Mars Hill University
Graduate Studies Catalog

This catalog was revised in August 2022. The most up-to-date version of the catalog is online at www.mhu.edu/course-catalog.

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

The MHU Graduate Catalog uses the pronoun "they" or "them" rather than "he/she" or "him/her" in many instances to refer to a single person. This usage is deliberate. While traditionally considered a plural pronoun, "they" is gaining acceptance as a singular, gender-inclusive pronoun.

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.

Mission Statement

Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, personal, and spiritual 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, Director of Human Resources: Title IX Coordinator
Nash Hall, Mars Hill University Mars Hill, NC 28754 828-689-1197/828-689-1256 (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.

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

Jennie Matthews, Director of Human Resources: Title IX Coordinator
Nash Hall, Mars Hill University Mars Hill, NC 28754 828-689-1197/828-689-1256 (fax)

For full nondiscrimination policies and complaint procedures, refer to the current MHU Student Handbook located at the bottom of the page at www.mhu.edu/current-students.

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Graduate Studies 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). On August 15, 2013, Mars Hill College officially became Mars Hill University. In Spring 2017, AGS launched the Master of Management graduate program. More recently, the Master of Arts in Criminal Justice program began in Spring 2018, and the Master of Arts in Teaching (M.A.T.) enrolled its first students in 2020. During the summer of 2021 the university began an online version of the Master of Management program to complement the seated version.

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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's and master's degrees. Questions about the accreditation of Mars Hill University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

For all other inquiries, please contact Mars Hill University at the address below.

Mars Hill University
P.O. Box 370
Mars Hill, NC 28754-0370
828-689-1307
www.mhu.edu

Program Accreditations and Approvals

The MHU Teacher Education Program is accredited by the North Carolina Department of Public Instruction (NCDPI), and the Association for Advancing Quality in Educator Preparation (AAQEP).

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.

Student Code of Responsibility

As a student at Mars Hill University you are expected to conduct yourself in a manner that is consistent with the values of the university and brings credit to you, your family, community, and the university. The actions of one can affect many within a community, positively or negatively. Whether in or out of class, on or off campus, as an individual or as a member of a group, you should consider honor, integrity, and respect for self and others as guiding principles in your words and actions as you go about your daily life. This is your responsibility as a member of the university.

Being a responsible member of this community compels you to consider not only your actions but also the actions of others and the results of those actions on the community. Being part of MHU means that you are called to be more than a passive bystander, but active and engaged in community life. Intervene if you see someone mistreated. Ask for assistance for yourself or others in solving concerns. Report issues that have an impact on you or other community members. Keeping MHU safe and enjoyable is the responsibility of every member of the community.

Academic Integrity

Mars Hill University is committed to the fundamental values of honesty, trust, fairness, respect, responsibility, and courage. [From *The Fundamental Values of Academic Integrity*. (3rd ed.). 2021. www.academicintegrity.org/the-fundamental-valuesof-academic-integrity]

The university's Honor Code (see above) calls each member of the campus community to uphold these core values in the work that is done and the lives that are led here. This community honors and expects honest work, fair and respectful treatment of all members of the community, and trust, which is the touchstone of each member's work with others. When members of the community break this code, it is necessary as an academic institution to repair what has been damaged and to follow clear guidelines that support and promote the fundamental values of academic integrity.

Responsibilities for Students and Faculty

Academic Responsibilities of Students in and out of the Classroom

1. Know that all coursework submitted by a student is a representation of that student's knowledge and understanding of the material. In other words, "your work represents you."

    Violations of this responsibility include:
    - use of unauthorized materials in any classroom assignment, including quizzes, tests, or examinations.
    - unauthorized collaboration in any classroom assignment, including quizzes, tests, or examinations.
    - plagiarism, which includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
    - use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.

- the acquisition, without permission, of tests or other academic material belonging to university faculty, staff, or another student.
- the reuse of any portion of work submitted for credit in a different class without the express permission of the instructor.

2. Know that collaborating and assisting other students is encouraged unless it keeps another student from learning.

   Violations of this responsibility include:

   - Providing unauthorized collaboration or assistance on any classroom assignment, including quizzes, tests, or examinations.
   - Allowing another student to copy your work.

3. Know that one student's actions in the classroom can influence the ability of other students to learn.

   Violations of this responsibility include:

   - Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Academic Integrity Responsibilities for Faculty and Teaching Staff

1. Uphold the MHU Honor Code and affirm the university's policies and procedures of academic integrity as a core institutional value.
2. Teach students how to properly use all source materials effectively and honestly.
3. Develop students' roles and responsibility for academic integrity.
4. Clarify all expectations for students by:
   - designing educational experiences that teach academic honesty,
   - clarifying expectations for student collaboration and individual assignments, and
   - providing continual guidance throughout the course.
5. Develop fair assessments that promote significant learning opportunities.
6. Reduce opportunities to engage in academic dishonesty by having clear standards, adequate classroom management, and strong testing security.
7. Respond to academic dishonesty when it occurs.

For questions regarding the process and procedures for academic integrity violations, please consult the university's Academic Integrity Guidebook.

Academic Appeals Procedure

Basis for Appeals

When a student believes that a decision of an academic nature has been made unfairly or improperly, they 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.

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.

Academic Appeals Procedure Basis for Appeals

When a student believes that a decision of an academic nature has been made unfairly or improperly, they 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 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 admission information for the desired degree program.

Notification of Admission

Applicants are notified of admission status in writing by the Admissions Office upon completion of the review process by the individual departments. To accept the offer of admission and to be able to register, a new student must contact Admissions Office or Department to indicate acceptance of admission and to make a tuition deposit or provide verification of financial aid to the Admission's Office by the date specified in the admissions letter. Any 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 Admissions office.

Certificate or Post-Baccalaureate Study

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

- 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/Temporary Students

A student who has authorization for credit at Mars Hill University from another college may register for one or two courses with credit if the program allows. To enroll as a visiting student, the student must submit an application.

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 of the program in which the courses are taken.

Financial Information

Tuition

Tuition cost for graduate studies varies by program.

Masters of Education Tuition: $489 per credit hour.

Master of Arts in Teaching tuition: $489 per credit hour.

Masters of Management Tuition: $19,500 (program tuition).

Masters of Arts in Criminal Justice Tuition: $489 per credit hour.

Payment Methods

Students may make payment by check, money order or credit card (MasterCard, Discover, VISA, and American Express). Cash is accepted during business hours. Credit card payments may be made in person during business hours or online through Self Service. Credit Card payments are subject to 2.5% convenience fee and electronic checks are free. If mailing a check please make checks and money orders payable to Mars Hill University and drop off at the Business Office or mail to: Mars Hill University, Business Office, P.O. Box 6673, 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 Marshbanks Hall or by visiting www.fafsa.ed.gov.

Veterans Benefits

First-Time Students

Students who are initially applying for veterans benefits must complete VA Form 22-1990, Application for Educational Benefits. If not on active duty, the copy 4 of DD Form 214, Certificate of Release or Discharge From Active Duty, must be submitted with the VA Form 22-1990. Students eligible under Chapter 106 will submit DD Form 2384. DD Form 2384 is issued to the students by their Reserve Unit. Students eligible under Chapter 35 must complete VA Form 22-5490.

Transfer Students

Veteran students transferring to Mars Hill University from another college/university will complete VA Form 22-1995, Request for Change of Program or Place of Training. Students receiving benefits under Chapter 35 will use VA Form 22-5495. These forms are available from the Department of Veteran Affairs, 1/888-442-4551. These forms are also available in the Registrar's Office at Mars Hill University from our on-site VA school certifying official. MHU accepts ACE transcripts.

For more information about VA benefits, please contact the Registrar's Office, in Marshbanks Hall, suite 202, or at kmugrage@mhu.edu, 828-689-1151.

Scholarships

Graduate students can apply for institutional scholarship(s) by contacting the program to which the student is applying. Eligibility and requirements for submissions can be found by contacting the program to which the student is applying.

Academic Calendar

Summer 2022

Memorial Day Observed–University Holiday .... Monday, May 30
Summer Full Term & Short Term 1 Classes Start ....Tuesday, May 31
Last day to Add a Full Term or Term 1 Class.. Thursday, June 2
Last day to Drop a Full Term or Term 1 Class ....Friday, June 3
Lion Life..Saturday, June 18
Juneteenth Observed–University Holiday ....Monday, June 20
Term 1 last day to withdraw from class with grade of W .... Tuesday, June 21
Term 1 Ends.. Saturday, July 2
Independence Day Observed–University Holiday ....Monday, July 4
Summer Short Term 2 Classes Start .... Tuesday, July 5
Term 1 Final Grades Due 5:00 p.m. ....Wednesday, July 6
Last day to Add a Term 2 Class...Thursday, July 7
Last day to Drop a Term 2 Class...Friday, July 8
Term 2 last day to withdraw from class with grade of W .... Tuesday, July 12
Lion Life.. Saturday, July 16
Full Term last day to withdraw from class with grade of W... Tuesday, July 26
Lion Life.. Saturday, July 30
Full Term & Term 2 Ends...Saturday, August 6
All Final Summer Grades Due 8:00 a.m. .... Thursday, August 11
Degrees Conferred .... Friday, August 12

2022 Late Summer Session Master of Management

MM Online Cohort begins–LSU Term 1 (will not be used 2022)... Tuesday, July 5
Last day to Add–LSU Term 1 (will not be used 2022) ....Thursday, July 7
Last day to Drop–LSU Term 1 (will not be used 2022) ....Friday, July 8
LSU Term 1 Ends (will not be used 2022)..Saturday, August 6
MM Seated Cohort begins & LSU Online Term 2 Starts... Monday, August 8
Last day to Add–LSU Term 2 .... Thursday, August 11
Last day to Drop–LSU Term 2... Friday, August 12
LSU Term 2 Ends .... Friday, August 26
LSU Final Grades Due 5:00 p.m. .... Wednesday, August 31

2022 Fall Semester

Faculty Workshop ....Wednesday–Thursday, August 17–18
Residence Halls open for First Year & Transfer Students.. Wednesday, August 24
First Year & Transfer Lion's Roar... Wednesday-Sunday, August 24–28
Residence Halls open for Registered Continuing Students...Sunday, August 28
Advising Day... Monday, August 29
First Day of Classes Full Semester & AGS Short Term I ....Tuesday, August 30
AGS Short Term I last day to Add .... Thursday, September 1
AGS Short Term I last day to Drop.. Friday, September 2
Last day to drop a student from class for non-attendance ** .... Friday, September 2
Full Semester last day to Add & Internship Applications due .... Monday, September 5
Local Lion & Tennessee Neighbor Promise Visit Day ....Saturday, September 17
Last day to drop full term class without transcript entry... Monday, September 26
Last to remove "I" Grades from 2022 SP & SU.. Monday, September 26
Fall Lionfest Visit Day...Saturday, October 1
AGS Short Term 1 Last day to withdraw from a class with grade of "W" .... Monday, October 3
Last day to apply for graduation in December.. Monday, October 3
Bascom Lamar Lunsford & Madison County Heritage Festivals...Saturday, October 8

AGS Short Term 1 Classes End .... Friday, October 14
Homecoming, Alumni Day ....Saturday, October 15
Full Semester Mid-term evaluation week...Monday–Friday, October 17-21
AGS Short Term 2 Classes Start.. Monday, October 17
AGS Short Term 1 Final Grades posted by Faculty 8:00 a.m. .... Wednesday, October 19
AGS Short Term 2 last day to Add .... Thursday, October 20
AGS Short Term 2 last day to Drop... Friday, October 21
Fall Break begins at end of classes .... Friday, October 21
Fall Break Ends and Full Semester Classes resume, 8 a.m. .... Wednesday, October 26
Full semester mid-term grades due, 8:00 a.m. .... Thursday, October 27
Spring Registration Opens .... Monday, October 31
Full semester Last day to withdraw from a class with grade of "W" **... Thursday, November 3
AGS Short Term 2 Last day to withdraw from a class with grade of "W" .... Monday, November 21
Thanksgiving holidays begin at end of classes & Admin Offices Close 5:00 p.m..................................Tuesday, November 22
Classes Resume/Offices reopen at 8:00 a.m. .... Monday, November 28
Senior Visit Day ....Saturday, December 3
Finals Week Begins ....Wednesday, December 7
Full Semester & AGS Short Term 2 Classes End .... Tuesday, December 13
Residence Halls close ....Wednesday, December 14
Full Semester & AGS Short Term 2 Final Grades posted by faculty 8:00 a.m. .... Thursday, December 15
Graduation Exercises 3:00 p.m.–Degrees Conferred..Friday, December 16
University Offices Close for Holidays–end of day ....Friday, December 16

2023 Spring Semester

Administrative Offices open for Spring Semester..Tuesday, January 3
Residence Halls open for New Students ....Thursday, January 5
Residence Halls open for Registered Continuing Students...Sunday, January 8
Advising Day... Monday, January 9
Full Semester & AGS Short Term 1 Classes Start at 8 a.m...Tuesday, January 10
AGS Short Term 1 last day to Add ....Thursday, January 12
AGS Short Term 1 last day to Drop... Friday, January 13
Last day to drop student from a class for non-attendance ** .... Friday, January 13
Martin Luther King, Jr. Day–Classes Suspended... Monday, January 16
Full semester last day to Add & Internship Applications deadline ....Tuesday, January 17
Majors & Minors Fair ....Thursday, February 2
Full Semester Last day to drop ** & Last day to remove "I" Grades from 2022 Fall..................................Monday, February 6
Last day to apply for graduation in May or August ....Wednesday, February 8
Accepted Student Visit Day .... Saturday, February 11
AGS Short Term 1 Last day to withdraw from a class with grade of "W" ....Monday, February 13
Choral Festival .... Fri.–Sat., February 17–18
Full Semester Mid-term evaluation week...Mon–Fri, February 20–24
AGS Short Term 1 Classes End ....Friday, February 24
Spring Break begins at end of classes ....Friday, February 24
Administrative Offices reopen after spring break ....Wednesday, March 1
Classes Resume After Spring Break 8:00 a.m. & AGS Short Term 2 classes Start ....Monday, March 6
AGS Short Term 1 Final Grades due 8:00 a.m. .... Tuesday, March 7
Full semester Mid-term grades due, 8:00 a.m. ....Wednesday, March 8
AGS Short Term 2 last day to Add .... Thursday, March 9
AGS Short Term 2 last day to Drop...Friday, March 10
Summer & Fall Registration Opens...Monday, March 13
Full Term–Last day to withdraw from a class with grade of "W" ** .... Tuesday, March 14
Local Lion & Tennessee Neighbor Promise Visit Day .... Thursday, March 16
Full semester deadline for Juniors/Seniors to indicate S/U grade option ....Friday, March 31

AGS Short Term 2 Last day to withdraw from a class with grade of "W" .... Monday, April 3
Good Friday–classes suspended, University Holiday .... Friday, April 7
Spring Lionfest Visit Day.. Saturday, April 15
SLAM–Student Liberal Arts Mosaic–Classes Suspended ....Tuesday, April 18
Finals Week Begins .... Wednesday, April 26
Lion Life.. Saturday, April 29
Last Day of Classes ....Tuesday, May 2
Residence Halls close at noon .... Wednesday, May 3
Full Semester & AGS Short Term 2 Final Grades posted by faculty 8:00 a.m. ....Thursday, May 4
Graduation Exercises 9:30 a.m.–Degrees Conferred... Saturday, May 6
Faculty In-service Days.. TBA
Memorial Day Observed–University Holiday .... Monday, May 29

** To maintain full-time status for the semester, traditional students must be enrolled in at least 12 credit hours.

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 listed 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 Registrar's Office.

Credit Hour Defined

In accordance with federal government guidelines, the university defines a credit hour as the amount of student time investment that reasonably approximates one hour of classroom (or direct faculty instruction) and two hours out-of-class student work for approximately fifteen weeks for one semester (with exceptions made for laboratory work, internships, practica, studio work, applied music and ensembles, and other academic work leading to the award of credit hours). In accordance with commonly accepted practices in higher education, the university operates on a 50-minute hour for this definition. Fifty clock minutes per week per credit hour for approximately 15 weeks provides approximately 750 minutes of direct faculty instruction time per credit hour based on the Carnegie Unit. Courses on accelerated calendars should also include approximately 750 minutes of direct instruction per credit hour.

Direct Faculty Instruction

Direct faculty instruction, referred to hereafter as academic engagement, includes traditional on campus, face-to-face classroom instruction with regular meetings for approximately 750 minutes for each credit hour granted (equivalent to one hour per week in a 15-week semester, or comparable amounts for other term lengths.) In the case of online and hybrid (semi-online) courses, academic engagement must be equivalent to traditional classroom instruction in terms of time (750 minutes per credit hour) and may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars, taking an exam, completing an interactive tutorial, attending a study group that is assigned by the institution (synchronous or asynchronous), contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course, conducting laboratory work, and completing an externship or internship.

Thesis

Thesis requirements vary by program. Refer to graduate program pages.

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.

Dropping/Adding/Withdrawal from Courses

If the program allows a student to drop or withdraw from a course, students must do so within the time frame specified in the Academic Calendar. A student who drops or withdraws from a graduate course may not be allowed to continue in the program. See specific program policies.

Medical and Psychiatric Withdrawals

These withdrawals are reserved for the student with a serious, chronic health or mental health problem that requires them 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.

Administrative Withdrawals

A student may be administratively withdrawn from all classes when they fail to attend classes for two consecutive 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 for up to one year should notify their Advisor of their intent, sign a Leave of Absence (LOA) form, and submit it to the Registrar's Office. If the program permits, the student may return to the program with the same status they held at the time of their departure and under the same catalog.

Cohort-based programs may not permit leaves of absence. 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. Students may not take leaves of absence totaling more than one year in any program

For a Leave of Absence request to be considered, the student must be in good standing with the University and regular drop/add and withdrawal policies and deadlines apply. LOA forms can be obtained from the Registrar's Office. If a Leave of Absence request is denied by a graduate program, the student may appeal in writing to the Dean of Adult and Graduate Studies. The Dean's decision may be appealed in writing to the Provost whose decision on the matter is final.

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 the credit 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 graduate school experience is engagement with the course and that the value of this academic experience cannot be fully measured by testing procedures alone.

Each instructor distributes a course syllabus including the course engagement and attendance policy within the first week of class. For seated courses, the syllabus will include the course attendance policy.

Student Classification

Students taking 9 credit hours or more per semester will be considered full-time. Students taking fewer than 9 hours will be considered part-time.

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.

The university seeks to encourage its students in the quality as well as the quantity of their work through a grade point system. The following grade points will be assigned for each letter grade: A=4; A minus=3.7; B plus=3.3; B=3; B minus=2.7; C plus=2.3; C=2; C minus=1.7; F=0 (Any grade below C- is not passing). For example, if a student receives a final grade of B in a course that carries three-semester hours of credit, they are awarded 9 grade points. The grade point average is computed by dividing the total grade points on hours earned by the number of hours attempted, except for courses with grades of CE, CR, W, S and U; and those excluded under the Repeat Course Policy.

Professors have the discretion to use a 10-point or 7-point scale to determine grades. Professors also have the discretion to use plus (+) or minus (-) grades. Two grading systems are employed to indicate levels of student performance in courses. One is the traditional A-F system: A=excellent; B=good; C=acceptable; and F=failure. The second grading system is as follows: S=satisfactory; U=unsatisfactory.

Additional Grading Categories

The meanings of other final grades are as follows:
- CE=credit by examination
- I=incomplete (An "I" is a temporary grade and will automatically be changed to an "F" by the registrar at the end of the drop period of the semester following the term in which the course was taken, unless the instructor replaces it with a grade, or grants an extension.)
- W=withdrawal (The student was excused for medical or other significant personal problems). Any student who withdraws from a course after withdrawal date will receive the grade F or I.

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 Form with 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, Corrections and Appeals

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. This policy does not apply to a grade of Incomplete.

Academic Warning and Probation

- A student who earns one grade below a B- will receive a notice of academic warning. The student will be required to meet with their advisor and program director to review the circumstances and to receive counsel and guidance.
- A student who earns two grades below a B- will be placed on probation and notified by the program director and the student is required to meet with them to devise an action plan.
- Upon satisfactory completion of the action plan, a student may have their probationary status removed. Students will be notified in writing by the program director when they are no longer on probation.
- A student who earns three grades below a B- will be dismissed from the graduate program. The student will be notified in writing by the program director. Appeals may be filed with the division dean.
- A student who is dismissed from a graduate program may apply for re-admittance to the program. Readmittance is at the discretion of the graduate program. Students who are readmitted may be subject to provisional acceptance and/or an improvement plan as a condition of re-admission. Re-admitted students are subject to the six-year degree completion time clock that was begun on their original enrollment in the program.
- A student who receives an F grade will have her or his status automatically reviewed by the program. They will be notified within ten working days by the program director whether they will be allowed to continue the program and of the specific conditions of continuation, if applicable.
- Two (2) F grades result in expulsion. The student will be notified in writing by the program director. The student may file an appeal with the provost.
- A student who is expelled may be ineligible to re-apply, based on review by the graduate program.
- All correspondence between students and the program will be copied to the registrar for documentation.

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 to currently enrolled students through Self-Service. 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 https://www.mhu.edu/academics/academic-resources/transcript-requests/ or in the Registrar's Office, Marshbanks 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 online through Colleague Self-Service.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974, also known as FERPA or the "Buckley Amendment," establishes requirements for how institutions of higher education (IHEs) maintain and disclose students' education records. In primary and secondary schools, FERPA rights belong to the parents or guardians of a minor student, but when a student reaches the age of 18 or enrolls in college, they become an "eligible student" under the law, and all rights transfer to the student. Therefore, all Mars Hill students are eligible students, and all FERPA rights belong to them, regardless of age.

FERPA lays out four basic rights for college students: the right to access their education records, the right to request amendment of their records, the right to control disclosure of their records, and the right to file a complaint against an institution that does not comply with FERPA. Each student has the right to disclose his or her education records, but, with limited exceptions, the institution cannot disclose those records to others without the student's written consent. Mars Hill University's Consent to Disclose Education Records form, available in the Registrar's Office, must be completed, signed, and dated by the student before education records can be released to other parties. The form specifies the education record or records to be released and who is to be granted access. (Note: While students participating in financial aid programs often sign a release to allow parents or guardians access to their financial information, this release does not include other education records, including grades or disciplinary violations.)

To access an education record, the student must contact the office responsible for maintaining that record (or, when the responsible office is unclear to the student, the Registrar's Office). The responsible office will provide access to the record or provide a copy of the record within 45 days and may impose a fee to defray the cost of making a copy and/or sending it

to the student. If the student finds a record to contain information that is inaccurate, misleading, or in violation of his or her rights to privacy, the student may write to the office responsible for maintaining that record (or the Registrar's Office) to request that the record should be amended. If the university does not amend the record as requested, the student may request a hearing before the Provost (or his or her designee) to review the request. If the record is not amended following a hearing, the student may place a statement in the record commenting on the contested information.

Under FERPA, an IHE may release education records without the consent of students in the following circumstances:

- School officials with legitimate educational interests (see below)

- Directory information (see below)

- Another IHE at which the student intends to enroll

- Health and safety emergencies

- Parents of dependent children per Internal Revenue Service filings

- Specific legal situations

- Other authorities

Details regarding these exceptions are codified in 20 USC § 1232g and 34 CFR Part 99.

Mars Hill University defines a "school official" as a person employed by the university in an administrative, supervisory, academic, or support staff position; a person employed by a consultant, contractor, or other outside party with whom the university has contracted for institutional services (e.g., an attorney, an auditor, an employee of the National Student Clearinghouse); a member of the Board of Trustees; or a student serving on an appeals committee or employed to support an institutional official. Further, Mars Hill University defines a "legitimate educational interest" as the need to review an education record in order to fulfill a professional responsibility.

Mars Hill University defines "directory information" as information not generally considered harmful or an invasion of privacy if disclosed. It includes a student's name, home town, ID number, institutional email address, institutional mailbox number, institutional telephone extension, photograph, date of birth, place of birth, field(s) of study, participation in institution-sponsored activities including intercollegiate athletics, weight, height, job title, recognitions such as Dean's List, dates of attendance, degrees awarded or licensure programs completed, year classification, credit hours earned, enrollment status. A student may refuse to allow the release of directory information by contacting the Registrar's Office in writing. Requests to restrict directory information may take up to two weeks to process and stay in effect indefinitely unless the student requests otherwise.

Graduation Procedures

Students who have finished their program's course requirements may participate in a 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. Jeans, t-shirts, sneakers, shorts, flip-flops, and the like are inappropriate.

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.

Student Services

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 website: 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

Graduate students who attend class on campus are required to register their vehicle for a free parking pass. Students must fill out a vehicle registration form online for a parking pass in order to avoid being ticketed, at this link: www.permitsales.net/MHU. Parking on campus in an unregistered vehicle may result in a parking violation ticket for which students will be billed.

Privileges of Graduate Studies Students

Students will be issued an identification card, which grants access to the library and recreational facilities on campus. In addition, students may attend other University events by presenting the student ID card. Counseling and career services are available by contacting the Director of Career Development at 828-689-1735. Students may contact the Wellness Center for counseling or medical referrals. Full-time graduate students (M.M., M.Ed., M.A.C.J.) with eligibility may participate in NCAA-sanctioned sports. Student-athletes enrolled in graduate programs may be eligible for athletic aid on a case-by-case basis. Graduate students may have the option to live in campus housing provided they satisfy the MHU Housing requirements.

Cothran Center for Career Readiness

The Jeanette and John Cothran Center for Career Readiness assists students in seeking employment and other graduate opportunities during and after college. The Cothran Center is located on the second floor of Day Hall. Students are invited to stop by and talk with the director or to log onto the center's website at www.mhu.edu/career.

Writing Center

The Mars Hill University Writing Center, located in Renfro Library, room 133, offers free writing tutoring for all MHU students. Writers are encouraged to make an appointment, but drop-in visits are welcome, time permitting.

Math Center

The Math Center offers free assistance with assignments for math courses. Please bring your assignment, class notes, and work you have started on completing the assignment. Peer tutors will be happy to help students with their questions. The Math Center is located at Mindspace (just outside Renfro Library) and is open Sunday to Thursday, 7:00 – 9:00 pm.

Chaplain's Office

The chaplain's office sponsors weekly Crossroads services, involves students in the Christian Student Movement, provides pastoral counseling and guidance to the college community, and participates in positive relationships with congregations and agencies who support our mission. Contact Campus Ministry at 828-689-1664.

Degrees and Courses

Department of Business

Master of Management Degree (M.M.)

Master of Management Program Mission

The Master of Management (M.M.) program is designed to provide students with the knowledge, tools, and dispositions to be an effective manager within an organization. There are two versions of the program, with the same coursework, but tailored to the needs of two different populations. Both help the student clarify career and life goals and develop plans to achieve these aspirations. The seated cohort version is 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 careers. A highlight of this version is a full-time, eight-week internship experience related to the student's career goals. The online version of the program is focused on individuals with some work experience who desire to assume a greater leadership role within their organization or desire to chart a new career path. The online version is over 12 months, and includes an applied management experience and capstone seminar in place of the internship experience. While the focus of both programs is on knowledge and skills related to working in the business arena, the program is also beneficial to students interested in working for non-profit or governmental organizations. Application to the program is open to students from any major.

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 economic well-being.

Program Learning Outcomes

Students will:
*   Demonstrate they can effectively contribute to the management of an organization.
*   Analyze their internship experience relative to professional competencies and behaviors.
*   Apply effective communication through written, verbal, and electronic communication.
*   Demonstrate effective collaborative competencies.
*   Analyze, interpret, and present financial, technical, and organizational information.
*   Apply an ethical framework to organizational dilemmas.
*   Analyze and interpret data to formulate sound business decisions.

Program Prerequisites

There are no pre-requisites for entering the M.M. program. However, students who do not have an academic background in statistics, accounting, management, and/or microeconomics are strongly encouraged to take formal or informal coursework in those areas in preparation for the program.

Program Format

Both programs are offered in a cohort model where students take all courses together, with the internship and management experience being the individualized experience. The program is built around short terms, as compared to semesters. Students dropping out of a cohort can reapply to join the subsequent year's cohort.

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

Acceptance determined by
- A thorough transcript review, including the undergraduate GPA (minimum of a 2.5);
- A careful review of the student's essay; and
- The letters of recommendation.

Program Requirements (32 credit hours)

M.M. Seated Schedule

Term	M.M. Seated Sequence	Credit Hours
Term I	MGT 510 M.M. Seminar	2
	MGT 511 Business Analysis/Spreadsheet Modeling	3
	MGT 512 Professional Communications	2
Term II	ECO 500 Managerial Economics	3
	MGT 531 Marketing Intelligence Mgt.	2
	MGT 522 Project Management	2
Term III	ECO 533 Economic Analysis	2
	MGT 532 Strategy and Implementation	2
	MGT 552 Budget and Cost Analysis	2
Term IV	MGT 540 Internship Project	5
	MGT 541 Internship Seminar	1
Term V	MGT 521 Leadership and Team Development	2
	MGT 523 Finance	2
	MGT 553 Negotiation and Persuasion	2
TOTAL		32 hours

M.M. Online Schedule

Term	M.M. Online Schedule	Credit Hours	Pre-Requistie(s)
Fall I	MGT 510 MM Seminar	2	None
Fall II	MGT 511 Business Analysis/Spreadsheet Modeling	3	MGT.510
Fall III	MGT 512 Professional Communication	2	MGT.510
Spring I	ECO 500 Managerial Economics	3	MGT.511
Spring II	ECO 533 Economic Analysis	2	ECO.500
Spring III	MGT.531 Marketing Intelligence	2	MGT.512
Summer I	MGT 522 Project Management	2	MGT.510
Summer II	MGT 521 Leadership/Team Development	2	MGT.510
Fall I	MGT.552 Cost and Budgeting	2	MGT.511
Fall II	MGT.523 Finance	2	MGT.552
Fall III	MGT.553 Negotiation and Persuasion	2	MGT.510
Spring I	MGT 532 Strategy & Implementation	2	MGT.510, 523, ECO.553
Spring II	MGT 545 Applied Management Experience MGT 546 Capstone Seminar	4 2	MGT.532
Spring III	MGT 545 Applied Management Experience MGT 546 Capstone Seminar		
TOTAL		32 hours	

Master of Management Course Descriptions

ECO 500 Managerial Economics 3

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.

MGT 510 M.M. Seminar 2

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.

MGT 511 Business Analysis/Spreadsheet Modeling 3

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

MGT 512 Professional Communication 2

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.

MGT 521 Leadership and Team Development   2

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.

MGT 522 Project Management   2

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.

MGT 523 Finance   2

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.

MGT 531 Marketing Intelligence   2

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.

MGT 532 Strategy & Implementation   2

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.

ECO 533 Quantitative Foundations and Regional Economic Analysis   2

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.

MGT 540 Internship/Project   5

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.

MGT 541 Internship Seminar (seated cohort)   1

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

MGT 545 Applied Management Experience (online cohort)   4

Students will complete and present a significant project related to a management issue within their organization.

MGT 546 Capstone Seminar (online cohort)   2

This seminar supports the development of the applied management experience and the revision of the student's post-program development plan.

MGT 552 Cost and Budgeting Analysis   **2**

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.

MGT 553 Negotiation and Persuasion   **2**

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."

Department of Criminal Justice

Master of Arts In Criminal Justice Degree (M.A.C.J.)

Mission Statement

The Master of Arts in Criminal Justice (M.A.C.J.) Program is a fully online graduate program that provides individuals who have a four-year degree from an accredited institution of higher education an opportunity to obtain a graduate degree in criminal justice. The 30-credit curriculum greatly expands on criminal justice coursework learned at the undergraduate level but also provides a sufficient foundation for people who do not have a degree in criminal justice that will enhance their ability to matriculate to graduation. Coursework will equip students with knowledge of system components, crime trends, criminological theory, and criminal justice policy, 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. The M.A.C.J. Program also includes practical and career-based training as well. Students have various opportunities to customize their educational experience by developing specialization areas, interning at criminal justice agencies, and participating in independent research. The degree will be finalized with a culminating experience via the successful completion of a thesis project, comprehensive exams, or capstone course that incorporates students' critical analysis of theory and policy to crime and criminal justice phenomena.

The 30-credit degree may be earned online, by full-time (9 credits/semester) or part-time study (3-6 credits/semester).

Program Goals

The M.A.C.J. Program seeks to:
- 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.
- 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.
- Graduate students with an understanding about the issues related to diversity within the field of criminal justice.
- Prepare interested students for success in doctoral-level studies.

M.A.C.J. Student Learning Outcomes

At the completion of the M.A.C.J. Program, students will:
- Demonstrate knowledge of the major concepts associated with the M.A.C.J. course content.
- Demonstrate critical thinking and problem-solving skills through participation in collaborative and problem-based learning activities.
- Produce quality written documents.
- Deliver professional-level presentations.
- Demonstrate the ability to synthesize the social science scholarly literature.
- Apply ethical philosophies in the discussion of an ethical issue.
- Apply knowledge of the theories behind statistical formulas to the analysis of social science data.

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

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 Admissions office:

- A completed application form found online: www.mhu.edu/macj
- Official transcripts of all colleges and universities attended.
- Two letters of recommendation (at least one of which must be from a current or former university professor).
- A brief essay (700-1000 words) that discusses the applicant's interest in the M.A.C.J. Program and their motivation to earn a master's degree in criminal justice.
- Minimum undergraduate GPA of a 3.0.

When the GPA is lower than 3.0, provisional acceptance to program may be granted on a case-by-case basis.

Admission Deadline

While this program has rolling admission (i.e. no specific deadlines) for spring, summer, and fall terms, please note that it may take 4-6 weeks to receive transcripts and process an application. It is strongly encouraged that applicants have all materials submitted four weeks before the start of the term the student wishes to enter the program.

Degree Requirements

1. The thesis track requires 30 credits, six of which will be CJ600, Thesis.

2. The comprehensive exam track will require 30 credits of course work, plus successful completion of the comprehensive exams.

3. The policy paper track will require 30 credits, three of which will be CJ580, Theory and Criminal Justice Policy.

4. A cumulative GPA of 3.00 is required for the successful completion of the degree.

5. Students are required to take the following courses: CJ 500, CJ 501, CJ 502, CJ 503, and CJ 504. CJ 501 and CJ 503 are to be taken concurrently.

6. 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.

7. With the Program Coordinator'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 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.

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:

CJ 500 - Advanced Criminological Theory 3

CJ 501 - Advanced Research Methods in Criminal Justice..3

CJ 502 - Public Policy and Criminal Justice..3

CJ 503 - Advanced Statistics in Criminal Justice...3

CJ 504 - 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):

CJ 506 Victim Services Management 3

CJ 510 Concepts and Practices in Police Administration 3

CJ 512 Juvenile Justice: Issues and Practice...3

CJ 513 Courts in the Criminal Justice System..3

CJ 527 Criminal Justice Colloquium...3

CJ 530 Administration and Legal Aspects of Corrections...3

CJ 540 Qualitative Methods in Criminal Justice..3

CJ 557, 558 Directed Readings 3

CJ 560 Independent Study 3

CJ 561 Internship 3

CJ 580 Theory and Criminal Justice Policy 3

CJ 600, Thesis Preparation..3

Master of Arts In Criminal Justice Course Descriptions

CJ 500 Advanced Criminological Theory   3

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

CJ 501 Advanced Research Methods in Criminal Justice   3

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.

CJ 502 Public Policy and Criminal Justice   3

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.

CJ 503 Advanced Statistics in Criminal Justice   3

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.

CJ 504 Criminal Justice Organization and Management   3

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

CJ 506 Victim Services Management   3

Students are provided with an overview of the role of professional stakeholders in and management of victim services delivery to ensure efficient, professional, and across-agency cooperative victim-centered responses.

CJ 510 Concepts and Practices in Police Administration   3

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

CJ 512 Juvenile Justice: Issues and Practice   3

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

CJ 513 Courts in the Criminal Justice System   3

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

CJ 527 Criminal Justice Colloquium   3

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.

CJ 530 Administrative and Legal Aspects of Corrections   3

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

CJ 540 Qualitative Methods   3

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

CJ 557, 558 Directed Readings   3

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

CJ 560 Independent Study   3

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.

CJ 561 Internship   3

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.

CJ 580 Theory and Criminal Justice Policy   3

A synthesis of theory, research, and policy with conclusions reached about the implications of findings for the field of criminal justice. This project should be completed in the semester in which the student intends to graduate unless exceptional circumstances can be demonstrated. Prerequisites: CJ 500, 501, 502, 503, and 504. Offered as needed.

CJ 600 Thesis Preparation   3

Prerequisites: completion of required courses and permission of program.

Department of Education

Master of Arts In Teaching Degree (M.A.T.) Master of Education in Integrated Education (M.Ed.)

Mission

The mission of the Mars Hill University Master of Arts in Teaching program (M.A.T.) and the Master of Education in Integrated Education (M.Ed.) is to provide the best education possible for teachers in the classroom and, in turn, their students. These programs apply 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. The goal of these programs is to produce teachers who have a learner-centered and creative pedagogy, deep knowledge of the disciplines, and a commitment to critical agency. Such teachers have the opportunity to strengthen the community as a whole, and ultimately, to build a better society. The MHU Master of Education program seeks to enroll students interested in critical reflection on their experience as teachers. Prospective students of these Mars Hill University programs will be interested in and prepared for leadership roles.

Guiding Principles and Program Goals

- Teachers are collaborative leaders who take seriously the 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

Candidates in the Master of Education (M.Ed.) or the Master of Arts in Teaching (M.A.T.) program at Mars Hill University (MHU) are expected to demonstrate professional dispositions commensurate with being a professional educator in North Carolina. As the candidate is admitted and moves through the program, the professional dispositions will be assessed at the following transition points:

Transition 1–Admission to program;

Transition 2–Approval of research.

At these two points, and throughout the coursework in the M.Ed. and the M.A.T. programs, 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 director 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 M.Ed. or the M.A.T. program.

For all M.Ed. and M.A.T. graduate students, there is a clear expectation of attendance in class. Course requirements (e.g., homework assignments, examinations, oral presentations, laboratory experiments/reports, action research, participation in discussion, and etc.) are not waived due to absence from class. When a candidate's absence results from his or her involvement in professional responsibilities (e.g., presenting at a conference, short course attendance, field trip, off-campus research, school-based project, etc.), the instructor should be given prior notification to ensure a reasonable accommodation can be negotiated between the instructor and the graduate candidate. When candidates will be away from class for reasons of health, family matters, or other personal reasons, the student should inform the instructor at the earliest opportunity and initiate discussion as to if and how missed work can be made up, grade implications, and other academic issues.

Each candidate will receive one excused absence (with the option to join the class via remote access to mitigate the impact of missed material) per course. After one excused absence, each successive absence will deduct one letter grade from the candidate's final grade in the specific course. Therefore, if a candidate has two absences in a course at the end of any given term the highest grade that could be earned in that particular class would be a grade of "B".

*NOTE: Excessive absences significantly impact the academic experience and can result in course failure. Any student making a grade of C or below twice in the MHU graduate program will be placed on an academic action plan and is at risk of being counselled out of the program.

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			
Transition I	*Transition II*	*Transition III*	*Transition IV*
Admission to the M.Ed./ M.A.T. 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 to ensure program effectiveness. Task Streatm is the system that allows students and faculty to interactively manage the assessment system for the M.Ed. and the M.A.T. programs. 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 North Carolina advanced teaching standards. These evidences will be housed in the North Carolina Program Approval Portfolio.

Admission Exams

In order for a degree application to be considered complete, the appropriate official report of GRE, MAT, or PRAXIS II scores (as applicable) must be received by the Admissions Office. Whether an applicant chooses to prepare via self-study or take a preparatory course, they should allow sufficient time 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.

Below is the contact information for these tests:

> Graduate Record Examinations® (GRE®) GRE-ETS, P.O. Box 6000, Princeton, New Jersey 08541-6000 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. 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.

Applicants must have successfully completed a bachelor's degree program from a 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, applicable standardized test scores (GRE, MAT or PRAXIS II), work experience, recommendation forms, an interview and other criteria established by the Teacher Education Department.

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, the applicant must submit all application materials to the graduate program in education by April 15 (unless otherwise announced) for 1st term summer cohort admission beginning in May.

Graduate application materials may be obtained online at www.mhu.edu/ags or by contacting the Admissions office at admissions@mhu.edu, 828-689-1201.

Master of Arts in Teaching Program (M.A.T.)

Description

The Master of Arts in Teaching (M.A.T.) program is designed for pre-service teachers that hold a bachelor's degree from an accredited institution in a specific content area or individuals in a residency teaching position that hold a bachelor's degree from an accredited institution. To meet the state requirements and to be eligible for admittance, all applicants would need a degree or 24 semester hours in the core content areas. This program is designed for individuals that do not hold a valid North Carolina teaching license upon entry to the program.

Key features of this program include:

1) This is the degree most often pursued by people who want hands-on teaching experience and are seeking to work directly with students. The M.A.T. focuses heavily on advanced coursework in a specific subject to hone the candidate's expertise. Coursework for the M.A.T. also focuses on pedagogical theory and implementation. Essentially, the M.A.T. program teaches master's students how to be teachers: methodology, stylistic approach, etc. The Master of Arts in Teaching consists of hands-on experience that places student teachers in a classroom to practice what they are learning. Prerequisite course(s) may be required depending on the area of study for bachelor's degree held. These prerequisites will be determined via a transcript evaluation.

2) Professional Learning Communities (PLC) training is critical to ensure productive collaboration in today's schools. Therefore, PLC training is a central focus of our curriculum.

3) A focus on the Universal Design for Learning (UDL) throughout the program will give candidates a strong understanding of what the UDL guidelines and practices should look like in their own classrooms.

4) An in-depth learning experience will enable the candidate to gain knowledge and skills in the area of Multi-Tiered Systems of Support (MTSS) and diagnostic response. Research tells us using MTSS make a significant difference in how teachers respond instructionally to students' performance on benchmark assessments. Master educators know it is not enough to assess a child. The educator has to know how to respond when children are not reaching their expected rate of progress. The program will provide the candidate with the knowledge and skills to make a difference in the classroom.

5) The opportunity to learn with professional educators pursuing the M.Ed. will give M.A.T. candidates the ability to gain hands-on-experience in the classroom while taking masters-level classes alongside currently licensed educators.

6) M.A.T. coursework is offered in face-to-face or online formats. Students who choose the online option will have scheduled, virtual class meetings. M.A.T. students generally meet one afternoon or evening per week with their cohort to develop the learning community. Clinical placements and student teaching must be completed in a classroom setting.

Learning Outcomes

Candidates will demonstrate the professional dispositions expected of a North Carolina professional schoolteacher.

Candidates will develop a connection between content and pedagogy to effectively relay information to a diverse set of students.

Candidates will identify, locate, and evaluate instructional materials and advanced methods in ethical and effective ways demonstrated through Universal Design for Learning (UDL) principles.

Candidates will design curricula and instruction drawing on the state standards as well as their own educational values, personal creativity, and unique understandings of teaching and the academic disciplines.

Candidates will implement curricula and instruction to effectively address the differing needs of students.

Candidates will develop a philosophy of education based on the North Carolina Professional Teaching Standards and the historical, philosophical, and social foundations of education.

Admissions

Candidates must submit:

1. Two (2) letters of recommendation. The letters must be from two professionals who are familiar with the candidate and his or her work ethic.
2. A resume or curriculum vitae (CV).
3. Professional goals statement, described below:

   In a 500-700 word, well-written statement, the candidate should clearly express how graduate studies are related to his/her professional goals. The statement should provide a response that also demonstrates a professional commitment to the field of education and identifies how the M.A.T. program will help the candidate reach future goals.
4. Official transcripts from all colleges or universities attended.
5. Passing scores Praxis II Content Area Tests Results.

Degree Requirements

All students who wish to receive a Master of Arts in Teaching degree from Mars Hill University must:

- Apply no more than six hours of C grades toward her/his degree.
- 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.
- Complete a culminating activity designed to integrate the knowledge, skills, competencies, and values addressed in each program (i.e., clinical practice and edTPA). Activities that meet this requirement are specified and administered by the Teacher Education Department for the Master of Arts in Teaching program.
- Adhere to the requirements of the Teacher Education Department regarding limits on the maximum number of graduate courses or hours that may be applied to the degree.
- Apply for no more than six hours of transfer credit to a degree program.

Master of Arts in Teaching Sequence

Cohort Model

Term	M.A.T. Schedule	Credit Hours
Term 1	ED 512 Curriculum Differentiation for Diverse Learners	3
	ED 523 Planning & Instruction	3
Term 2	ED 334/ED 534 Second Language and Literacy Development	3
	ED 550 Digital Literacies	3
Term 3	ED 510 Student Inquiry in Elementary Content Areas	3
	ED 522 Instructional Design and Assessment	3
Term 4	ED 518 Universal Design for Learning	3
	ED 401/501 Psychological Foundations of Education	3
Term 5	ED 532 Language and Culture in US Schools	3
	ED 479/579 Student Teaching Practicum I	3

Term	M.A.T. Schedule	Credit Hours
Term 1	ED 512 Curriculum Differentiation for Diverse Learners	3
	ED 523 Planning & Instruction	3
Term 6	ED 402/502 Historical/Philosophical/Social Foundations	3
	ED 481/581 Student Teaching Practicum II	3

Master of Arts In Teaching Requirements

Core Courses

ED 334/534 Second Language and Literacy Development 3

ED 401/501 Psychological Foundations of Education 3

ED 402/502 Social, Historical, and Philosophical Foundations 3

ED 510 Inquiry-Based Pedagogy 3

ED 512 Curriculum Differentiation for Diverse Learners 3

ED 518 Universal Design for Learning 3

ED 522 Instructional Design and Assessment 3

ED 523 Planning and Instruction 3

ED 532 Language and Culture in US Schools 3

ED 550 Digital Literacies 3

ED 479/579 Student Teaching Practicum I 3

ED 481/581 Student Teaching Practicum II 3

Master of Arts in Teaching Course Descriptions

(Prerequisite for all courses is admission to the Teacher Education Program.)

ED 501 Psychological Foundations of Education   3

Theories, principles, and conditions involved in learning and teaching. This course is cross listed as ED 401, meaning that it is open to graduate and undergraduate students. Graduate students' expectations may include more advanced learning through additional, more sophisticated reading, advanced research projects, course facilitation or experiential activities, and more comprehensive assessment methods.

ED 502 Historical, Philosophical, and Social Foundations of Education   3

Material appropriate to the historical, philosophical, and social foundations of education. This course is cross listed as ED 402, meaning that it is open to graduate and undergraduate students. Graduate students' expectations may include more advanced learning through additional, more sophisticated reading, advanced research projects, course facilitation or experiential activities, and more comprehensive assessment methods.

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

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 518 Universal Design for Learning: Creating Access for All   3

This course focuses on the application of Universal Design for Learning (UDL) principles, which emphasize the use of multiple means of engagement, representation, and action/ expression during educational planning in order to ensure we reach all learners from the design outset, rather than through individual "retrofits" (accommodations / modifications) of instruction and assessment. Participants will learn how to be proactive developers rather than reactionary in the face of learner struggles. Universally designed curricula help ensure educators have the flexibility to tailor their assessments and instructional activities to be engaging and meaningful for all students.

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. 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 523 Planning and Instruction   3

Instructional theories, methods, and materials appropriate to planning instruction and assessing student learning in the middle school and high school classroom; extensive practical application in an appropriate school setting.

ED 532 Language and Culture in US 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 534 Second Language and Literacy Development   3

Study of the ways in which children, adolescents, and adults learn a second or new language. Prerequisite: ENG 112. This course is cross listed as ED 334, meaning that it is open to graduate and undergraduate students. Graduate students' expectations may include more advanced learning through additional, more sophisticated reading, advanced research projects, course facilitation or experiential activities, and more comprehensive assessment methods.

ED 550 Digital Literacies   3

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.

ED 579 Student Teaching Practicum I   3

Student Teaching Practicum I is a semester-long, field-based course in which students will plan instruction, implement lessons for public school classrooms, and engage in various reflective activities to improve pedagogy. Prerequisite:

Admission to Teacher Education Program. This course is cross listed as ED 479, meaning that it is open to graduate and undergraduate students. Graduate students' expectations may include more advanced learning through additional, more sophisticated reading, advanced research projects, course facilitation or experiential activities, and more comprehensive assessment methods.

ED 581 Student Teaching Practicum 3

The primary purpose of this practicum is to develop a well-informed and practiced-based philosophy of teaching within a cross-disciplinary approach. This practicum seeks to prepare/support pre-service candidates during student teaching. This course will address the professional and personal challenges of teaching in the public schools. Practicum candidates will gain an understanding of the challenges confronting teachers, students, and administration, as well as the resources available to deal with these challenges. The focus of the course is the practical application of knowledge and skills during student teaching, and the development of those skills. Through readings, structured classroom discussion, and written assignments, practicum candidates will have opportunities to build on their current understanding of the teacher-learning process. Practicum candidates will develop an electronic portfolio within Task Stream of activities that address the state standards (North Carolina Professional Teaching Standards) which will enhance their teaching documents in their professional career and ensure a North Carolina teaching license. Prerequisite: Formal admission to student teaching and approval of Teacher Education Council. This course is cross listed as ED 481, meaning that it is open to graduate and undergraduate students. Graduate students' expectations may include more advanced learning through additional, more sophisticated reading, advanced research projects, course facilitation or experiential activities, and more comprehensive assessment methods.

Master of Education Degree in Integrated Education (M.Ed.)

Description

The M.Ed. Integrated Education Program (K-6 elementary education; K-12 special education) is a dual licensure degree program designed to help licensed teachers expand their professional knowledge and skills to ensure equal access for all learners.

Education is an ever-changing landscape; this program brings together elementary education (K-6) and special education (K-12) with an emphasis on evidence-based practices. Teachers from all licensure areas will find connections between assessments, and universally designed instructional programing that will enable them to reach every student in their classroom. This M. Ed. in Integrated Education program will provide the candidate with an opportunity for licensure in two areas with one degree. The program provides a necessary skill set that is essential in the current age of inclusion, as all children need to have teachers that can reach the entire spectrum of learners in the general education classroom. Key features of this program include:

1) Both the North Carolina State Improvement Project (NCSIP) Reading Research to Classroom Practice and Foundations of Math trainings and certifications are included in the curriculum of this program. If the candidate has already had these trainings, they may apply six hours to the 36 hour program for a remaining 30 hours.

2) National Board Professional Teaching Certification (NBPTC) is built into the program as an optional route. If the candidate chooses to pursue the NBPTC, they will have coaching and support throughout the certification process. In addition, class assignments will be aligned to support the candidate through this process.

3) Professional Learning Communities (PLC) training is critical to ensure productive collaboration in today's schools. Therefore, PLC training is a central focus of our curriculum.

4) A focus on the Universal Design for Learning (UDL) throughout the program will give candidates a strong understanding of what the UDL guidelines and practices should look like in their own classrooms.

5) An in-depth learning experience will enable the candidate to gain knowledge and skills in the area of Multi-Tiered Systems of Support (MTSS) and diagnostic response. Research shows that using MTSS makes a significant difference in how teachers respond instructionally to students' performance on benchmark assessments. Master educators know it is not enough to assess a child. The educator has to know how to respond when children are not reaching their expected rate of progress. The program will provide the candidate with the knowledge and skills to make a difference in the classroom

6) M.Ed. coursework is offered in face-to-face or online formats. Students who choose the online option will have scheduled, virtual class meetings. M.Ed. students generally meet one afternoon or evening per week with their cohort to develop the learning community. Clinical placements and student teaching Field experiences must be completed in a classroom setting.

Learning Outcomes

Candidates will demonstrate the professional dispositions expected of a North Carolina Professional schoolteacher.

Candidates will identify, locate, and evaluate instructional materials and advanced methods in ethical and effective ways demonstrated through UDL principles.

Candidates will design curricula and instruction drawing on the state standards as well as their own educational values, personal creativity, and unique understandings of teaching and the academic disciplines.

Candidates will implement curricula and instruction to effectively address the differing needs of students.

Candidates will enhance their own classroom practice through effective implementation of the MTSS model and instructional programing.

Candidates will develop advanced research and case-study skills to enable them to dive deep into a problem and develop a solution based on research.

Admissions

External Candidates

Candidates must submit:

1. Two (2) letters of recommendation. The letters must be from professional educators who are familiar with the candidate's teaching skills

2. A resume or curriculum vitae (CV).

3. Professional goals statement, described below:

    In a 500-700 word, well-written statement, the candidate should clearly express how graduate studies are related to his/her professional goals. The statement should provide a response that also demonstrates a professional commitment to the field of education and identifies how the M.Ed. program will help the candidate reach future goals.

4. Copy of teaching license.

5. Official transcripts from all colleges or universities attended.

6. GRE, GMAT or licensure exam(s) scores. (i.e.Praxis II, MTEL, edTPA)

Internal Candidates

Candidates must submit:

1. Two (2) letters of recommendation. The letters must be from professional educators who are familiar with the candidate's teaching skills. (These may be professors from his/her program of study at MHU.)

2. A resume or curriculum vitae (CV).

3. Professional Goals Statement, described below:

    In a 500-700 word, well-written statement, the candidate should clearly express how graduate studies are related to his/her professional goals. The statement should provide a response that also demonstrates a professional commitment to the field of education and identifies how the M.Ed. program will help the candidate reach future goals.

4. Copy of teaching license.

5. GRE, GMAT or licensure exam(s) scores. (i.e.Praxis II, MTEL, edTPA)

(For invited candidates these requirements may be modified.)

Degree Requirements

All students who wish to receive a Master of Education degree from Mars Hill University must:
- Apply no more than six hours of C grades toward her/his degree.
- 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.
- Complete a Thesis/Action Research Project. Candidates will investigate a real issue or interest through an action research methodology. The final project will be a completed research write-up according to the guidelines of the M.Ed. program at Mars Hill University.
- Adhere to the requirements of the Teacher Education Department regarding limits on the maximum number of graduate courses or hours that may be applied to the degree.
- Apply for no more than six hours of transfer credit to a degree program.

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.

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).

Master of Education Sequence of Courses for One Cycle Cohort

Cohort Model

Term	M.Ed. Online Schedule	Credit Hours
Term 1	ED 512 Curriculum Differentiation for Diverse Learners	3
	ED 515 Advanced Education Theories of Instruction	3
Term 2	ED 520 Teacher Leadership and School Improvement	3
	ED 550 Digital Literacies	3
	ED 526: NBPTS Practicum (Comp. 1) [optional]	1+
Term 3	ED 510 Student Inquiry in Elementary Content Areas	3
	ED 522 Instructional Design and Assessment	3
	ED 526: NBPTS Practicum (Comp. 2)[optional]	1+
Term 4	ED 524 Research in Education	3
	ED 518 Universal Design for Learning: Creating Access for All	3
Term 5	ED 532 Language and Culture in US Schools	3
	ED 519 National and State Standards for Student and Teacher Achievement	3
	ED 526: NBPTS Practicum (Comp. 3) [optional]	1+
Term 6	ED 538 Integrated Master's Thesis	3
	ED 540 Effective and Reflective Practitioner	3
	ED 526: NBPTS Practicum (Comp. 4) [optional]	1+

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

Master of Education Course Descriptions

(Prerequisite for all courses is admission to the Teacher Education Program.)

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

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 Education Theories of Instruction   3

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 518 Universal Design for Learning: Creating Access for All   3

This course focuses on the application of Universal Design for Learning (UDL) principles, which emphasize the use of multiple means of engagement, representation, and action/ expression during educational planning in order to ensure we reach all learners from the design outset, rather than through individual "retrofits" (accommodations / modifications) of instruction and assessment. Participants will learn how to be proactive developers rather than reactionary in the face of learner struggles. Universally designed curricula help ensure educators have the flexibility to tailor their assessments and instructional activities to be engaging and meaningful for all students.

ED 519 National and State Standards for Student and Teacher Achievement   3

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 Foundations of Mathematics from the NC State Improvement Project foundations training 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   3

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 is based on the PD (from the NC State Improvement Project) Reading Research to Classroom Practice course 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   3

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   3

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 NBPTC Practicum   1+

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)

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 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 532 Language and Culture in US 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 538 Integrated Master's Thesis   3

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 Effective and Reflective Practitioner   3

In this course candidates learn how to gather information from a variety of sources about a class of students with whom they work and demonstrate their knowledge of assessments and assessment practices to effectively plan for and positively impact student learning. A major project of the course is a portfolio by which candidates provide evidence of collaboration with families, the community, and colleagues and the candidate's contributions to learning communities to advance student growth. This portfolio entry is in alignment with Component 4 of the National Board for Professional Teaching Standards. This assignment is in alignment with portfolio entry for Component 4 of the National Board for Professional Teaching Standards.

ED 550 Digital Literacies   3

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.

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