



University of
MOUNT OLIVE

Transforming Education. Transforming Lives.

Website: www.umo.edu

Graduate Catalog
2018-2019

The University of Mount Olive offers academic programming at multiple seated locations in North Carolina and online. For contact information and to learn more about the programs of study offered at each, please visit this website:

<https://www.umo.edu/locations>

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Academic Calendar

Academic Calendars are located at: <https://www.umo.edu/academics/academic-calendar>

General Information

Introduction to Mount Olive

The University of Mount Olive is a private institution of higher education affiliated with the Convention of Original Free Will Baptists. More than 3,000 recent high school graduates, international, military, transfer, and adult students attend annually across our locations in seated day and evening classes, and online. The main campus and Evening College are co-located in Mount Olive, North Carolina with additional locations at Seymour Johnson Air Force Base (SJAFB), Jacksonville, New Bern, the Research Triangle Park (Durham), Washington, and Wilmington. The University additionally offers courses at Johnston Community College in Smithfield, NC, at the Partnership for Children of Cumberland County in Fayetteville, NC, at the Burlington Police Department in Burlington, NC, for the Watts School of Nursing in Durham, NC and at three dual-enrollment North Carolina high school sites: South Johnston High School Institute for Development of Environmental and Agricultural Leaders (IDEAL) Academy in Four Oaks, NC, the Northeast Regional School of Biotechnology and Agriscience (NERSBA) in Jamesville, NC, and The Higher Education (THE) Ag Experience at Providence Grove High School in Climax, NC. The University of Mount Olive grants the following degrees; Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Bachelor of Business Administration, Master of Business Administration, Master of Education, and Master of Science in Nursing.

Accreditation

The undergraduate programs in the Tillman School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Human Resource Management program is endorsed by the Society for Human Resource Management (SHRM). The Healthcare Management program is a member of the Association of University Programs in Health Administration (AUPHA).

The MSN degree program at the University of Mount Olive is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Washington, DC 20001, (202)-887-6791.

The MEd program is approved by the North Carolina State Board of Education.

The University of Mount Olive is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur,

Georgia 30033-4097 or call 404-679-4500 questions about the accreditation of University of Mount Olive.

The University of Mount Olive is approved by SARA-NC to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA). SARA is an agreement among member states, districts, and territories in the United States, which establishes national standards for interstate offering of postsecondary distance education courses and programs.

Mission, Vision, and Values

Mission

The University of Mount Olive is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities.

Vision

The University of Mount Olive will exemplify lifelong learning and engaged participation among our students, faculty, staff, and constituents. To serve our students, our founding church, and the communities in which we are located, we will:

- Provide our students—regardless of age, location, or learning style—a high quality education rooted in the liberal arts and strengthened by Christian values
- Enrich and support the ministries of our founding church
- Customize innovative and beneficial services to each community in which we are located

Values

The following core values are fundamental to achieving our mission and vision and are articulated in our *University Covenant*:

- Honesty and Trustworthiness
- Justice and Courage
- Responsibility and Gratitude
- Caring and Respect

University Covenant

The University of Mount Olive strives for higher learning, higher standards and higher values for its board of trustees, administration, faculty, staff, and students through its commitment to integrating a chosen set of virtues into all aspects of the University. These virtues illustrate what the University considers appropriate and necessary for fostering the development of a healthy, safe, and caring University community. The University community includes the board, administration, faculty, staff, and students. Established by the Original Free Will Baptist Church, the University of Mount Olive calls for each person in this community to demonstrate the virtues modeled by Jesus Christ who taught that the demands of the gospel could be summarized in one word: love...*Love the Lord thy God with all thy heart...soul...mind and...strength; love thy neighbor as thyself.*

There is none other commandment greater than these (Mark 12:30–31). The New Testament word for *love* is *agape* which has been defined as sacrificial love and the desire for the highest well-being of other persons. This kind of love provides the conceptual framework for the discussion of the virtues that persons in this community are called to manifest. The virtues are described below:

Honesty and Trustworthiness: People who are honest tell the whole truth to people who have the right to know the truth, which includes telling the truth about issues that people may be unaware exist, but which directly affect them. They do not shade the truth, withhold parts of the truth, or remain silent when others are misrepresenting the truth. People who are trustworthy keep promises, commitments, and confidences, and are steadfast in their honesty, support, and loyalty.

Justice and Courage: People who are just are fair in their interaction with others, treating them in ways that they themselves expect to be treated and are advocates for those who are not being treated justly. They do not place others at a disadvantage by harassing, intimidating, cheating, stealing, damaging their reputation or property, or in any other way deprive others of their rights to free speech, privacy, equal opportunity, and due process. Courageous people have a moral compass that they carry with them in all situations and follow it even when it costs them dearly. They do not rationalize their lack of courage by assuring themselves they cannot correct the situation or it is not their responsibility to do so.

Responsibility and Gratitude: People who are responsible accept full accountability for all of their behavior, including mistakes and wrongdoing, and do all in their power to undo any harm their behaviors have caused. They do not shirk opportunities to admit their mistakes by making excuses, blaming others, or diminishing the gravity of their mistakes. People who have gratitude acknowledge the help and support they receive from others and demonstrate their thankfulness in clear and meaningful ways. They do not ignore the help they receive from others, forget to acknowledge it or feel that they somehow deserve the help, and hence experience no need to express gratitude.

Caring and Respect: Caring people are sensitive to the material, psychological, and spiritual needs of others, and are willing to make sacrifices to help others meet those needs, whether these individuals are friends or disenfranchised people. They do not assume a self-centered or permissive attitude, which frees them to concentrate on their own welfare and ignore that of everyone else. People who are respectful behave in a way that is appropriate for their environment including physical location, people and situation, and they are good stewards of our community. Respectable behavior mandates decent etiquette and quality of character.

In summary, the board of trustees, administration, faculty, staff, and students at the University of Mount Olive recognize the importance of Christian values and high standards of education. While people come to this University from many backgrounds, each person who chooses to be a part of this community is expected to strive for these high standards.

Student Code of Conduct

The expectations of the University of Mount Olive are that students will be responsible, mature members of the University community and, therefore, will abide by the rules and regulations of the University in academics and residence life.

Students accepting the offer of admission and matriculation to the University of Mount Olive assume the obligation of conducting themselves in a manner compatible with the University as an educational institution and agree to abide by all published regulations governing the student body. Minimal regulations are necessary to ensure respect for basic individual rights and the welfare of the community. The University acknowledges and respects the rights of each student, but the University is not a sanctuary from the law.

As a part of its mission, the University of Mount Olive has formulated a Code of Conduct (Student Code). The University believes that its proper role is to offer educational opportunities in a Christian atmosphere, with such opportunities to include the personal growth of students. The University community, therefore, promotes the development of responsible social attitudes. Students are expected to become familiar with and adhere to the University standards for student conduct. Furthermore, students are responsible for their own actions, and those who violate the Code of Conduct will be subject to disciplinary action. Details of the Code of Conduct, sanctions for violations, and the due process procedures are printed in the [Student Handbook](#) and at the Office of Student Affairs.

Student Right-to-Know and Campus Security Act

The University of Mount Olive keeps records on persistence and/or graduation rates and campus crime statistics. Information concerning these measures can be found on the [University of Mount Olive Portal](#).

Violence Against Women Act

The University of Mount of Olive does not discriminate based on gender in its educational programs, and sexual harassment and sexual violence are types of gender discrimination. Other acts can also be forms of gender-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence and stalking. As a result, University of Mount Olive issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs and procedures that address sexual assault, domestic violence and stalking whether the incident occurs on or off campus and when it is reported to a university official. In this context, University of Mount Olive prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all member of the university community. ([University of Mount Olive's policy governing sexual misconduct](#))

Degrees

Degrees granted by the University include Master of Business Administration, Master of Science Nursing, Master of Education, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Applied Science, Associate in Arts, and Associate in Science. In addition to these degree programs, the University offers a certificate in Professional and Technical Communication. ([Link to degree programs](#))

The Faculty

Both full-time and part-time faculty members are available to students as professors and advisors. The University of Mount Olive maintains compliance standards for all accrediting bodies with respect to courses taught by terminally degreed [faculty](#).

Athletics - Varsity

The University is a member of the NCAA and competes at the Division II level in the Conference Carolinas in men's baseball, basketball, volleyball, lacrosse, cross-country, golf, soccer, track & field, and tennis, and in women's basketball, lacrosse, cross-country, soccer, softball, tennis, track & field, golf, and volleyball. Athletics offices are located in Kornegay Arena on the main campus in Mount Olive.

Student Privacy Policy and Procedures

In accordance with the Family Educational Rights and Privacy Act (FERPA), The University of Mount Olive has adopted the following policies and procedures. It is the objective of the University to ensure that the legal rights of students, established under the Family Educational Rights and Privacy Act of 1974, be clearly understood and protected by all those affected.

1. All individuals who are attending or have attended the University of Mount Olive have a right to review and inspect their educational records.
2. Requests by students for access to or copies of their educational records must be completed within a reasonable period of time, not to exceed 45 days from the date of request. (Normally, records are available within a week.)
3. An educational record is defined as data, in any form, about a student maintained by the University or a University official except:
 - a. Records solely in the possession of the maker and not revealed in any form to a third party.
 - b. Records related to employment.
 - c. Records of physicians, psychiatrists, etc., that are maintained in the course of treating a student and used only for that purpose. Students do not have a right of access to those records, but they will be released to a physician or psychiatrist of a student's choice.
4. Requests by students for access to or copies of their educational records must be made to the institutional official responsible for maintaining those records.

5. All requests by students for access to their educational records may be made orally to the University official responsible for the record, unless said official asks that the request be in writing.
6. Access to educational records will not be permitted to third parties unless:
 - a. The student has given written consent to release the record; or
 - b. The individual or agency requesting information is included under Section 99.31 of the Federal Regulations, which permits release of an educational record without the student's consent. Section 99.31 permits release to the following organizations or individuals without the student's consent:
 - To University of Mount Olive school officials who have a legitimate educational interest (See paragraph 7 below)
 - To officials of other school systems in which the student seeks or intends to enroll
 - To certain Federal and State officials for auditing purposes
 - To persons or organizations involved in financial aid matters related to the student
 - To organizations conducting studies for the University
 - To accrediting organizations
 - To parents of a dependent student (See paragraph 8 below)
 - To comply with a judicial order or subpoena; provided that a reasonable effort to notify the student is made in advance
 - To appropriate parties in a health or safety emergency
7. A school official shall be defined as any individual affiliated with the University and carrying out an institutional responsibility. A legitimate educational interest shall be defined as a need of a University official to know the contents of an educational record in a context that is related to an institutional objective and is not in conflict with State or Federal law or University policy.
8. Information from educational records will not be released to a student's parents without the consent of the student, unless the student is a dependent student. A dependent student is defined as a student who receives more than 50% of his or her support from parents. Before information is released to a parent, it is the responsibility of the University official receiving the parental request to make a good faith effort to contact the student for the purpose of determining if the student will give consent to the release of the educational record or wishes to challenge the parents' claim regarding dependency.

With certain exceptions, school officials of the University of Mount Olive will not disclose personally identifiable information from a student's record without prior written consent.

Directory Information is information that can be disclosed without the student's prior written consent unless the student has notified the Registrar's Office to restrict release of that information. When a student requests to have any or all directory information restricted, a request to suppress form will be attached to the inside of the record. No information will be released regarding that student's record.

Directory information is defined as:

- Student name, address (local address and grade/billing address), and telephone listing (local and grade/billing)
- Electronic mail address
- Date and place of birth
- County, state, and/or U.S. territory from which the student originally enrolled (if a student enrolled from a foreign country, this is not directory information)
- Major field of study
- Class ranking (freshman, junior, senior)
- Enrollment status (full-time, half-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Anticipated date of graduation
- Degrees and awards received
- Most recent previous educational agency or institution attended by the student

[Note: Parent name, address, and telephone number are not considered directory information.]

Non-directory information is information that must be protected. Persons receiving non-directory information are responsible for protecting the confidentiality of the students involved. They are not permitted to release this data to others without the prior written consent of the students involved.

Dependent Students may release personal information to their parents and/or guardians by completing the "Authorization Form". The completed form must be filed with the Registrar's Office.

Students may block the release of personal information to their parents and/or guardians once they are no longer considered a dependent for federal income tax purposes by completing the "Request to Suppress Form". The completed form must be filed with the Registrar's Office.

Catalog

Each University of Mount Olive Catalog takes effect on July 1. The catalog in effect at the time of first enrollment or at re-admission governs the student's core requirements. The catalog in effect at the date that the student makes formal application or re-application for a major governs the major of the student. In cases of extenuating circumstances, the student may request from the Vice President for Academic Affairs a leave without prejudice. Such a request must be made before leaving the University under the requirements of the University of Mount Olive Catalog of original enrollment. It is the responsibility of the student to be aware of the information in the catalog. The student may request through the Registrar to remain on the original curriculum upon readmission.

This catalog is not a contract. Its purpose is to provide a general description of the University's curricula, educational offerings, and requirements. The University of Mount Olive reserves the right to change programs of study, academic requirements, tuition/fees, and University policies at any time, in accordance with established procedures, without prior notice.

Nondiscriminatory Policy

The University of Mount Olive accepts students without prejudice of any kind. The University does not discriminate in administration of its education, scholarship and loan programs, and athletic or other school-administered programs. The University of Mount Olive is authorized under federal law to enroll non-immigrant alien students. The University of Mount Olive is an Equal Opportunity Employer.

Admissions

Admission Philosophy

The University of Mount Olive admits students whose academic potential and personal qualities are compatible with the distinctive mission of the University and whose goals the programs and services of the University may meet.

Students applying for admission to the University of Mount Olive must [apply online](#). All materials submitted in support of an application for admission become the property of the University of Mount Olive. Materials will not be returned or released to third parties. Any student admitted on the basis of false and/or incomplete information is subject to immediate dismissal or other disciplinary action.

The University of Mount Olive reserves the right to refuse admission to any applicant or re-admission to any student or to dismiss any student whose conduct is judged detrimental to the University program or community. Applicants wishing to appeal admission or re-admission decisions may appeal in writing to the Dean of Graduate Studies.

Admission to the University does not guarantee admission to any particular school or degree program. Each student must meet the requirements of the academic school s/he wishes to enter. Requests for confirmation deposit waivers should be made to the Dean of Graduate Studies.

Admissions Requirements for Master of Business Administration and Master of Business Administration Healthcare Management

- A bachelor's degree from a regionally accredited U.S. or international institution is required for admission.
- Official transcripts are required from degree granting institutions other than the University of Mount Olive.
- A minimum 3.00 GPA, or a minimum 2.50 GPA with 5 or more years of added professional work experience as documented in a submitted resume, is required.
 - Applicants with a cumulative GPA below 3.00 may be considered for application with the addition of a personal statement and current resume
 - Personal statements should address both the importance and relevance of obtaining an MBA as well as specifically address both why former grades were achieved, and what has changed that will allow the applicant to be successful.
- Applicants may supplement their undergraduate record with official scores on the GMAT or GRE.
- A nonrefundable confirmation fee of \$50.00 USD is due upon acceptance.
- Applicants must submit a completed online application.

Admissions Requirements for Online Master of Education – Special Education (General), Early Childhood Education, Elementary Education

- A bachelor's degree from a regionally accredited U.S. or international institution is required for admission.
- Official transcripts are required from degree granting institutions other than the University of Mount Olive
- A minimum 3.00 GPA
 - Applicants with a cumulative GPA below 3.00 may be considered for application with the addition of a personal statement and current resume
 - Personal statements should address both the importance and relevance of obtaining an MEd as well as specifically address both why former grades were achieved, and what has changed that will allow the applicant to be successful.
- Applicants must possess and submit a copy of a level A teaching license valid in NC or submit a written statement for commitment to achieving licensure for a North Carolina initial or higher license
 - This requirement is waived for students entering the Masters of Education Early Childhood Education Non-Licensure track (see below)
 - For students who do not possess a level A teaching license upon admission, a plan of study will be created with additional coursework required in order for the student to be eligible for level A licensure in North Carolina.
- A nonrefundable confirmation fee of \$50.00 USD is due upon acceptance.
- Applicants must submit a completed online application

Admissions Requirements for Online Master of Science in Nursing – Nursing Administration

- A Bachelor's of Science in Nursing (BSN) from a nursing education accredited program (ACEN, CCNE, or CNEA)
- Official transcripts are required from degree granting institutions other than the University of Mount Olive.
- A BSN GPA of 3.0 or higher
- An active, unencumbered RN license recognized by the North Carolina Board of Nursing that allows legal practice in the state of North Carolina via the licensure compact agreement
- A nonrefundable confirmation fee of \$50.00 USD is due upon acceptance.
- Applicants must submit a completed online application

Applications should contain the following materials to be considered complete:

- A completed Collaborative Mentor form (available via request at grad@umo.edu). The selected collaborative mentor must:
 - Have an active unencumbered license to practice in NC (verified by UMO admissions)
 - Be actively working as a Nurse Educator or Nursing Administrator
 - Minimally hold an MSN degree

- Three references (available via request at grad@umo.edu).
- Current Resume or CV
- Official BSN Transcript
- A writing sample submitted (to grad@umo.edu) as an MS Word document using APA 6th edition citations and formatting discussing the following in 1000 – 1200 words that:
 1. What is your professional goal after completion of the MSN degree program: Nursing Administration, Nursing Education, or a combination of these two areas of advanced practice?
 2. What personal attributes and professional values will help you be effective in your choice of future career path?
 3. What is your current idea for your Masters Thesis Research Study? Support your specific idea selection with an explanation of the current “gap” in the literature surrounding your topic of interest.
 4. Describe how you will manage your current work, family, and other personal and professional obligations while working on the courses in the MSN curriculum and your Masters Thesis Research Project.

Inquiries and Visits

The University of Mount Olive welcomes inquiries and visits through the year at all locations. For more information or to arrange a visit, please contact the Dean of Graduate Studies, Dr. David Dommer at (919) 658-7854 or ddommer@umo.edu.

Tuition and Fees

Tuition and Fees

For tuition and fee information, see:

<https://umo.edu/admissions/incoming-freshmen/paying-for-tuition-fees/>
<https://myumo.moc.edu/finances/Pages/default.aspx>

Financial Aid

For financial aid and scholarship information, see:

<http://www.umo.edu/admissions/financial-aid>
<https://umo.edu/about/state-authorization-consumer-disclosures/>
<https://myumo.moc.edu/services/HEA/Pages/default.aspx>

Satisfactory Academic Progress (SAP) Policy

SAP stands for satisfactory academic progress. Every institution has a satisfactory academic progress policy, and students failing to meet the minimum SAP requirement will not be able to retain their federal, state and institutional aid.

University graduate students are considered enrolled at full time with a load of 9 credits or more per semester, and half time at a load of 6-8 credits per semester.

[The University of Mount Olive's SAP Policy](#) has two components, GPA and Pace, and all students are required to meet or exceed both of them; for additional policy information, see:

1. Grade point average (GPA)

Total Semester Hrs Attempted	Minimum Cumulative Grade Point Average
0–9 credit hrs	3.00
10 credit hrs & Above	3.00

2. **Pace:** Pace is the rate at which a student is progressing towards a degree. Attempted hours include all transfer work and classes from which a student withdraws. *Students must successfully complete 67% of the hours they attempt using this formula:*

Formula:

% Pace = Hours successfully completed / Total hours attempted

Example:

81.6% Pace = 49 hours successfully completed / 60 hours attempted

Effect of Withdrawal on Financial Assistance

When a student drops or adds a course, their student status and thus their financial aid may be affected for the term. All students should be aware of the minimum enrollment level necessary to maintain financial aid eligibility and should communicate any schedule changes to their advisor.

A student who wishes to withdraw from a course should consult with their Advisor and/or the University Financial Aid Office and the Business Office about their particular situation prior to initiating the withdrawal process at any location. Withdrawal from any course or from a program of study may affect any applicable refund and financial aid. A student enrolled in a program who withdraws may jeopardize all or a portion of financial aid eligibility because of mandated billing dates, refund policies, and other factors.

Students should be aware that the resulting action of an administrative withdrawal (see below [Administrative Withdrawal](#)) might also impact the student's status and aid level.

The institutional refund policy and the federal and state refund policies apply when a student withdraws. For example, if a student who has received federal financial assistance withdraws, the University is required to use a formula developed by the U.S. Department of Education to determine if any portion of the federal assistance should be refunded to the federal programs. State and institutional programs may also be subject to the refund required by state and institutional policies. Any refund from the University to the U.S. Department of Education, to the State of North Carolina, or to the University's institutional scholarship programs will increase the student's outstanding balance by a corresponding amount of money.

Financial Aid Appeal Policy

A student will always have the right to appeal. A student may appeal the termination of Title IV aid by requesting, in writing, a review of his/her case by the Financial Aid Committee. The written request must explain why the student did not meet the minimum PACE or grade point average, what has changed with regards to the circumstances as well as the plan of action to maintain minimum standards in the future. The appeal may be used **ONLY** for major life events such as the death of a relative, personal injury or illness, or other unusual circumstances as determined by the University. The Committee will review all the facts in the case, document the decision reached, and notify the student of the decision in a timely manner. All written requests should be made to the student's financial aid representative.

Candidacy

Students in thesis or project based programs (e.g. MSN and MEd) are initially accepted to the University of Mount Olive as degree seeking students and must apply for candidacy within their program of study. Candidacy is a process check that not only ensures that students have met all programmatic and academic requirements, but more so, that their conduct and behavior are commensurate with the expectations of both the University Covenant, and as well, the Student Code of Conduct.

From the University Covenant:

The University of Mount Olive strives for higher learning, higher standards and higher values for its board of trustees, administration, faculty, staff, and students through its commitment to integrating a chosen set of virtues into all aspects of the University. These virtues illustrate what the University considers appropriate and necessary for fostering the development of a healthy, safe, and caring University community. The University community includes the board, administration, faculty, staff, and students.

From the Student Code of Conduct

“The expectations of the University of Mount Olive are that students will be responsible, mature members of the University community and, therefore, will abide by the rules and regulations of the University in academics and residence life.

Students accepting the offer of admission and matriculation to the University of Mount Olive assume the obligation of conducting themselves in a manner compatible with the University as an educational institution and agree to abide by all published regulations governing the student body. Minimal regulations are necessary to ensure respect for basic individual rights and the welfare of the community. The University acknowledges and respects the rights of each student, but the University is not a sanctuary from the law.”

The Graduate School at the University of Mount Olive supports instilling in its graduates the fundamental values of the University covenant and mission. A graduate degree from the University reflects not only the academic achievement of the student, but is a reflection that they embody the core values of the institution.

Checklist for Candidacy Status

- Must have completed 12 graduate semester hours in their program of study
 - A student must have completed all 12 graduate semester hours. Courses that are in progress including grades of Incomplete will not count towards the 12 semester hour threshold.
- Must have met all requirements of their program of study, and the School of Graduate Studies
- Students should include a 250 – 500 word summary of their project/thesis to be filed in the office of the Dean of Graduate Studies.
- 3.00 minimum GPA
- No grade below a C

Candidacy Process

Students may apply for degree candidate status by submitting an Admission to Candidacy Form (available from MyUMO) to their Program Chair. Applications for Candidacy are due by students prior to the posted graduation deadline on the University Calendar (April 15 Spring Semesters, July 15 Summer Semesters, or November 15 Fall Semesters) during the term that they surpass the 12 semester hour threshold (see above Checklist for Candidacy Status). Failure to apply for candidacy may result in administrative separation from the program of study. Applications for Candidacy are reviewed by the Program

Chair who makes a written recommendation appended to the Admission to Candidacy Form for each student to the Dean of Graduate Studies.

There are three ultimate determinations that can be issued by the Dean of Graduate Studies in consultation with the Program Chair:

Approved: The student is approved and becomes a *Degree Candidate*

Not Approved: The student is not approved to become a *Degree Candidate*. Students who are not approved will be academically separated from their program of study. This decision may be appealed in writing or email to the Dean of Graduate Studies and the Program Chair within 10 business days from the date the decision was issued by the Dean of Graduate Studies (see below Appealing Decisions of Candidacy).

Deferment of Decision: The decision is deferred (allowing the student an additional 6 semester hours) to correct any deficiencies identified by the Program Chair and Dean of the Graduate Studies. Students will receive a written action plan along with the official notice of deferment of decision. The student must sign and submit a copy to be on file in the office of the Dean. Upon completion of the next 6 semester hours, students must reapply to candidacy and supply a written statement attesting that they have met the conditions of the action plan.

Appealing Decisions of Candidacy

Students may appeal their decision for candidacy to the Dean of Graduate studies and their Program Chair in writing (or email) within 10 business days from the date the decision was issued by the Dean of Graduate Studies. The Graduate Misconduct Committee will adjudicate and make a recommendation to the Vice President of Academic Affairs, whose ultimate decision will be final.

Veteran's Educational Benefits

The University of Mount Olive is approved by the State of North Carolina under the provisions of Title 38, U.S Code for Veterans Affairs educational benefits to train veterans and other eligible persons for approved programs. The University Mount Olive Veterans Affairs Office serves as a liaison between student veterans and the Department of Veterans Affairs (DVA). The office assists students with the processing of VA forms for VA educational benefits, advises students about certain procedural requirements, and certifies enrollment of veterans and dependents to the DVA.

All students applying for veterans benefits through the University of Mount Olive must supply the following documents:

- Official High School Transcript
- Official Post-Secondary Transcripts
- Military Transcripts (veterans)
- DD-214 (not required, but preferred)
- Certificate of Eligibility (not required, but preferred)

Once all official documentation has been verified, the student should contact the Veterans Affairs Certifying Official at their designated location to request VA Certification. Eligible courses will be submitted to the DVA after the Drop Period has expired and attendance has been posted for each course. A student's entitlement is based on DVA regulations.

For the visiting student, a letter from the student's parent institution must be on file in the Registrar's Office verifying that the classes to be taken at University of Mount Olive will be transferable to the parent institution before the certification can be processed. The student must contact the Veterans Affairs Certifying Official at their designated location in order to request VA Certification. To provide uninterrupted service of veteran's benefits, students MUST stay in contact with the VA Certifying Official at their location. The VA Certifying Official closely monitors each veteran's enrollment status, attendance, and academic programming according to DVA guidelines. Students must report all schedule changes promptly to their VA Certifying Official to avoid an overpayment of benefits or interruption of future benefits.

Students must meet satisfactory progress to receive VA benefits. This means successful completion of classes required by the University for the student's degree program, according to the following criteria:

- Students must maintain a 2.00 cumulative grade point average (CGPA).
- Students must also maintain a 2.00 GPA each semester. Students who do not earn a 2.00 GPA will be put on a probationary status.
- Two successive semesters of a GPA less than 2.00 are considered to be grounds for suspension of benefits.

The Veterans Administration allows students who fail to meet these criteria no more than one semester to show improvement. During this probationary semester, they must achieve a semester grade point average (computed in accordance with the above requirements) of at least 2.00. They will remain on probation until their CGPA is 2.00 or above. Failure to make significant improvements during the probationary period will result in suspension of benefits which may be reinstated only after counseling with the Veterans Administration according to their specified guidelines. Students who experience academic difficulties for any reason should contact the Academic Resource Center.

Disclaimer

The content of the veterans section of the catalog is provided for the information of the student. It is accurate at the time of printing but is subject to change without notice in order for the University of Mount Olive to remain in compliance with federal and state regulations or to accommodate circumstances beyond the University's control.

Student Life

Campus Safety – The University of Mount Olive at Mount Olive

Campus Safety's number one priority is the safety and well-being of the campus community. Safety officers provide 24-hour coverage, seven days a week. Safety officers' duties consist of patrolling the entire campus, securing buildings and property, issuing citations and parking regulations, working special events, responding to calls for assistance, and providing educational seminars and events.

Every effort is made to keep each location a safe place for students to study, work and live. Two campus safety officers are on duty 24 hours a day at our University of Mount Olive location to ensure the safety of the campus. Any condition that could endanger the welfare of students should be reported immediately to the appropriate authority (a Campus Safety officer or other Student Affairs staff member).

Questions and concerns should be referred to the Campus Safety Office, which is under the Division of Student Affairs. The Campus Safety Office is located on 512 Henderson Street.

Services provided by Campus Safety include the following:

- **Campus Safety Escort Service:** Provides a walking and driving service throughout the entire campus.
- **Lost and Found:** All items can be retrieved at the Campus Safety Office.
- **Operation ID:** Protect your personal property by having your property engraved, free of charge.
- **Laptop Registration:** Students are encouraged to prevent theft by registering their laptops with campus safety, free of charge.
- **Bike Registration:** Students are encouraged to prevent theft by registering their bikes with campus safety, free of charge.
- **Crime Alerts:** Timely warnings and information of incidents on campus.
- **Anonymous Tips Site:** Provide anonymous information to the Campus Safety Office regarding possible crimes, planned crimes, policy violations, and/or crime information.
- **Emergency Blue Lights:** Self-activated emergency system.
- **Parking Passes:** Evening students may obtain parking passes from the Campus Safety Office.

To contact Campus Safety call: 919-658-7520 ext. 1500

Student Clubs and Organizations – All Locations

Student organizations provide a valuable service to the University of Mount Olive and the greater Mount Olive, NC community by providing opportunities for leadership development, community service, social growth and cultural exchange.

As a student at the University of Mount Olive, you have the unique opportunity to participate in a wide variety of activities. Involvement in student organizations is a great way to get connected to the campus, build leadership skills, meet people and have fun. Join one of the existing student organizations here at the University of Mount Olive representing multiple academic areas of study, a variety of special interests, as well as spiritual development — or let the Office of Student Affairs or your Program Chair help you start a new one.

Academic Services, Policies, Procedures

Academic Support Services

The University of Mount Olive is committed to student success. This section of the catalog details support services available to students to assist them with the rigors of Higher Education. Please follow this link to view more information on [support services](#).

Academic Resource Center (ARC)

The Academic Resource Center is a part of the UMO Learning Commons which provides academic support at UMO. Located in Henderson 104, the ARC has a variety of programs that are free of charge to all UMO students. Appointments for the ARC are available for both traditional and non-traditional students. To reach the ARC email ARC@umo.edu or by phone at 919-658-7868 or on the ARC webpage on MyUMO.

The Writing Center

The UMO Writing Center is a support structure which assists University of Mount Olive students in becoming more effective academic writers. The Writing Center is located in Henderson 106. [Appointment times](#) are available for traditional and non-traditional students. Appointments are 30-45-minute sessions with a trained peer Writing Coach or a faculty member. Students may request help with written assignments in any course, in any discipline — not just English classes.

Students visiting the Writing Center should not expect the Writing Coaches to proofread or edit papers; however, Coaches are specially trained to help guide students through their writing process, including, but not limited to:

- Crafting a thesis statement
- Summarizing a research article
- Constructing an outline

Follow this link to schedule an appointment with a Writing Coach [online](#) or visit the Writing Center in Henderson 106.

Moye Library

[Moye Library](#) provides materials and services to support the University and its mission to “...serve our students, our founding church, and our communities”. To achieve this goal, the library provides these services:

- Access to a collection of materials to support the various curricula and courses.
- Resources/services facilitated by:
 - Access to traditional and electronic resources to support research needs.
 - Information Literacy Instruction including the use of innovative technology to provide access to individuals and classes for all locations.
 - Reference/circulation assistance provided as requested.

- Full interlibrary loan and document delivery service available to all students and faculty.
- A collection of archival materials relating to the history of the University and its supporting denomination.
- Materials for leisure and personal interest enrichment.

Circulation Information

The student ID card or another form of identification is required when checking out materials. Circulating materials are typically checked out for one month and may be renewed. Fines may be levied on overdue materials. All materials must be returned by the end of a term unless special permission has been granted otherwise.

The University reserves the right to withhold grade reports and transcripts of students who have not returned library materials or cleared financial obligations (payment of fines, damage fees, or costs of replacement for lost materials) by the date required at the end of each term. Further, the University reserves the right to deny registration for the term or term following unless obligations have been cleared or arrangements made to settle the account.

Career Development – All Locations

[Career Development](#) staff assist the University of Mount Olive students, faculty, staff, and alumni in identifying and clarifying academic major and career objectives, developing skills and strategies for conducting a successful job search, and providing resources and events to assist in finding graduate school and professional positions. Students are encouraged to begin the career planning process from the beginning of their academic career and continue to utilize career development resources throughout their years at and after graduation from the University of Mount Olive. Career Development also assists employers in search of well-prepared candidates.

The [UMO College Central \(Job\) Network](#) provides a powerful, free online recruiting system for students and alumni job hunters, and for employers searching for outstanding candidates. Students and alumni register to search job and internship postings, upload resumes and portfolios, and access job search resources. Employers can register to post positions and search a database of resumes and portfolios.

Student Accessibility – All Locations

The University of Mount Olive affirms its commitment to nondiscrimination on the basis of disability and its intention to comply with all laws prohibiting such discrimination including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The University will provide appropriate and reasonable accommodations for its students with self-disclosed disabilities, as defined by these laws.

[Student Accessibility](#) includes:

- Pre-admissions information concerning possible services and accommodations.
- Determination of reasonable accommodations on a case by case basis and based upon appropriate documentation and consultation with the student.

- Facilitation of accommodations between student and related faculty, staff, and/or Departments/Divisions.
- Referrals to appropriate services, such as academic support services, Counseling Services, and diagnostic services. Student Accessibility does not provide formal diagnostic evaluations.
- Opportunities for student, faculty, and staff awareness and training.

A student with a disability who is requesting classroom, course, or campus accommodations must provide proper documentation of the disability to the Director of Career Development & Student Accessibility and meet with the Director at the beginning of each semester to complete all paperwork; contact the director for documentation requirements. All documentation and paperwork is confidential and maintained in the office.

Computer Services (Technical Support)

The development and active use of technology skills is an important learning goal for all University of Mount Olive (UMO) students. ([University technology policy](#))

All UMO students are provided an email and MyUMO account. Both services should be checked often for important information from the University. To learn more about technology services and support for UMO students, faculty and staff, [visit here](#).

Academic Policies and Procedures

Advisement and Orientation

The University of Mount Olive views student advisement as developmental and integrates the resources of the University community to help students become self-directed, lifelong learners. The advising process helps students to identify and clarify life goals, to develop a realistic and successful educational program, and to plan for their careers. Every student is assigned an advisor, who maintains weekly office hours for routine conferences with students.

Student Orientation:

Newly enrolled graduate students will either have a scheduled orientation session with the Graduate Program Support Coordinator, or receive orientation literature directly from their advisors upon entry into the program. Specific programs may adjust their practices at their discretion.

Institutional Definition of University Credit Hour

The University of Mount Olive conforms to the Federal definition of a credit hour and defines a semester credit hour as 45 hours of combined learning, including class interaction, individual study, evaluation, experiential learning, writing, application, research and instruction by qualified faculty. Course credits are based on student learning outcomes that are standardized for all courses in all modes of delivery. For classes that meet less than the Carnegie Standard, the University de-emphasizes “seat time” (time in class) as the primary metric for determining the amount of student work for Federal purposes. Instead, per the flexibility guidelines of the Federal definition, “credits are awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time”. ([Definition of University Credit Hour](#))

Transfer of Credit

The University of Mount Olive will consider credits from these sources:

- A regionally accredited institution at the time the credits were earned.
- Non-collegiate settings, which are recognized by the American Council of Education. Work must parallel courses taught at the University of Mount Olive.
- An articulation agreement where an entire body of courses are preset for acceptance for degree completion.

Credits from foreign institutions of higher education will be evaluated on an individual basis. Transcripts must be translated into English prior to being evaluated. Students are required to complete an application for evaluation. The evaluation will identify each credential, provide the US equivalent, and show US credit and equivalent grades for each subject beyond the secondary level. The cost of evaluation is the responsibility of the

student applicant. Applicants should contact the Admissions or Registrar's Office for information.

Transfer Course Policy - MBA Program

Transfer work will be considered on a case by case approach from MBA programs with a B or higher grade for credit, but not to be included in the GPA. A maximum of 6 credit hours will be accepted. Syllabi and course descriptions will be required to make an evaluation of potential transfer credit.

Transfer Course Policy – MEd Program

Transfer work will be considered for students that have earned course credit from accredited Graduate level programs with a B or higher grade for credit, but not to be included in the GPA. A maximum of 6 credit hours will be accepted.

Transfer Course Policy - MSN Program

At this time, no transfer work will be accepted for the MSN Program.

Academic Standing, Warning, Probation, Exclusion, Readmission

A student's cumulative grade point average (cGPA) is computed by dividing the total number of grade points earned at the University of Mount Olive by the total number of semester hours attempted at the University. To receive financial aid from the federal programs, a student must be in **good academic standing** and must successfully complete a specified number of credit hours each semester ([see above Satisfactory Academic Progress and PACE](#)).

The University may place a student on any of the following academic sanctions when their cumulative GPA falls below a 3.00 at any point in their studies. An academic sanction is an indicator to the student and their advisor that significant academic improvement is required for continuation as a University student.

A student may be placed on the following:

Academic Probation (Cumulative GPA falls below 3.00).

Academic Continued Probation (GPA is below a 3.00 but has shown satisfactory progress after being on academic probation; i.e., an increase in cumulative GPA after being on academic probation, and maintains a mathematical possibility to attain a cumulative GPA of 3.00 or greater with the coursework remaining)

Academic Separation (No improvement after being on academic probation, continued academic probation, course grade of F for any course, three grades of C, or a cumulative GPA under 2.00 at any point in the course of study).

At the end of any semester, a student who does not meet minimum grade point requirements may be separated from the University for a period of at least one semester. Students may not receive permission to take courses at another institution for transfer

credit at the University of Mount Olive, since grade point average is computed only on work performed at the University of Mount Olive.

A student may be required to withdraw from a course at any time if, in the judgment of the Vice President of Academic Affairs, continuation in the subject is resulting in no advantage to the student or in harm to others. A student may appeal this decision to a review committee composed of the Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of Graduate Studies, the Registrar, and a faculty member who taught the student during the semester. Academically separated students are not eligible for **readmission** until after at least one regular term.

Students who earn a total of three, or more, C's will be academically removed from their Graduate Program.

- Masters of Science in Nursing students must pass all coursework with a grade of B- or better. MSN Students who fail to earn a B- or better will be permitted one opportunity to retake the course in a future term and failure to earn a B- or better may impact candidacy (see above).

Students who earn a course grade of F will be academically separated from their Graduate Program.

Readmission

Students may seek readmission to a program following separation due to any reason. Permission for readmission after academic separation requires approval of the Dean of Graduate Studies in consultation with the Program Chair and Academic Dean.

A student who has been separated from the University must make application for readmission. Application forms are available [online](#). The student must supply an updated resume or CV and a personal statement that clearly indicates what the cause of original separation was and importantly, what circumstances have changed that will allow the student to be successful if granted an opportunity to reenter their program of study.

Readmitted students will be subject to current admissions requirements as well as the current program curriculum. Students would be readmitted on advisement status. All students accepted on advisement status will be prescribed a success plan in consultation between the Graduate School and the Program Chair. Failure to meet the requirements of the success plan will constitute grounds for permanent separation from their program of study.

Attendance Policy

At the University of Mount Olive, all course instructors are required to keep accurate attendance records for every student on their course roster through their respective learning management system (e.g. Moodle) for all class meetings in all forms of delivery. Attendance must be recorded for the full duration of the course (Course start date through course end date), with no exception.

Attendance Requirements for all University of Mount Olive Courses:

Non-Traditional Seated Courses: Attendance is recorded for all students at each physical class meeting by 11:59PM on the meeting date (see below for rescheduled course meetings)

Online Courses: Biweekly attendance in the first week of the course (due Wednesday evening, and Sunday evening of the first week prior to 11:59PM).

Wednesday attendance requires the student to log in to their course and access the “Wednesday Week 1 Attendance and Acceptance of Syllabus”, forum prior to 9:00pm on Wednesday of the first week of class.

1. Students should read their course syllabus, and then insert the following statement into the forum “I have read, understand, and accept the terms of the course syllabus, (followed by the full Student Name)”.
2. The student must then ask a question of the course instructor relative to the course structure, syllabus, assignments, or course content.

Failure to meet the conditions above requires an instructor to mark the student as absent. All future attendance values (Sundays by 11:59pm) are determined by a student having submitted/completed assignment(s) for that week and/or have met other qualifiers for attendance (see above). Students who have logged in and not submitted work, or who have failed to log in must be recorded as Absent (see below).

Hybrid Courses: Hybrid courses typically alternate between physical class meetings and online coursework during intervening periods. During weeks of physical meeting, instructors should default to rules for traditional seated courses and during weeks with online material instructors should default to attendance procedures for online courses.

Rescheduled Course Meetings: Due to a variety of reasons (e.g. inclement weather, class meeting falls on a Holiday, instructor illness, location closure, etc.) some non-traditional seated courses may be rescheduled for students allowing them to perform alternate assignments for the missed meeting in an online format. **Attendance must still be recorded for the intended class meeting**, and instructors should default to the established rules for marking student attendance during this interval using criterion for Online Courses (see above). Again, students who have logged in and not performed gradable work,

or failed to log in must be recorded as Absent (see below based on mode of delivery).

Attendance Values for University of Mount Olive Courses:

Non-Traditional Courses:

Present (P): A student is physically present and participates during the course meeting.

Late (L): A student is physically present and participates during the course meeting, but arrives after the course start time and prior to the listed end time for the course meeting.

Absent (A): A student misses a physical class meeting without pre-approved notice to the instructor.

Excused Absent (EA): When a student has requested and been approved for an absence prior to the course meeting. Excuses absences are at the discretion of the course instructor and may include, but are not limited to cases of personal illness, family emergency, approved representation of the University at an event, etc. The instructor may require written justification and verification for an excused absence. An absence for any reason does not lessen a student's responsibility to meet the requirements of the course. For Financial Aid purposes, an Excused Absence is considered as a student was absent in the course.

Online Courses:

Present (P): A student has logged into the course and completed course work or has initiated contact with a faculty member to ask a question about the academic subject studied in their course.

Late (L): A value of late should *never* be recorded for a student in an Online course.

Absent (A): A student has not logged into the course during the attendance time window and/or has failed to complete coursework and/or initiated an academic inquiry with an instructor.

Excused Absent (EA): When a student has requested and been approved for an absence prior to the course meeting. If during an attendance time window a student has met the requirements for "present" as defined above, an instructor must record them as such. Excused absences are at the discretion of the course instructor and may include, but are not limited to cases of personal illness, family emergency, approved representation of the University at an event, etc. The instructor may require written justification and verification for an excused absence. An absence for any reason does not lessen a student's responsibility to meet the requirements of the course.

NOTE: [Veterans Administration regulations](#) concerning class attendance, conduct, and rate of progress are in effect at the University. Withdrawal from or unsatisfactory completion of courses may result in termination of veterans' benefits and may require return of previously awarded benefits for that term of enrollment. All students eligible for

veteran's benefits should familiarize themselves with the University's policies on attendance and academic eligibility for continuous enrollment.

Administrative Withdrawal

Students are responsible for contacting their respective course instructors regarding absences. Students will be administratively withdrawn from any class for which they fail to attend and/or have no contact with the instructor for two consecutive weeks (14 calendar days) at any point in the course regardless of class length or delivery mode. If such a withdrawal occurs, the student will be dropped from all future courses for that academic semester. It is important to note that a 14 day lapse can occur between academic semesters (e.g. a student is absent the last week of the preceding semester or session and is also absent the first week of the following semester or session). Instructors should notify their direct supervisor (Program Chair) and location director (Program Chair for Traditional Courses) when any student is absent from the first week of classes, or for greater than 14 calendar days. In the event of a 14-day lapse, the supervisor should notify the VPAA, AVPAA, and the Director of Financial Aid after verification that attendance has been correctly recorded. Should a student make a request to withdraw to any University employee, the employee should notify the appropriate chain of command (see above) and direct the student to submit either the [University of Mount Olive Drop Form](#) , or [University of Mount Olive Separation Request](#) and submit it to their advisor.

The University Office of Financial Aid (FA), Registrar's office (RO), and Office of Academic Affairs (AA) routinely monitor attendance reports from Moodle to determine when students have been absent from all courses for a period of 14 days (14 day attendance lapse). At the point where a 14 day attendance lapse is noted, the UMO Financial Aid office issues an enrollment confirmation notice (ENC) to the student, the student's academic advisor, and appropriate location director/Program chair. If the student fails to respond in 7 days from the point an ENC is issued (21 days after their last present value was recorded), the UMO FA office must process a withdrawal and R2T4. If a student never attends a course, the last date of attendance for withdrawal purposes defaults to the last date of attendance for that student at the University, which may be in the previous academic semester.

NOTE: If a student is absent from all classes for a period of 14 consecutive calendar days, the University will contact the student to determine their plan for returning to class. If the student fails to respond in 7 additional days or it is determined that the student will not be returning, the University will process an administrative withdrawal from both the students' current course and all future courses the student is enrolled in. For more information please refer to National Association of Student Financial Aid Administrators, Federal Register: October 29, 2010; Volume 75, Number 209 pages 55831-566975).

Continuous Enrollment Policy

A University of Mount Olive Graduate student must maintain continuous enrollment in their respective Graduate program. To be continuously enrolled, a Graduate student must complete at least one course offered by the University of Mount Olive per academic

semester (fall, spring, and summer). A Graduate student who does not complete at least one University of Mount Olive course during any academic semester (fall, spring, or summer) must reapply for admission to the University.

All Graduate students must complete their course of study within 18 semesters of admission to the program.

Dropping a Course

A student must drop the course during the first week of class to have it removed from their transcript. A request to drop (**clean drop**) can be initiated by a formal request in writing to the student's advisor within 7 calendar days of the **start of the session**. Charges will be reversed if proper procedure is followed in the first week only, but this may impact VA benefit aid.

A course dropped after the first week up to the **midpoint of the course** is defined as a withdrawal (W). The W will not be computed in determining grade point average if the student follows the procedure for dropping a course. A student may request a withdrawal by making a formal request to their advisor. Failure to follow the drop procedures will result in a grade of F. No course can be dropped after the midpoint of the course.

Adding a Course

To add a course, a student must contact his or her academic advisor and request a form from the appropriate office at the location where enrolled. The form must be returned with appropriate signatures by the last date to add a course at that location.

No seated course may be added once the course begins without authorization of the Dean or VPAA. Registration for an online course ends one week prior to the course start date. Online courses fill to capacity early in the registration process. Books must be ordered from the bookstore early to allow for distribution prior to the beginning of the class.

Substituting a Course

Only under exceptional circumstances will substitutes for or exemptions from the prescribed curriculum be permitted. To request a course substitution, the Program Chair of the student's program will seek approval in writing from the Dean of Graduate Studies. Any deviations from the published degree requirements must have approval of the appropriate Program Chair, Dean of Graduate Studies, and Vice President for Academic Affairs.

Directed Study

Directed Study: the delivery of an *established* UMO course out of rotation, and its delivery is arranged and managed by the professor in conjunction with the syllabus already established for the course. The mode of delivery of the course is determined by the professor and the student(s).

Independent Study: Any course that is not a *regularly scheduled and established* UMO course, but is arranged, planned and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. To be clear, independent study **is exclusive of** regularly scheduled and established UMO courses that will not be offered for enrollment again, for whatever reason, before a student graduates.

Directed Study applies to University of Mount Olive catalog courses only. A maximum of 6 combined semester hours of Directed/Independent Study can be applied toward graduation.

To be eligible for a course offered by Directed Study a student must have the approval of their Program Chair, and meet any prerequisites of the course to be taken by Directed Study. A student may enroll in only one Directed Study course per semester/term unless otherwise approved by the Dean of Graduate Studies. Directed Study courses are not guaranteed to any student, but may be presented as an option to continue making progress towards their degree.

NOTE: A student receiving veterans' benefits must see the Veterans Certifying Official in the Registrar's Office for assistance in requesting approval for Directed Study.

Graduation

General Graduation Requirements

Graduate Degrees are conferred in May, August, and December. A candidate for graduation must meet the following requirements:

- Complete all courses, including all academic requirements prior to graduation. The plan of requirement completion must be submitted at the time of application for graduation.
- Achieve a minimum cumulative GPA of 3.00 on all graduate studies at the University of Mount Olive with no grade below C. Maintaining a 3.00 GPA allows a student to remain in Good Academic Standing.
- File with the Registrar an application for graduation and graduation plan (if required) by October 15 for the December Commencement, by March 15 for the May Commencement, by July 15 for August Commencement, and pay the Business Office a nonrefundable graduation fee of \$75. After these application dates, a late fee of \$20 will be charged for degree orders. If a student withdraws the application within two months of the graduation date, the graduation fee will be credited to the student's account and no fee will be charged when next the student applies and graduates.

Student Records Policies

A transcript is an exact copy of a student's permanent record at the time it is issued. Requests for transcripts must be submitted in writing to the University Registrar and must be signed by the student (or parents/guardians of a student under age 18), as required by Public Law 93-380. The Registrar's Office will mail official transcripts to the address

indicated by the student making the [transcript request](#). The service charge for official transcripts is \$5.00 USD per copy.

The University reserves the right to withhold grade reports and transcripts of students who have not returned library materials or cleared financial or judicial obligations (payment of fines, damage fees, or costs of replacement for lost materials and/or completion of service hours, etc.) by the date required at the end of each semester. Further, the University reserves the right to deny registration for the term or semester following unless obligations have been cleared or arrangements made to settle the account.

Access to Records

In releasing information about a student's record, the University of Mount Olive:

1. Will provide properly requested transcripts to the student or parties designated.
2. Will not disclose personally identifiable information from the academic records of a student to any outside agency without the prior written consent of the student (or the parents/guardians of a student under age 18).
3. Will inform student of their rights concerning student records kept at the University of Mount Olive.
4. Will permit a student (or parents/guardians of a student under age 18) to review the student's transcripts.
5. Will provide a student (or parents/guardians of a student under age 18) with an opportunity to seek correction of the student's academic record through a written request to amend, through a hearing, or by a statement placed in the student's academic record. The written requests should specify the records to be reviewed, the purpose of the review, and the party to whom the disclosure about the student's record may be made.

Within 45 days of the written request, the University will either make the correction or provide for a hearing.

The Graduate Misconduct Committee in conjunction with the Dean of Graduate Studies shall have the authority to require correction, deletion, or amendment of parts of the transcript in question. If the Academic Appeals Committee decides not to correct, amend, or delete part of the transcript in question, the student (or parents/guardians of student under age 18) will be allowed to place a statement in the student's academic record.

No file will be taken out of the Registrar's Office. University personnel who have access to student records while carrying out their University responsibilities shall not be permitted to release the records to persons outside the University unless authorized in writing by the student or as required by a court order. Only the official responsible for the records has the authority to release them.

As a general rule, the following information will be kept by the Registrar and will remain in a student's file.

1. The official academic transcript.
2. Post-secondary official transcript(s).

3. Selected memoranda or correspondence:
 - Advanced standing curriculum check sheet
 - Grade changes/explanations and special course descriptions
 - Official withdrawals or separations
 - Special honors or special problems
 - Names and address changes
4. Immunizations records will be kept permanently by the Office of Health Services. Non-academic disciplinary records will be kept by the offices of Student Development and the Dean of Graduate Studies and destroyed three years after the graduation, separation, or suspension of a student.

Grades and Grading System Grade Reports

Grades are reported as Letters of the alphabet:

<u>Number</u>	<u>Letter</u>	<u>GPA</u>
93-100	A	4.00
90-92	A-	3.70
87-89	B+	3.30
83-86	B	3.00
80-82	B-	2.70
77-79	C+	2.30
70-76	C	2.00
< 70	F	0.00

Incomplete Policy

In the event of extraordinary circumstances and when an instructor deems it is appropriate, a student may be granted additional time to complete course requirements by requesting a course grade of incomplete ("I"). An incomplete cannot be recorded for a student's work if it is of failing quality and cannot be issued if a student has simply fallen behind. Furthermore, a request for an incomplete will not be granted if it is received during the normal withdrawal period for the course indicated by the Academic Calendar which is allowed up until the half-way point in the course. Incomplete grades should be granted for extenuating circumstances that are beyond the student's control and could not have been anticipated early enough in the semester to warrant a withdrawal.

Documentation may be required. Examples include significant and unexpected illness of self or close family member, death in one's family, or being called to active duty in the military.

A student must make the request in writing to an instructor for the incomplete at least 48 hours prior to the end date of the course. The student's request should include the rationale for granting an incomplete and a suggested time for completion of the course materials. The maximum amount of time allowable is 49 days from the conclusion of the course without VPAA approval.

If the instructor grants the request, they should notify their Program Chair and the student of the decision in writing, including the agreed upon date via which all course materials should be completed (not to exceed 49 days from the end date of the course). The student should complete and submit course materials prior to the end of the incomplete period. When the course materials have been graded, instructors will submit a Change of Grade form to process the replacement of the “I” grade with the student’s final course grade. If the grade of “I” is not replaced by a final course grade, the “I” grade will lapse into a failing grade.

If the instructor does not grant the request, they should notify the student of their decision with the rationale for rejecting the request. Students may appeal to the Program Chair, but instructors maintain the right of refusal.

Any final course grades that have not been submitted by the course instructor within 48 hours following the due date for grades will be entered as an incomplete (“I”). All incompletes not replaced by 49 days following the end date of the course will lapse into a failing grade.

Addressing Student Complaints

It is the policy of the University of Mount Olive that all students, both current and prospective, will be provided with appropriate contact information for on-campus offices and off-campus organizations for the purpose of submitting formal complaints. A formal complaint is submitted to an appropriate office in written format, addresses an issue of concern, and requests an opportunity for reconsideration or reconciliation. Enrolled and prospective students are requested to contact the appropriate University of Mount Olive Responsible Office when making a formal complaint, as displayed in the Contact Information table of the [complete policy](#).

Graduate Academic Misconduct Policy

The University of Mount Olive expects all members of the University community to conduct themselves in a manner consistent with the University of Mount Olive Covenant. Any form of academic misconduct, including but not limited to cheating, plagiarism, or intellectual dishonesty is a serious violation, and will not be tolerated. All graduate students must signify receipt and acknowledgement of this policy and all associated sanctions during their first graduate level course. Cases of research misconduct, including but not limited to falsification, fabrication, plagiarism, misappropriation, or other practices that deviate from those that are commonly accepted within the academic community for proposing, conducting, or reviewing research, or in reporting research results shall be addressed via the University of Mount Olive School of Graduate Studies Research Misconduct Policy.

I. Definitions:

Major Violation: A Major Violation is defined as a supported case of cheating or plagiarism.

Minor Violation: A Minor Violation is defined as a supported case of improper citation.

Cheating: Cheating is defined as the performance of any dishonest and/or deceptive act by which a student gives or receives information illicitly **with the intent to deceive an instructor** in the evaluation of the student's work or represents the labor or knowledge of another as his/her own. The term "cheating" includes, but is not limited to:

- 1) the use of any unauthorized assistance in taking quizzes, tests, or examinations, writing papers or completing other assignments;
- 2) receiving aid from sources beyond those authorized by the faculty member supervising or assigning quizzes, exams, papers, or other assignments;
- 3) acquisition, without permission of the instructor, of quizzes, exams, papers or other academic materials belonging to another member of the University community;
- 4) the use of technology such as cell phones, lap-top computers, etc. illicitly to receive or send information pertaining to any quiz, exam, paper or other assignment from or to any other person;
- 5) the offer of any compensation to any student, staff member or faculty member in return for unauthorized access to any quizzes, exams, papers or other assignments;
- 6) the sale of any unauthorized information pertaining to academic quizzes, exams, papers or other academic assignments;
- 7) the unauthorized procurement of any academic assignment from either public or private space, the possession of which would give a student an unfair advantage;
- 8) the unauthorized use of un-credited and/or unattributed work by any other student, staff member or faculty member;
- 9) the purchase of any academic paper or other assignment from a third party and using such property as if it were one's own;
- 10) submitting a work product to one instructor and then submitting the same work product to a second instructor, without the knowledge or consent of both the first and second instructors; or
- 11) otherwise submitting or presenting false information in fulfilling an academic requirement.

Plagiarism: Plagiarism is the intentional and unattributed theft of others' words, ideas or work. Its purpose is to misrepresent others' intellectual property as the plagiarist's own work. Plagiarism is undertaken with the intent to misrepresent the work as one's own and to deceive the recipient(s) of that work. An instructor making the charge of plagiarism has the burden of proof by clear and convincing evidence. Because of the severity of the accusation and potential consequences, no accusation of plagiarism shall be made without proof or compelling evidence.

Any accusation of plagiarism must be supported by one or more of the following:

- The original or a copy of the plagiarized document(s) and/or other compelling evidence,
- A student's inability to explain key concepts or vocabulary in the paper,
- Lack of knowledge regarding the research or sources cited,
- An admission of guilt by the student or any other person(s) involved,
- A lack of acknowledgment when given an opportunity to address the alleged incident of plagiarism within a reasonable time

Any and/or all of these shall all be considered compelling evidence and acceptable grounds for an accusation of plagiarism to proceed.

Examples of plagiarism include, but are not limited to, the following:

- Using someone else's words ideas, or work without any attribution, i.e., quotation marks, parenthetical citation, and/or an entry on the Works Cited page;
- Cutting and pasting/copying text from any source whatsoever without attribution;
- Paraphrasing someone else's work without any attribution;
- Receiving inappropriate help, i.e. having someone else write large and unattributed portions of the submitted work.

It is not the intention of The University of Mount Olive to unjustly accuse students of plagiarism. Therefore, it is important to understand what plagiarism is not. Plagiarism is **not** an Improper Citation (see below), mistake in citation or citation format, use of a citation system different from the stated course requirements, an incomplete citation, an incorrectly done citation, or making mechanical/formatting errors.

The key concept of plagiarism is the intent to deceive. Total omission of all identifying aspects of another work including (1) missing quote marks, (2) lack of parenthetical citation, and (3) omission from the works cited page defines intent to deceive and constitutes adequate grounds for plagiarism at the graduate level. Without the demonstrable intent to deceive, the issue of plagiarism does not exist.

Improper Citation: Improper citation is defined as deviations from the accepted standards of a citation system (e.g. APA, MLA, Chicago, etc.) such as mistakes in citation or citation format, use of a citation system different from the stated course or

project requirements, a citation with missing or inaccurate information, or other mechanical/formatting errors. Mechanical/formatting errors including proper spacing, punctuation, and italics are not acceptable, but are not considered a violation of the Academic Misconduct Policy. Improper Citation is not an acceptable academic or professional practice. While not as severe as cheating or plagiarism, repeated examples of improper citation demonstrates a disregard for properly crediting individuals with their work, and reflects poorly on the student and program. Moreover, consequences for improper citation and plagiarism are often equally dire in professional settings removed from an academic context.

Examples of improper citation include, but are not limited to, the following:

- 1) Use of the wrong citation system (e.g. APA, MLA, Chicago, etc.) for the completion of work
- 2) Missing quote mark(s), page numbers, volume numbers, author(s), year, or publication title
- 3) Missing parenthetical citations or appropriate footnotes in the body of the work
- 4) Inaccurate attribution or reference within the work or works cited page
- 5) Improper format with respect to published standards of a citation system (e.g. non alphabetical listing of authors in works cited, lack of capitalization or italics in appropriate locations, etc.)

II. Procedure:

When a course instructor finds a case they believe is a minor violation of academic misconduct (see above), he or she shall contact the student concerning a potential violation, explaining the criteria and allowing the student an opportunity to respond within three business days of the initial correspondence. In the case of minor violations, if the instructor and student are then able to acceptably resolve the potential violation, and the course instructor feels that it does not warrant reporting, no further action is warranted.

In the case of a reported minor or major violation, after contacting the student and allowing time for a response (see paragraph above), the course instructor shall notify their Program Chair in writing providing a detailed description of the specific violation (Student name, ID, Course, Section, etc.) as well as all evidence (papers, tests, reports, etc.). The Program Chair will construct and provide the summary report to all appropriate parties, including the student (see below).

The Graduate Misconduct Committee will review the allegation, and make a recommendation to the Dean of Graduate Studies with respect to the type of violation received (Minor or Major) and the sanction for the offense within 5 business days of receipt. The Dean of Graduate Studies will be responsible for making the final determination within 5 additional business days, recording the infraction and updating the

student's file. The Dean of Graduate Studies will notify the offending student and all appropriate parties (see below) in writing of their violation and sanction. The student will have 10 business days to write a response for inclusion in their file.

III. Sanctions:

Academic misconduct harms both students and the University. Dishonest students do not learn the material on which they cheat; yet, they may be rewarded for cheating by receiving a grade which they do not deserve. Ultimately, "success" in cheating can build habits that result in unsuccessful careers after dishonest students graduate. Successful cheaters also harm honest students by diluting the honest students' records (e.g., class standing). Both outcomes devalue the conferred degrees and reputation of The University of Mount Olive. Thus, they are contrary to the best interests of both the University and its students.

This policy is intended to discourage students from engaging in cheating and/or plagiarism (an egregious form of cheating) by making students aware that discovered instances of cheating are taken seriously, and that the sanctions for cheating are so severe that cheating becomes an undesirable alternative to doing honest work. The University of Mount Olive recognizes that all dishonest student work will be difficult to properly sanction but believes these procedures will work to the benefit of our honest, hard-working student body and our University's mission and values.

The University values personalized attention in all academic endeavors; therefore, for all instances of suspected academic misconduct, the instructor is responsible for notifying the student of the alleged violation in writing. The instructor should make reasonable efforts to engage in an active dialogue with the student regarding the alleged violation prior to proceeding to the formal Academic Misconduct Procedure (see below).

For a first minor violation of the University Academic Misconduct Policy: The student's Program Chair will provide a written summary of the offense to the Graduate Misconduct Committee to be placed in the student's file, electronically copied to: the student, the student's Academic Dean, the Dean of Graduate Studies, and the Vice President for Academic Affairs. The student will receive a formal warning from the Dean of Graduate Studies. The student will have 10 business days to write a response for inclusion in their file. The instructor, in consultation with their Program Chair, decides whether a student should receive credit for the assignment and/or need to redo and resubmit the assignment.

For a second minor violation of the University Academic Misconduct Policy: The student's Program Chair will provide a written summary of the offense to the Graduate Misconduct Committee, copied to the student, the student's course instructor, the student's Academic Dean, the Dean of Graduate Studies, and the Vice President for Academic Affairs. The student will receive notice from the Dean of Graduate Studies that they have been placed on permanent academic probation. The student will have 10 business days to write a response for inclusion in their file. The assignment score will be recorded as a 0 and factored into the student's final course grade.

For a major violation, or a third minor violation of the University Academic Misconduct Policy: The student's Program Chair will provide a written summary of the offense to the Graduate Misconduct Committee, copied to: the student, the student's course instructor, the student's Academic Dean, the Dean of Graduate Studies, and the Vice President for Academic Affairs. The student will receive notice from the Dean of Graduate Studies that they have been placed on permanent academic integrity probation (in the case of a first major violation) **and** suspended from the program for a time period determined by the Dean of Graduate Studies in consultation with the Program Chair. The student will have 10 days to write a response for inclusion in their file.

For a second major violation, or a fourth minor violation of the University Academic Misconduct Policy: The student's Program Chair will provide a written summary of the offense to the Graduate Misconduct Committee, copied to: the student, the student's Academic Dean, the Dean of Graduate Studies, and the Vice President for Academic Affairs. The student will receive notice from the Dean of Graduate Studies that they have been permanently separated from the University.

IV Academic Misconduct Appeals Process:

In cases of academic misconduct, the student may appeal the decision of the Dean of Graduate Studies School in writing to the Academic Dean governing their graduate program. If a sanction for an academic misconduct violation is imposed before the term in which the course in question has ended, an expedited appeal may be requested, and whenever practical, such requests will be granted. The student must make a request for appeal in writing within 10 business days of their receipt of sanction. Failure to appeal within 10 business days of a sanction waives the student's right for further action.

Within 5 business days of receipt of the appeal, the Academic Dean will notify the student, course instructor, Program Chair, the Graduate Misconduct Committee, Dean of Graduate Studies, and the Vice President for Academic Affairs that an appeal has been received and is charged with the determination of granting or denying the appeal as well as dissemination of any findings to all parties. Within 5 business days from the receipt of the appeal, the Academic Dean will review the merits of the appeal with the student's Program Chair, engage in a conversation with the student, and make a determination.

If the appeal is found to have merit, the Academic Dean will inform all parties (student, course instructor, Program Chair, Graduate Misconduct Committee, Dean of Graduate Studies, and the Vice President for Academic Affairs) that the sanction should be reversed. The student shall remain at whatever status was in place prior to the allegation being brought forward (e.g. the student would revert back to no sanction, or a specific number of accepted sanctions prior to the point of appeal). This will conclude the appeal process.

If the appeal is found to be without merit, the Academic Dean will inform all parties (student, course instructor, Program Chair, Graduate Misconduct Committee, Dean of Graduate Studies, and the Vice President for Academic

Affairs) that the sanction shall remain in force. Within 5 business days of notification, a student may seek a final appeal submitted in written form to the Vice President for Academic Affairs.

Within 5 business days of receipt of a final appeal, the Vice President for Academic Affairs will notify the course instructor, Program Chair, Academic Dean, and the Graduate Misconduct Committee, that an appeal has been received, and is charged with dissemination of any findings to all parties (student, course instructor, Academic Dean, and the Vice President for Student Affairs). Within 10 business days of receipt, the Vice President for Academic Affairs will review the merits of the appeal with the student's Program Chair, engage in a conversation with the student, and make a determination.

If the final appeal is found to have merit and be granted, the Vice President for Academic Affairs will inform all parties (student, course instructor, Program Chair, Graduate Misconduct Committee, Academic Dean, and the Dean of Graduate Studies) that the sanction should be reversed. The student shall remain at whatever status was in place prior to the allegation being brought forward (e.g. the student would revert back to no sanction, or if the student had one or two minor violations prior to the sanction, they would remain at that level). This will conclude the appeal process.

If the final appeal is found to be without merit, the Vice President for Academic Affairs will inform all parties (student, course instructor, Program Chair, Graduate Misconduct Committee, Academic Dean, and the Dean of Graduate Studies) that the sanction shall remain in force. This will conclude the appeal process.

Final Grade Appeals

The purpose of this Final Grade Appeal policy is to provide a procedure for resolving student's grievances about instructor's course grade(s) and/or their method(s) of evaluation. It is the responsibility of the student to file an appeal at each stage of the process.

Students are encouraged to discuss grades with their instructors at any time. With the exception of penalties for academic misconduct, no appeal concerning course grades may be initiated until final grades have been posted for the course at issue.

A student who has a grievance concerning a final course grade or a faculty member's method(s) of evaluation first should seek informal resolution of the issue with the faculty member. If any official from the University receives a final grade appeal and the student has not attempted to discuss the situation with their instructor, they must refer the student to this policy and instruct them to attempt to resolve their issue informally.

A final grade appeal is not the appeal of a single assignment within a course, but involves a full review of all material submitted by that student throughout the duration of the course. As such, students should be aware that the entire body of submitted work will be available for evaluation with respect to any outcome.

Final Grade Appeal Procedure:

If the student and the instructor cannot resolve their difference(s) by informal means, the student will deliver a formal Request for Grade Change in writing to the instructor within 10 days of the posting of the final grades, presenting evidence in support of his/her appeal and requesting re-evaluation. All final grade appeals shall have the following information:

- Student name, ID number, telephone and email contact information;
- The course title, number, section, and instructor's name;
- Narrative describing all of the facts involved in the issue that are known by the student;
- Indicate the specific reasons for the appeal;
- Identify the student's proposed solution to the issue; and
- Include any material that specifically supports the appeal (syllabi, copies of emails, screenshots, etc.)

The instructor must respond to the student in writing within five (5) business days of an appeal's receipt. The student and instructor should discuss the final grade appeal, reviewing the information from the informal discussion. If the grading rationale remains unsatisfactory to the student, the student may proceed to a final grade appeal to the appropriate Program Chair.

The student may present a grade appeal to the Program Chair (or to the Academic Dean in which the coursework was performed in the event that a Program Chair is serving as the course instructor of record) in which the coursework was performed within five (5) business days after the formal appeal to the instructor has concluded. In addition to the information contained in the grade appeal supplied by the student, the Program Chair (or Dean) may request additional documents from both the student and instructor during the course of an investigation. The Program Chair will convene the Graduate Appeal Committee consisting of all graduate level Program Chairs. The Graduate Appeal Committee shall provide a written response to both the instructor and the student within five (5) business days of receiving a grade appeal. If the appeal is found to have merit, and the final course grade is altered as a result of the decision, the Program Chair will file a Change of Grade Form with the Registrar's office within five (5) business days of the determination. If the grading rationale remains unsatisfactory to the student, the student may proceed to a final grade appeal to the appropriate Academic Dean.

The student may present a final grade appeal to the Academic Dean in which the coursework was performed within five (5) business days after the formal appeal to the Program Chair has concluded. In addition to the information contained in the final grade appeal supplied by the student, the Dean may request additional documents from the student, instructor, and Program Chair during the course of an investigation. The Dean shall provide a written response to both the instructor and the student within five (5) business days of receiving a final grade appeal. If the appeal is found to have merit, and the final course grade is altered as a result of the decision, the Dean will direct the Program Chair to file a Change of Grade Form with the Registrar's office within five (5)

business days of the determination. If the grading rationale remains unsatisfactory to the student, the student may proceed to a final grade appeal to the Vice President of Academic Affairs.

Programs of Study

Please follow this link to view all University Graduate degree [plans of study](#) .

Master of Business Administration and Master of Business - Administration Healthcare Management

The Tillman School of Business offers a non-thesis based online and seated Master of Business Administration and an online Master of Business Administration - Healthcare Management.

MBA Mission

The Master of Business Administration degree at the University of Mount Olive provides program graduates with the knowledge and skills necessary to be successful in our global economy. This program is unique in its focus on creating synergies in business relationships and emphasizing the importance of ethical business practices.

MBA Vision

We are committed to providing contemporary learning to our graduate scholars by delivering engaged, innovative, and supportive learning experiences through inspiring faculty, supportive technology, various delivery methodologies, and various other contemporary learning exposures.

MBA Values

We value the following:

- Christian values and principles;
- Our scholars' quality of learning experience and success;
- Our faculty's teaching excellence and inspiration as well as their development and contributions to the program and students' success;
- Outstanding service quality and wellbeing of all of our scholars, community, faculty, and stakeholders in general;
- Effective use of innovation and technologies;
- Successful collaboration both internally and externally;
- Positive approaches to problem identification and solutions; and
- Respect and dignity for others.

Master of Education – Special Education (General), Elementary Education, Early Childhood Education, and Early Childhood Education (Non-Licensure track*).

The School of Arts and Sciences Division of Education offers a thesis/portfolio based online Master of Education with concentrations in Special Education (General), Early Childhood Education, and Elementary Education. This degree can be completed in 15 months.

*A student entering into the Early Childhood Education (Non-Licensure track) program will not be eligible for A or M level licensure at the completion of their MEd degree.

MEd Mission

The mission of the Master of Education program is to *“transform education (and thereby lives) by preparing and producing education professionals knowledgeable of the content they teach, skilled in pedagogy, and passionate about teaching all students”*. In collaboration with the educational community, the program is committed to providing a rigorous, coherent, and relevant curriculum, developing students into proficient teachers and supporting their efforts to become skilled professionals who strive to meet the diverse needs of 21st century students and schools in our global society. Throughout the program, the curriculum balances master’s level coursework with classroom experiences, and requires reflective thinking, thus integrating theory and practice and maximizing learning opportunities.

The program’s design is based on the concept of a Professional Learning Community (PLC) and the University of Mount Olive teacher education Guiding Principle that “Learning to teach involves learning about practice in practice.” The master’s program demonstrates this framework by focusing on practical and active experiences, by defining a clear plan to achieve competency through research, study and application, and by developing community learning experiences guided through focused reflection opportunities. The PLC design provides a series of interrelated communities wherein students work collaboratively with partners in the school, local education districts, peers, master teachers and university mentors/advisors/supervisors.

Master of Science in Nursing –Nursing Administration

The School of Arts and Sciences Division of Nursing offers a thesis based online Master of Science in Nursing with a concentration in Nursing Administration. This degree can be completed in 15 months.

MSN Mission

The mission of the online Master of Science in Nursing (MSN) degree program at the University of Mount Olive is “to support the University’s mission through building on baccalaureate nursing education to preparing nurse educators and nurse leaders by broadening their nursing theoretical, practice, and research knowledge for delivery of healthcare with diverse populations in a rapidly changing healthcare system.”

The online MSN program mission is congruent with the University's institutional Mission, whose major focus is to provide quality educational opportunities for its students as “...a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We [the University] serve[s] our students, our founding church, and our communities” throughout our eastern North Carolina primary service area. Our institution’s vision is to “exemplify lifelong learning and engaged participation among our students, faculty, staff, and constituents. To serve our students, our founding church, and the communities [including nursing] in which we are located, we “provide our students – regardless of age, location, or learning style – a high quality education rooted in the liberal arts and strengthened by Christian values, enrich and support the ministries of our founding church, and provide customized innovative and beneficial services to each community in which we are located.” The eight core values fundamental to achieving our mission and vision are articulated in our University Covenant: Honesty and Trustworthiness, Justice and Courage, Responsibility and Gratitude, and Caring and Respect.

MSN Vision

The vision of the online Master of Science in Nursing (MSN) degree program at the University of Mount Olive is “to grow leaders in nursing education, nursing administration, and nursing research in the global healthcare environment.”

MSN Philosophy

The philosophy of the online Master of Science in Nursing (MSN) degree program at the University of Mount Olive views nursing as a professional service discipline grounded in the arts, sciences, humanities, and the application of knowledge obtained through scientifically based inquiry. The nursing faculty promote and adhere to a paradigm of caring that addresses holistic human responses throughout the age continuum. This paradigm includes nursing education, nursing administration, and nursing research practices that encompass provisions of care, coordination of care, and consummate professionalism. While the nursing faculty subscribe to a variety of theoretical frameworks reflecting adaptation, self-care, transcultural, and humanistic aspects, we believe that the essence of nursing is caring.

The nursing faculty view “caring” as the basis for nursing. Caring involves recognizing patient diversity, potential, autonomy, and universal needs. Further, caring involves understanding and acceptance; it promotes egalitarian relationships and has as its goal the empowerment of all individuals. The concept of caring permeates nursing education, nursing administration, and nursing research practices, and all three of these entities are intertwined in the delivery of global healthcare. The nursing faculty draw upon their collective cognitive, clinical, and creative abilities to prepare nursing educators and nursing administrators for the promotion of safe and effective nursing care that follows evidence-based standards of practice.

We believe that both the nursing faculty and nursing students have a responsibility to each other to create a learning environment that is conducive to: Learning, freedom of thought, scholarly inquiry, affirmation of beliefs and skills, critical thinking, critical decision-making, ethical practice, facilitative communication, and leadership. Our online MSN graduates will assume roles as professional nursing leaders and nursing educators in the academic and nursing professional development settings. They will promote the health of individuals, families, and populations, the enhancement of society’s healthcare management, and evidence-based practices in the nursing profession in today’s rapidly changing healthcare settings.

Healthcare provides a dynamic environment in which there exists potential for physical, mental, emotional, social, and spiritual well-being for all individuals. Healthcare professionals practicing in this environment need to work in partnership with each other and the communities they serve. Both independent and collaborative nursing strategies are necessary components of practice. To this end, the faculty is committed to role-modeling a multidisciplinary and interdisciplinary approach to nursing education, nursing administration, and nursing research practices, and to developing in students a sense of awareness of fiscal and outcome aspects of the current healthcare market place. The University of Mount Olive nursing faculty believe that the practice of professional nursing requires a commitment to lifelong learning. We believe that the professional nurse has the responsibility to be visionary in the promotion and improvement of caring in current as well as future healthcare delivery models.

MSN Terminal Outcomes

For a list of terminal outcomes, please refer to the following link ([Terminal Outcomes](#)).

Master of Business Administration – Course Descriptions

ACC 610 Managerial Accounting

(3 sh) – 7 weeks

This course covers the use of an organization's accounting information for decision-making. Course topics include financial and managerial accounting concepts, data measurement, product costing, interpreting financial statements, cost-volume-profit relationships, budgeting, and accounting for planning and control.

Prerequisite: BUS 500 (grade of "B" or better)

BUS 500 Business Essentials

(3 sh) – 7 weeks

This requisite orientation course prepares students for their MBA program of study. Students will become familiar with (a) the online learning environment, (b) tools, techniques and tips to succeed as an online learner, and (c) UMO policies and procedures as well as complete an individualized course of study designed to prepare each student for the rigors of MBA coursework. Students take an inbound assessment to appraise their proficiency along core business topics. Based on the results of the student's inbound assessment, each student's customized course of study will entail the completion of required standalone business modules and supplemental exercises. Each self-paced online interactive educational module together with the supplemental material equips the student with the essential business knowledge of one core business topic.

BUS 620 Business Ethics

(3 sh) – 7 weeks

Analysis of ethical dilemmas and development of appropriate responses; relationship of ethical management and law; individual ethical decision making, implications for corporate social responsibility; managing shareholders vs. managing stakeholders; issues such as protection of the environment, workplace safety, product liability, regulation, and fiduciary obligations

Prerequisite: BUS 500 (grade of "B" or better)

BUS 630 Business Law

(3 sh) – 7 weeks

This course explores the organization and theory of the American legal system and its relationship to business, including contracts, agency, tort and criminal law, and employment law. Intellectual property law, including patent, copyright, trade secrets and trademark law. International differences in intellectual property law and moves toward harmonization.

Prerequisite: BUS 500 (grade of "B" or better)

BUS 640 Logistics & Operations Management

(3 sh) – 7 weeks

This course takes a strategic view of operations in both a manufacturing and service context and stresses linkages to other functional areas like finance and marketing. Topics include process design and analysis, cost structure, inventory management, supply chain, quality, project planning and control, operations organizational structures, work design, scheduling, materials management, and advanced operations techniques.

Prerequisite: BUS 500 (grade of "B" or better)

BUS 670 Strategic Management**(3 sh) – 7 weeks**

This is an advanced course in strategic management theory. After you have completed this first course in Strategic Management, you will be ready to take the second course, Business 671, which focuses on the methodology of Strategy Implementation. In that course, you will read four more chapters in this textbook and apply the principles of strategic management that you have learned in Business 670 by performing an extensive strategic assessment of a present-day corporation. Thus, Business 670 is intended to provide you with a theoretical grounding in strategic management, while Business 671 will provide you with training in conducting strategic management through guided practice. Business 670 and Bus 671 are “capstone” courses. They should be taken in sequence, at the conclusion of an MBA program.

Prerequisite: BUS 500 (grade of "B" or better)

BUS 671 Strategy Implementation**(3 sh) – 7 weeks**

Actions taken by management are the emphasis of this course with the objective of making strategy actually happen. Teams of students conduct in-depth strategic assessments of corporations in their current circumstances. Case analysis techniques are studied as well as the generally accepted structure for strategic assessment of enterprises. Methods for organizing simple domestic and complex multinational corporate structures are examined to facilitate strategy implementation, functional tactics, and corporate governance. The course concludes with teams presenting their findings, conclusions and recommendations from comprehensive strategic assessments of the corporations selected for study at the outset. Business 670 and Bus 671 are “capstone” courses. They should be taken in sequence, at the conclusion of an MBA program.

Prerequisite: BUS 670 (grade of "C" or better)

ECO 600 Managerial Economics**(3 sh) – 7 weeks**

Survey of microeconomic concepts applied to managerial decisions. Topics include consumer’s decision making and managerial decision making; competition, market power, the firm, production, cost, estimation of demand using regression analysis, price elasticity, pricing practices, economics of information, and innovation.

Prerequisite: BUS 500 (grade of "B" or better)

FIN 640 Financial Markets and Corporate Strategy**(3 sh) – 7 weeks**

This course examines how firms evaluate investment opportunities and identify the appropriate means of financing them. Specific topics covered include time value of money, cash management, cost of capital, capital budgeting decisions under certainty and uncertainty, capital structure theory and dividend policy, capital market theory, raising external capital, leasing policy, business valuation, options and managerial implications, derivatives, and risk management. Prerequisites: ECO 600, ACC 610.

Prerequisite: BUS 500 (grade of "B" or better)

HCM 610 US Healthcare System, Structure, Quality and Patient Safety**(3 sh) – 15 weeks**

In this course, students critically examine the implementation of US healthcare delivery and financing. Upon completion, students will be able to compare and contrast US healthcare policies to those of other nations, and explore the potential applications of importing and exporting these practices to demonstrate how political, economic, social, and cultural determinants have shaped the evolution of current national, regional, and local healthcare policies. Throughout this course, students collaborate to develop their critical challenge projects and a healthcare system model focused on integrated patient care.

Prerequisite: BUS 500 (grade of "B" or better)

HCM 630 Healthcare Law, Coding, and Compliance**(3 sh) – 7 weeks**

This course explores the organization and theory of the American legal system and its relationship to creation and sustainment of the US Healthcare system. This includes fraud and abuse including criminal and civil laws and regulations that combat various forms of health care fraud. Additional content includes anti-fraud and anti-kickback enforcement efforts as well as Medicare and Medicaid, sanctions, and compliance. This course will also discuss the importance of corporate compliance for health care organizations, and provide an overview of the compliance landscape. The course will provide an overview of corporate governance to include fiduciary duties. It will conclude with an overview of contracts, agency, tort and criminal law, and employment law, intelligent property law, including patent, copyright, trade secrets and trademark law conclude with a discussion of how effective health care corporate compliance and governance intersect and overlap.

Prerequisite: BUS 500 (grade of "B" or better)

HCM 640 Healthcare Finance**(3 sh) – 7 weeks**

This course examines financial modeling for health delivery systems. This includes how healthcare systems evaluates capital purchases and identify the appropriate means of financing them. Specific topics covered include reimbursement from insurance companies, Medicare/Medicaid, and discuss current trends of healthcare delivery and payment. Students will evaluate the financial health of an organization using financial statements, performance ratios and analytical tools. Students will also evaluate components of the revenue cycle. The course concludes with evaluation of future metrics and payment models, and the trends of future delivery models that shifts from volume to value.

Prerequisites: BUS 500 (grade of "B" or better), ECO 600, ACC 610.

HCM 671 Healthcare Policy and Strategy Implementation**(3 sh) – 7 weeks**

Actions taken by healthcare managers are the emphasis of this course with the objective strategy implementation. Teams of students conduct in-depth strategic assessments of hospitals, clinics and healthcare systems to include the financial health of a healthcare organization. Upon completion, students will be able to compare and contrast US healthcare policies to those of other nations, and explore the potential applications of importing and exporting these practices to demonstrate how political, economic, social, and cultural determinants have shaped the evolution of current healthcare policies. Case analysis techniques include the three stakeholder groups of patients/payers, providers and physicians. This course includes an assessment of your ability to analyze and strategically manage complex healthcare problems. BUS 670 and HCM 671 are “capstone” courses. They should be taken in sequence, at the conclusion of an MBA program.

Prerequisite: BUS 670 (grade of "C" or better)

MGT 640 Leadership and Organizational Behavior**(3 sh) – 7 weeks**

This course explores historical and contemporary leadership and organizational behavior theories for organizational effectiveness and change processes that can be used to improve organizational performance.

Prerequisite: BUS 500 (grade of "B" or better)

MIS 640 Technology for Managerial Decision-Making**(3 sh) – 7 weeks**

This course examines the roles and application of information technology in managerial decision-making. Topics include but are not limited to data warehousing, data mining, business performance management, text- and web-mining, and decision theory, such as decision making under uncertainty, risk, and data based inferences.

Prerequisite: BUS 500 (grade of "B" or better)

MKT 640 Marketing Management**(3 sh) – 7 weeks**

This course introduces the marketing perspective on strategy development, the elements of marketing analysis, and to the functional decision areas of the marketing manager including products and product lines, pricing policies, branding, promotion and advertising, and channels of distribution. Topics include customer behavior evaluation, value assessment, market segmentation, targeting, and positioning; how to gain and sustain competitive advantages, how to monitoring marketing performance and customer satisfaction, and how to develop and implement marketing plans.

Prerequisite: BUS 500 (grade of "B" or better)

Master of Education – Course Descriptions

EDU 580: Management, Ethics and Law

(3sh) – 7 weeks

The master's degree candidate will research managerial, ethical and legal issues which confront today's educators. He/she will examine the strategies, behaviors, and knowledge base of effective educators and will reflect upon the impact that these strategies, behaviors, and knowledge can have on his/her own professional experience. Emphasis will be placed on fostering behaviors that promote success in the learning environment for all students.

EDU 585: Theories and Methods of Teaching and Learning

(3sh) – 15 weeks

The purpose of this course is to equip the candidate with the knowledge, skills, and dispositions necessary to become a master teacher. The candidate will research proven strategies for improving student achievement and will develop his/her repertoire of effective strategies and interventions.

EDU 586: Transformative Educational Leadership

(3sh) – 7 weeks

This course focuses on the research embedded within Transformational Leadership theory. A major focus will be on the candidate's analysis and development of personal leadership skills which will better equip him/her to become an effective teacher leader.

EDU 587: Diversity and School Culture

(3sh) – 7 weeks

The emphasis of the course, Diversity and School Culture, will be research-based investigations into the changing demographics of modern-day classrooms and the best practices that lead to increased achievement for all students.

EDU 601: Educational Research

(3sh) – 7 weeks

Educational Research is designed to move the master's candidate from a literature reviewer to an active research practitioner. The candidate will develop the technical skills to conduct action research within his own classroom/school/district in order to inform the knowledge base of the education profession.

EDU 620: Advanced Literacy Development

(3sh) – 15 weeks

This course is designed to develop and improve literacy instruction through research, collaboration, and experience. Candidates will master the theories, principles, goals, and methods of integrating the language arts throughout the curriculum. The candidate will assess students' reading skills and make reasonable, instructional accommodations for reluctant and poor readers. The candidates will develop the knowledge of language development and language use to develop effective communication through listening, speaking, viewing, reading, thinking, and writing in a multi-sensory approach. This will enable their students to learn language and to use language to learn

**EDU 630: Practicum I: Advanced Study in Curriculum Theory in ECE
(3sh) – 7 weeks**

The practicum requires the master's candidate to examine the Infant/Toddler Guidelines, *Foundations for Early Learning and Development* as well as the North Carolina Standard Course of Study for kindergarten and to develop lessons that facilitate learning through an integrated curriculum approach. Candidates study and implement strategies that integrate the domains and emergent literacy, mathematical, science, and social studies skills, as well as the creative arts.

EDU 631: Practicum 1: Advanced Study in Curriculum Theory in Elementary Education**(3sh) – 7 weeks**

The practicum requires the master's candidate to research current literature with regard to curriculum theory and its development for elementary education and to examine the North Carolina Standard Course of Study at each grade level and the North Carolina Specialty Area Content Standards. The emphasis will be on the nature of knowledge acquisition in the school-age child. Candidates will develop an understanding of the nature of the learner, school culture, and the dynamic relationship between content, instructional design, and assessment.

EDU 632: Practicum 1: Advanced Study in Curriculum Theory in Special Education (General)**(3sh) – 7 weeks**

The practicum requires the master's candidate to research current literature with regard to curriculum theory and its development for special education (general curriculum) and to examine the North Carolina Standard Course of Study at each grade level and the North Carolina Specialty Area Content Standards together with the *Policies Governing Services for Children with Disabilities*. The emphasis will be on the nature of knowledge acquisition in the special education child. Candidates will develop an understanding of the nature of the learner, school culture, and the dynamic relationship between content, instructional design, and assessment.

**EDU 640: Instructional Design: Technology and Assessment for ECE
(3sh) – 7 weeks**

Candidates will research, critique, and apply appropriate technology and assessment in the development of yearly, unit, and daily plans. Candidates will use reflection to adequately address children's unique strengths and needs and to implement programs which involve families in an integrated approach to learning for all students in a developmentally appropriate manner.

EDU 641: Instructional Design: Technology/Assessment for Elementary Education (3sh) – 7 weeks

Candidates will research, critique, and apply appropriate technology and assessment in the development of yearly, unit, and daily plans that are developmentally appropriate to the learning needs and characteristics of elementary children. The inter-related nature of content delivery, technology use, and methods of assessment will be integral to the learning outcomes of this course. Appropriate assessments that are technology-based as well as those of a more informal nature will be emphasized.

EDU 642: Instructional Design: Technology/Assessment for Special Education (General) (3sh) – 7 weeks

Candidates will research, critique, and apply technology and assessment strategies to goals and objectives that are developmentally appropriate to the learning needs of children in general special education. The teacher candidates will use assessment as an integral part of the teaching learning cycle.

EDU 650: Practicum II: Advanced Content & Pedagogy in ECE (3sh) – 15 weeks

Practicum II requires the candidate to research the latest effective instructional strategies appropriate to Early Childhood Education. The candidate will develop and deliver instruction that exemplifies the most effective methods for teaching within the Early Childhood setting. He will also develop assessments that align with the instruction and the objectives using technology where appropriate.

EDU 651: Practicum II: Advanced Content & Pedagogy in Elementary Education (3sh) – 15 weeks

Practicum II requires the candidate to research the latest effective instructional strategies appropriate to elementary education. The candidate will study 21st century literacy skills and mathematical conventions and processes. The candidate will be guided to develop the conceptual and procedural knowledge necessary to guide students as they learn through scientific inquiry about the processes, concepts, and applications relative to the life, physical, and earth sciences. Additionally, candidates will examine effective instructional strategies that will enable their students to become productive, global citizens who are able to make informed choices for a healthy lifestyle. Candidates will develop the expertise necessary to plan for an integrated approach to teaching at the elementary level and to incorporate the arts into the curriculum.

EDU 652: Practicum II: Advanced Content & Pedagogy in Special Education (General) (3sh) – 15 weeks

Practicum II requires the candidate to research the latest effective instructional strategies appropriate to children in general special education. Teacher candidates will study 21st century skills in oral and written language and math utilizing UDL Principles.

EDU 680: Demonstrated Content Expertise in ECE**(3sh) – 7 weeks**

The candidate will work in a classroom in which he/she is responsible for the planning and delivery of lessons, demonstrating expertise in content knowledge and pedagogical concepts. The candidate will foster relationships with families and community partners to support the development and learning of all students regardless of ability, culture, or ethnicity.

EDU 681: Practicum III: Demonstrated Content Expertise in Elementary Education (3sh) – 7 weeks

The candidate will work in a classroom in which he/she is responsible for the planning and delivery of lessons, demonstrating expertise in content knowledge and pedagogical concepts appropriate to the elementary child. This practicum experience will focus on the candidate's ability to effectively integrate content through effective planning of differentiated instruction to meet the needs of all students.

EDU 682: Practicum III: Demonstrated Content Expertise in Special Education (General) (3sh) – 7 weeks

The candidate will work in a classroom in which he or she is responsible for the planning and delivery of lessons demonstrating expertise in content knowledge and pedagogical concepts appropriate for children in general special education. The practicum experience will focus on the candidate's ability to effectively plan differentiated instruction to meet the unique needs of students in general special education.

EDU 690: Content Research in ECE: Thesis/Portfolio**(3sh) – 7 weeks**

The candidate will demonstrate his cumulative learning through the development of a master's thesis/portfolio which addresses the latest research findings and best practices in the early childhood field.

EDU 691: Content Research in Elementary Education: Thesis/Portfolio**(3sh) – 7 weeks**

The candidate will demonstrate his cumulative learning through the development of a master's thesis/portfolio. The thesis must address the latest research findings and best practices relative to the development of a 21st century environment for teaching and learning at the elementary level.

EDU 692: Content Research in Special Education (General): Thesis/Portfolio**(3sh) – 7 weeks**

The candidate will demonstrate cumulative learning through the development of a master's thesis/portfolio. The thesis must address the latest research findings and best practices in the field of general special education.

Master of Science Nursing – Course Descriptions

NUR 600 Introduction to Graduate Studies in Nursing

(1 sh) – 5 weeks

This course provides MSN students with an introduction to strategies for success in the program. Topics include: (1) The mission, vision and philosophy of the University of Mount Olive and the nursing division; (2) MSN program standards and objectives; (3) *The Essentials of Master's Education in Nursing* (AACN, 2011); (4) Written communication at the graduate student level utilizing APA formatting guidelines; (5) Locating, evaluating, and citing scholarly resources within the University library databases; (6) The role of today's nurse educator and nurse administrator, and the issues for both disciplines in today's healthcare environment, and (7) Purposes and use of the nursing immersion experience through a faculty-guided research proposal, pilot study and thesis process, in collaboration with nursing mentor. *Prerequisite: MSN students only*

NUR 610 Principles of Adult Education Theories in Nursing

(3 sh) – 7 weeks

This course examines the psychological physical, intellectual, and other characteristics affecting adults and their ability to learn. Adult development and learning theories, motivation, barriers to participation and the implications for the education of adults in a variety of learning situations will be discussed. Foundational principles of the scholarship of teaching as the basis for examining the role of the nurse educator in academic, clinical, and community settings are examined. Characteristics of students with diverse learning styles and backgrounds are explored, with emphasis on assessing learning style preferences, critical-thinking abilities, and literacy. Current trends in nursing education are examined, including the evolving role of instructional technology, the influence of demographics, and educational policies that impact the student, the nurse educator, and the learning environment. This course concludes with an analysis of legal and ethical issues that relate to patient/staff education as well as the academic performance of students. *Prerequisite: MSN students only*

NUR 620 Principles of Business and Finance in Healthcare for Nurses

(3 sh) – 7 weeks

This course will provide a comprehensive overview of the financial structure, market forces, controls and techniques used in the healthcare financial management and the perspectives of the various interest groups involved (i.e., providers, insurers, policy makers, patients and the general public). It will also provide students with a foundation in the use of financial tools and methodologies that will enable them to better understand the healthcare financial literature, and perform effective analysis within the healthcare system. Effective business communication in healthcare will be explored. Operational structures and processes such as managing human capital; budget development and planning; organizational mission, vision, and goals development; policy development; business concepts; organizational structure; marketing; reimbursement issues; resource utilization; financial management; productivity; partnerships; and community resources and needs assessment will be discussed. An in-depth analysis and synthesis of forces, issues, and challenges of select topics impacting healthcare, finance, socioeconomic principles, and leadership are analyzed. *Prerequisite: MSN students only*

NUR 630 Theoretical Foundations of Nursing Practice**(3 sh) – 7 weeks**

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Students will demonstrate the clinical application of the course content, and examine the use of theory and nursing knowledge in professional environments. *Prerequisite: MSN students only*

NUR 640 Influencing the Future of Nursing and Healthcare**(3 sh) – 7 weeks**

The role of nursing educators and nursing administrators in today's healthcare environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping healthcare policy are developed. Health disparities, healthcare equity, social determinants of healthcare, cross-cultural and global health issues, and public health issues will be discussed. The future of nursing, through the perspective lens of shaping nursing education from entry level into practice through doctoral level preparation, will be explored. *Prerequisite: MSN students only*

NUR 650 Developing and Evaluating Educational Programs**(3 sh) – 7 weeks**

Identifying learning needs provides the foundation for designing healthcare educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies, and explore ways of monitoring and evaluating teaching methods and student outcomes. Roles of nurse educators in organizations, communities, and higher education settings are examined. The processes of program development, planning, implementation and evaluation in healthcare and health promotion are examined. Critical analysis of research and other current evidence focuses on study design, methodological issues, and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation, and formative and summative evaluation techniques are analyzed and applied in today nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Nursing educational program and residency accreditation standards will be explored. Instruction and instructional technology methods, innovative curriculum and program design, strategies to facilitate student learning, test construction and item analysis in nursing education will be examined. *Prerequisite: MSN students only*

NUR 660 Executive Leadership & Management in Healthcare**(3 sh) – 7 weeks**

Ways of using leadership and management concepts, principles, theories, and models in nursing executive roles are explored. Skills that facilitate collaborative relationships, change management, succession planning, marketing, human resources management, knowledge of the healthcare environment and decisions consistent with stewardship of resources are examined. Program planning for health systems and multicultural communities, organizational theory for integrated health care delivery, issues in biomedical and healthcare informatics, and managing complex health care systems

will be explored. Students articulate a personal vision of leadership and ways of providing direction within today's complex healthcare system. *Prerequisite: MSN students only*

NUR 670 Ethical, Legal & Regulatory Issues in Healthcare (3 sh) – 7 weeks

Ethical principles and decision-making models are used to address and understand complex healthcare issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of healthcare. It is intended to provide graduate nursing students with the theory, knowledge and application necessary to deal with pressing legal and ethical issues in nursing practice, education and administration. Issues surrounding a professional nurse's well-being and a healthy nursing work environment will be explored. *Prerequisite: MSN students only*

NUR 680 Measuring Performance Standards (3 sh) – 7 weeks

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards in both nursing education and nursing administration. Students will learn to assess and evaluate nursing education as well as the issues of nursing administration in various healthcare settings – acute care, community care, long-term care, healthcare clinics, etc. *Prerequisite: MSN students only*

NUR 700 MSN Practice Immersion I: EBP Research Proposal (3 sh) – 15 weeks

The MSN practice immersion four-course sequence requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice through a faculty-guided graduate thesis. Students use the nursing practice immersion, while partnered with a collaborative nursing mentor from the practice of nursing education or nursing administration, to help them achieve the MSN program outcomes and competencies, and the learning objectives related to the American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing* (AACN, 2011). This first course, in the four-course sequence, is a graduate research course that reviews qualitative and quantitative research methodologies, focusing on the use of a body of nursing knowledge in the practice of the specialty roles of nurse educator and/or nurse administrator. Students will: (1) Develop an understanding of evaluating healthcare research and integrating the results into professional practice through the design of an evidence-based practice, faculty-guided, research proposal of a pilot study, to address a problem or concern in the nursing practice of education or administration; (2) Complete their human subject research CITI Program training; and (3) Submit their research proposal of their pilot study to the University's Institutional Review Board (IRB) for approval. *Prerequisite: MSN students only*

NUR 710 MSN Practice Immersion II: Quantitative and Qualitative Data Collection Methods (3 sh) – 15 weeks

The MSN practice immersion four-course sequence requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice through a faculty-guided graduate thesis. Students use the nursing practice immersion, while partnered with a collaborative nursing mentor from the practice of nursing education or nursing administration, to help them achieve the MSN program outcomes and competencies, and the learning objectives related to the American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing* (AACN, 2011). This second course, in the four-course sequence, is a graduate research course that will review both qualitative and quantitative research methodologies. Descriptive and inferential statistical methods will be reviewed focusing on the development of the knowledge and skill required to evaluate numerical data in support of an evidence-based environment for nursing administration and nursing education. Skills related to utilization of parametric and non-parametric methods of statistical analysis of quantitative data will be emphasized. Students will: (1) Complete data collection for their evidence-based practice, faculty-guided, pilot study upon receipt of permission for the University's IRB, and (2) Continue the development of their faculty-guided thesis components. *Prerequisite: NUR 700*

NUR 720 MSN Practice Immersion III: Quantitative and Qualitative Data Analysis Methods (3 sh) – 15 weeks

The MSN practice immersion four-course sequence requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice through a faculty-guided graduate thesis. Students use the nursing practice immersion, while partnered with a collaborative nursing mentor from the practice of nursing education or nursing administration, to help them achieve the MSN program outcomes and competencies, and the learning objectives related to the American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing* (AACN, 2011). This third course, in the four-course sequence, is a graduate research course that will continue to review both qualitative and quantitative research methodologies. Descriptive and inferential statistical methods will continue to be reviewed focusing on the development of the knowledge and skill required to evaluate numerical data in support of an evidence-based environment for nursing administration and nursing education. Skills related to utilization of parametric and non-parametric methods of statistical analysis of quantitative data will continue to be emphasized. Students will: (1) Complete data analysis for their evidence-based practice, faculty-guided, pilot study, and (2) Continue the development of their faculty-guided thesis components. *Prerequisite: NUR 710*

NUR 730 MSN Practice Immersion IV: Graduate Thesis (3 sh) – 15 weeks

The MSN practice immersion four-course sequence requires students to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice through a faculty-guided graduate thesis. Students use the nursing practice immersion, while partnered with a collaborative nursing mentor from the practice of nursing education or nursing administration, to help them achieve the MSN program outcomes and competencies, and the learning objectives related to the American Association of Colleges of Nursing's (AACN) *The Essentials*

of Master's Education in Nursing (AACN, 2011). This final course, in the four-course sequence, is a graduate research course that will conclude the MSN nursing immersion experience through the completion of their graduate thesis and dissemination of their results through presentation and publication. Students will: (1) Complete their evidence-based practice, faculty-guided, pilot study, and thesis; (2) Present their thesis; (3) Submit their thesis for publication coauthored with their faculty member and collaborative nursing mentor, and (4) Submit to have their thesis published with ProQuest. *Prerequisite: NUR 720*

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Its purpose is to provide a general description of the University's curricula, educational offerings, and requirements. The University of Mount Olive reserves the right to change programs of study, academic requirements, tuition/fees, and University policies at any time, in accordance with established procedures, without prior notice.

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Addendum 1:

Page 4: Catalog updated on 1-28-2019 to reflect updated address for Commission on Collegiate Nursing Education:

The MSN degree program at the University of Mount Olive is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Washington, DC 20001, (202)-887-6791.

1-28-2019 – David H. Dommer – Assistant Vice President for Academic Affairs