M.A.C.J. program. Internship credits completed at a prior institution will not transfer into the MHU M.A.C.J. Program.
7. Work toward the M.A.C.J. must be completed within six years immediately preceding the completion of requirements for the degree. Extension of time limits will only be granted based on compelling reasons or circumstances.

## **MASTER OF ARTS IN CRIMINAL JUSTICE COURSE REQUIREMENTS**

### **Core Courses**

The following 15 credits will be required of all students:

CJ500 - Advanced Criminological Theory	3
CJ501 - Advanced Research Methods in Criminal Justice	3
CJ502 - Public Policy and Criminal Justice	3
CJ503 - Advanced Statistics in Criminal Justice	3
CJ504 - Criminal Justice Organization and Management	3

## Electives

Students, in consultation with their faculty advisor, may select from those courses listed below (15 credits for non-thesis track students; 9 credits for thesis-track students):

CJ510 Concepts and Practices in Police Administration	3
CJ512 Juvenile Justice: Issues and Practice	3
CJ513 Courts in the Criminal Justice System	3
CJ527 Criminal Justice Colloquium	3
CJ530 Administration and Legal Aspects of Corrections	3
CJ540 Qualitative Methods in Criminal Justice	3
CJ557, 558 Directed Readings	3
CJ560 Independent Study	3
CJ 561 Internship	3
CJ600, Thesis Preparation	3

## MASTER OF ARTS IN CRIMINAL JUSTICE COURSE DESCRIPTIONS

### **CRIMJ 500 Advanced Criminological Theory**

Provides an analysis of the research and critiques of the major theories of crime causation. Prerequisites: admission to program or permission of program.

### **CRIMJ 501 Advanced Research Methods in Criminal Justice**

Quantitative methods and techniques of research design and implementation for theory and crime causation. Prerequisites: to be taken concurrently with CRIMJ 503, permission of program.

### **CRIMJ 502 Public Policy and Criminal Justice**

Studies the concepts and processes of political and legal activity within the criminal justice system and their impact on society. Prerequisites: admission to program or permission of program.

### **CRIMJ 503 Advanced Statistics in Criminal Justice**

Provides a firm basis of knowledge in statistical analysis using examples from the field of criminal justice and criminology. Prerequisites: to be taken concurrently with CRIMJ 503, permission of program.

### **CRIMJ 504 Criminal Justice Organization and Management**

Provides modern management theory, administration, and research in criminal justice as applied to criminal justice organizations. Prerequisite: permission of program.

### **CRIMJ 510 Concepts And Practices In Police Administration**

Discusses application of police research and management principles to the contemporary policing context. Prerequisite: Permission of program.

### **CRIMJ 512 Juvenile Justice: Issues And Practice**

This course is a systematic analysis of the juvenile justice system and issues related to juvenile delinquency and constitutional law. Prerequisite: permission of program.

### **CRIMJ 513 Courts In The Criminal Justice System**

An analysis of the function and role of the courts and the personnel involved in the American criminal justice system. Prerequisite: Permission of program.

**CRIMJ 527 Criminal Justice Colloquium**

This course offers in depth study on a small group level or individually into a specific topic related to Criminal Justice. Prerequisites: admission to program.

**CRIMJ 530 Administrative And Legal Aspects Of Corrections**

This course addresses historical and contemporary correctional policy, accountability, and possible remedial alternatives. Prerequisite: Permission of program.

**CRIMJ 540 Qualitative Methods**

This course is for students wishing to conduct original research, implement qualitative research design, and enhance quantitative skills. Prerequisite: permission of program

**CRIMJ 557, 558 Directed Readings**

Supervised readings in criminal justice. Credit awarded upon satisfactory completion of examination at the end of the semester. Prerequisite: admission to program.

**CRIMJ 560 Independent Study**

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Prerequisites: CRIMJ 500 or permission of program.

**CRIMJ 561 Internship**

This course will be a supervised field experience in the discipline. A student may sign up for 120 field hours (3 credit hours) or for 240 field hours (6 credit hours). Prerequisites: 6 graduate credits in Criminal Justice or permission of program.

**CRIMJ 600 Thesis Preparation**

Prerequisites: completion of required courses and permission of program.

# MHU DEPARTMENT CONTACTS

## **Adult and Graduate Studies**

Renfro Library – Lower Level Room 110  
(828)689-1166  
[www.mhu.edu/ags](http://www.mhu.edu/ags)

## **Adult and Graduate Studies, Asheville Center**

303B Airport Road Arden, NC 28704  
(828) 689-1671

## **Department of Teacher Education**

Dr. Susan Stigall, Chair  
Nash Education Hall  
(828) 689-1177  
[www.mhu.edu/education](http://www.mhu.edu/education)

## **Department of Business and Master of Management**

Dr. Grainger Caudle, Chair  
Day Hall  
(828) 689-1127  
[gcaudle@mhu.edu](mailto:gcaudle@mhu.edu)

## **Department of Criminal Justice**

Dr. Barbara Sims, Chair  
Cornwell Hall  
(828) 689-1276  
[bsims@mhu.edu](mailto:bsims@mhu.edu)

## **Financial Aid Office, Blackwell Hall**

(828) 689-1123  
[www.mhu.edu/financial-aid](http://www.mhu.edu/financial-aid)

## **Registrar's Office, Blackwell Hall**

(828) 689-1151  
[www.mhu.edu/about-mhu/administration/registrar](http://www.mhu.edu/about-mhu/administration/registrar)

## **Business Office, Blackwell Hall**

(828) 689-1100

# FACULTY AND STAFF

## Adult & Graduate Studies Staff

*Meredith Doster*, Dean of Adult & Graduate Studies

B.A., Barnard College, Columbia University; M.A., Appalachian State University; Ph.D., Emory University

*Heidi W. Sermersheim*, Asheville Site Coordinator/ Admissions Counselor

B.S., Western Governors University

*Jenny Webb*, Outreach & Admissions Counselor

B.A., Western Carolina University

## M.Ed. Education Staff and Faculty

*Loretta Link*, Director of Teacher Education Program

B.A., College of New Jersey; M.A., Appalachian State University, 1998; M.A., Appalachian State University, 2000

*James M. Brown*, Assistant VP for Academic Affairs

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, Professor of Education; Program Coordinator: M.Ed, Integrated Ed., and AIG Programs

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*, Associate Professor of Education

B.S., Appalachian State University, 1975; M.A.Ed., University of North Carolina at Charlotte, 1976; 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*, Education Department Chair, 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, 2012.

### **M.M. Faculty**

*Grainger Caudle*, Chair of Business Administration

B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

*Ronald Collins*, Associate Professor of Business

B.A., Rutgers University, 1969; M.S., Nova University, 1987; Ed.D., Florida International University, 1990; Ph.D., Saybrook University, 1996.

*Dennis Harlowe*, Associate Professor of Business

B.S., University of Dayton, M.B.A., Xavier University; D.B.A., Alliant International University, 2004

*Greta Keiper-Blake*, Assistant Professor of Business

B.S., York College, 1995; M.B.A., York College, 1996.

*Donna Parsons*, Assistant Professor of Business

B.A., North Carolina State University, 1989; M.B.A.,

University of Tennessee, 1992; Ph.D., Saint Mary's University, Halifax, Nova Scotia, 2014.

### **M.A.C.J. Faculty**

*Barbara Sims*, Professor and Chair of Criminal Justice

B.A., University of Arkansas at Little Rock; M.A., University of Arkansas at Little Rock; Ph.D., Sam Houston State University

*Craig Goforth*, Associate Professor of Criminal Justice

B.A., University of North Carolina at Asheville; M.Ed., Western Carolina University; Ph.D., Northcentral University

*Revised 04/2017*

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

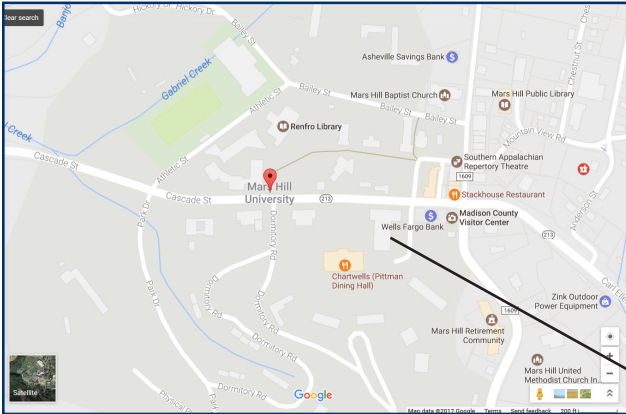
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# NOTES

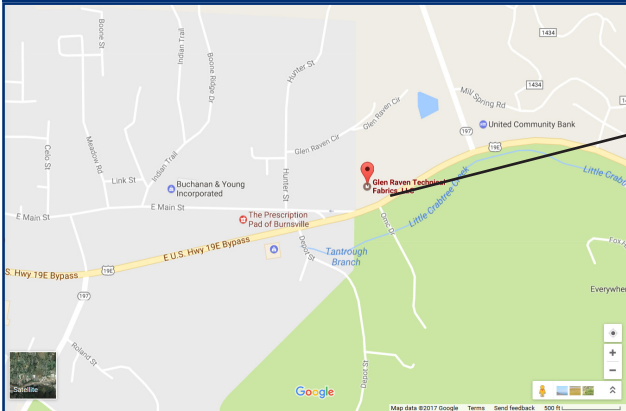
# NOTES

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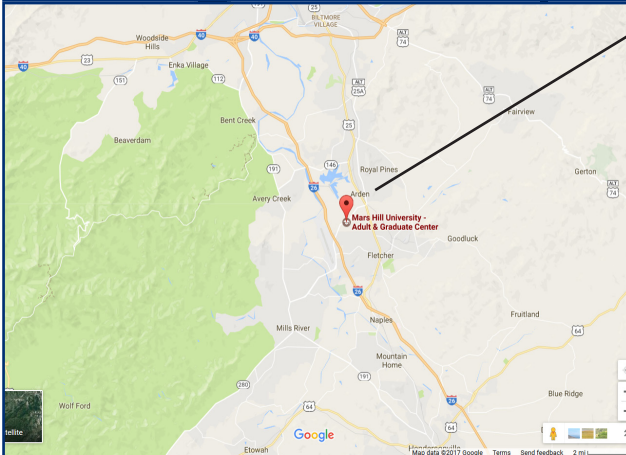
## ADULT AND GRADUATE STUDIES LOCATIONS



**Mars Hill University**  
100 Athletic Street Mars Hill, NC 28754



**Glen Raven Mills**  
73 East Highway 19E, Burnsville, NC 28714



**Mars Hill University Center for Adult and Graduate Studies**  
303-B Airport Road, Arden, NC

