

Graduate Catalog

2014 – 2015



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The Mount

MISSION

Mount St. Mary's is a Catholic university committed to education in the service of truth. We seek to cultivate a community of learners, formed by faith, engaged in discovery, and empowered for leadership in the Church, the professions, and the world.

In order to enable individuals to understand and to challenge or embrace the cultural forces operating on them, Mount St. Mary's in all its curricular and cocurricular programs encourages each student to undertake free and rigorous inquiry leading to a reflective and creative understanding of the traditions that shape the communities in which we live. Mount St. Mary's strives to graduate men and women who cultivate mature spiritual life, who live by high intellectual and moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.

MOUNT ST. MARY'S UNIVERSITY: A PROUD HISTORY

With a letter of introduction from Lafayette, Father DuBois came to America in 1791 to escape the French Revolution. He landed at Norfolk, Va., and was received by Patrick Henry, James Monroe and other American patriots. He immediately made himself subject to the only bishop in the United States at the time, the Most Rev. John Carroll of Baltimore, and continued his spiritual labors in the vicinity of Norfolk until 1792, when he was transferred to a pastorate in Frederick, Md. Among his missions were the church in Emmitsburg and the chapel maintained by the Elder family, who, to escape religious persecution, had left southern Maryland in 1728 and settled in the area about three miles south of Emmitsburg, which they named Saint Mary's Mount.

Soon after his arrival, Father DuBois opened his first school for the children in the neighborhood and later accommodated boarding students who sought admission.

In 1805, when the congregation outgrew the little chapel in the Elder homestead, Father DuBois bought land, built a church, and purchased 64 acres of land to begin construction of a college. At the end of the first school year in 1809, the student body numbered 50 young men.

Thus began the actual academic organization of Mount St. Mary's University. The institution was dedicated to the honor of the Mother of God, for whom Father DuBois always cherished a special devotion, and to memorialize the name of Saint Mary's Mount, which had been given to the locality by the early settlers.

In 1830, the college received its first charter from the legislature of the state of Maryland. The charter was revised in 1838 and has been amended several times since that date.

Mount St. Mary's Seminary was established by Father John DuBois at the same time that he founded the college, and the history of this combined institution is closely interwoven with the history of the Catholic Church in the United States after the establishment of the American hierarchy. Numbered among the sons of the seminary are the first American cardinal, John Cardinal McCloskey of New York, Archbishops Hughes, Purcell, Elder, Corrigan, and Seton, and many bishops and priests.

In 1972, the college opened its doors to its first female students; in 1999, the college began offering degree completion programs for non-traditional undergraduate students in Frederick, Md.; in 2004, the college became a university; in 2008, the university celebrated its 200th birthday; and in July of 2009, instituted a College of Liberal Arts, School of Business, School of Education and Human Services, and a School of Natural Science and Mathematics.

Academic Program

GRADUATE DEGREE PROGRAMS

Mount St. Mary's University offers graduate degree programs in the fields of business, education, philosophy, and biotechnology and management through the School of Business, School of Education and Human Services, College of Liberal Arts, and School of Natural Science and Mathematics, respectively. Each program has unique admissions requirements and curricula. In the field of business, the Mount offers the Master of Business Administration, Emerging Leaders MBA, Master of Health Administration, and certificates in Project Management, Organizational Development, Logistics and Supply Chain Management, and Government Contracting. In the field of science, the new Master of Biotechnology and Management is offered. In education, the Master of Education, Master of Arts in Teaching, and Certificate of Advanced Study in Reading are offered. In philosophy, the Master of Arts in Philosophical Studies is offered.

Financial Information

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

Direct Student Loans

Students receiving federal financial aid must make satisfactory academic progress towards completion of a certificate or degree if their aid is to be processed or continued. The general rule is that students must complete with passing grades at least 75 percent of the credits they attempt. All courses ever attempted at the university are considered when calculating satisfactory progress, even though the student may not have received aid for prior courses. The rate is calculated by dividing credits earned by credits attempted.

If, after completion of the second or subsequent semester of enrollment, a student receiving aid falls below the minimum rate of 75 percent satisfactory completion of courses, aid will be discontinued. Aid will be reinstated only after the student's completion rate is 75 percent or above and the student requests reinstatement in writing.

Students who believe that unusual circumstances have caused their failure to make satisfactory progress may petition in writing the Financial Aid Committee, which will make a decision about eligibility for additional aid.

The maximum period for which a student may receive any federal aid is 150% of the published length of an academic program.

WITHDRAWAL AND REFUND OF FINANCIAL AID

Financial aid recipients who withdraw from all of their classes during a term will be subject to federal refund policies, which are different from the university's refund policy. The amount of aid earned is determined by a pro rata calculation, multiplying the percentage of the academic term the student has completed by the total amount of federal aid disbursed to the student. If the academic term is more than 60 percent complete, the student has earned 100 percent of the aid.

DIRECT STUDENT LOANS

Most students enrolled in the graduate programs are eligible to borrow up to their Cost of Attendance, i.e., tuition and fees plus allowances for room and board, books, transportation, and spending money. These allowances are established by the financial aid office at the beginning of each academic year. The following steps are necessary in applying for the Direct Loan:

- 1. Complete the Free Application for Federal Student Aid (FAFSA).** This form should be completed electronically at www.fafsa.ed.gov. The Mount's Title IV school code is 002086. Please understand that this form must be sent to a federal processing center and can take up to a week to be processed; thus it needs to be completed as soon as possible prior to the term. The FAFSA needs to be completed each academic year.
- 2. Complete the Direct Loan Master Promissory Note.** First-time borrowers must complete a Master Promissory Note at www.studentloans.gov.
- 3. Complete the Direct Loan Certification Form.** This form is mailed with the student's financial aid award letter. It must be completed each semester that the student wishes to borrow a Direct Student Loan. It can also be downloaded from the financial aid office's website at www.msmary.edu/financialaid.
4. Direct Loan funds are disbursed directly to the University's Office of Accounting and Finance in two equal installments (one at the beginning of the term and one at the term's mid-point). If the funds create a credit on the student's account, the Office of Accounting and Finance will issue a Mount St. Mary's University check to the student for the amount of the overage. Students should not expect to receive the full refund until the loan has been fully disbursed at the term's mid-point.

VETERANS BENEFITS

Veterans who are eligible to receive education benefits should inform the university registrar, who serves as the veterans certifying official.

Registrar
 Mount St. Mary's University
 16300 Old Emmitsburg Road
 Emmitsburg, MD 21727-7796
 Phone: 301-447-5215
 Email: registrar@msmary.edu

NON-PAYMENT

Students who are delinquent in paying their account will be removed from registered courses until such time as their account is settled. In such cases, students are at risk of losing a seat in class should enrollment reach capacity. It is the student's responsibility to make sure his or her account is up-to-date and all financial obligations have been met.

Upon non-payment, Mount St. Mary's University may declare any remaining balance due and payable. In the event a student account is referred to an attorney for collection through legal proceedings or otherwise, the student will be responsible to pay reasonable collection costs and fees, attorney's fees, court costs, and other related costs to Mount St. Mary's University. Default interest shall accrue at the rate of one and one-half percent (1.5%) per month (18% APR) from the date of default until the date of payment, and shall be the rate of interest applicable in any judgement. A transcript release hold will be applied to the student record. Transcripts will not be released until the debt is paid in full.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are awarded annually. Graduate assistants normally work 15 hours per week throughout the year (June 1 to May 31) or 20 hours per week during the academic year (August to May) in addition to being students. In return for the aforementioned work, the student is compensated with a stipend and tuition remission for up to seven graduate courses per academic year.

Qualified graduate students with excellent academic credentials are encouraged to apply before April 1st. To be eligible for an assistantship, all admission criteria must be satisfied and the student must be accepted into the graduate program.

Graduate assistant positions are available in the College of Liberal Arts, Schools of Business, Education and Human Services, and Natural Science and Mathematics as well as other offices on campus including the Office of Academic Affairs, Frederick Campus and Conference Center, Office of University Communications, Institutional Research, Learning Services, Residence Life, and Dean of Students. Students should apply to the Provost's Office to be considered.

Graduate Course Policies

CLASS CAPS

A “cap” is established for each class based on the nature of the course and/or the size of the classroom. Classes are usually filled on a first-come, first-served basis (date registration is received). Should a class reach capacity, the course may be closed to those students who register after the cap has been reached.

In some cases, a closed course may be split into two sections to accommodate students, with a likely change in class day and instructor. Preference in registration will be given to students who are not employees of Mount St. Mary's University.

COURSE LOAD

Students may not register for more than six credits per session, or 12 credits per semester (not including mini-courses or teacher internships). To be considered “full-time,” a student must be registered for a minimum of nine credits in a semester.

CLASS ATTENDANCE

All instructors are free to determine attendance regulations to govern the courses they teach. Any absence or tardiness will be handled between the instructor and student involved. As a general rule, most students find it difficult to succeed in a course when more than one class session is missed.

COURSE REGISTRATION

The Registrar's Office handles registration for all graduate students. You may register one of the following ways:

- 1. Fill out the online form** at: www.msmary.edu/mountgrad, which will submit an e-mail to the Registrar's Office.
- 2. Download a Registration Form** at: www.msmary.edu/mountgrad and either mail, fax, or scan it to the Registrar's Office.

1600 Old Emmitsburg Road
Office of the Registrar
Emmitsburg, MD 21727
registrar@msmary.edu
Fax- 301-447-5811

- 3. Stop by the Registrar's Office** in person and fill out a registration form.

UNIT OF INSTRUCTION

Mount St. Mary's University follows the U.S. Department of Education definition of a credit hour as found in 34 CFR 600.2.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Graduate Academic Policies

GRADING SYSTEM

Grades and their point values are as follows:

GRADE	QUALITY POINTS	GRADE	QUALITY POINTS
A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	F	0.00
B-	2.67		

The highest passing grade of A is awarded for distinguished course work. The low passing grade of C- is awarded for work that is minimally acceptable at the graduate level in business. For education, the low passing grade of C is awarded for work that is minimally acceptable at the graduate level. D grades are not awarded nor are they accepted in required undergraduate courses. The failing grade of F is given for work that is unsatisfactory.

STANDARDS OF ACADEMIC INTEGRITY

An academic community must operate with complete openness, honesty, and integrity. Responsibility for maintaining this atmosphere lies with the students, faculty, and administration. Therefore, the achievement of personal and academic goals through dishonest means will not be tolerated.

Academic misconduct includes but is not limited to:

- A. Cheating:** The unauthorized use or exchange of information before or during a quiz, test, or semester examination is prohibited. Unauthorized collaboration on a class assignment, submitting the same work in two courses without the professor's permission, and buying or selling work for a course are also forms of cheating.
- B. Plagiarism:** The representation of words or ideas as one's own is prohibited. The various forms of plagiarism include, but are not limited to, copying homework, falsifying lab reports, submitting papers containing material written by another person, and failing to document in one's written assignment words secured from publications or other sources.
- C. Providing or receiving assistance in a manner not authorized by the professor** in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement.
- D. Doing unauthorized academic work** for which another person will receive credit or be evaluated.
- E. Attempting to influence one's academic evaluation** by means other than academic achievement or merit.
- F. Misconduct assistance:** Cooperation with another in an act of academic misconduct is not tolerated. A student who writes a paper or does an assignment for another student is an accomplice and will be held accountable just as severely as the other. Any student who knowingly permits another to copy from his or her own paper, examination, or project shall be held as accountable as the student who submits the copied material. Students are expected to safeguard their work and should not share papers, projects, or homework with other students unless specifically directed to by their professors.

Penalties for Academic Misconduct

Penalties for any infraction are cumulative in that they are imposed in light of a student's record at Mount St. Mary's. The minimum penalty for the first offense will be a grade of zero for the assignment or examination; an instructor may impose a more severe penalty if circumstances

warrant it. A second offense will result in a semester grade of failure (F) for the course in which this second incident occurs. The penalty for the third offense may be expulsion from the University.

GRADUATE APPEALS PROCEDURE

Students may appeal charges of academic misconduct, and they may appeal a final course grade. An appeal of a charge regarding academic integrity may be made if the student disputes the charge. A course grade appeal may be submitted only on the grounds that a grading policy is either unclear or has been unfairly applied.

In either case, recourse should be made first to the professor concerned, and then to the program director (i.e., MBA, Education). A student wishing to pursue the matter further must register a written appeal with the Dean no later than the fourth week of the session following the posting of the grade or the academic misconduct charge. After receiving an appeal, the Dean will ask the chair of the Graduate Academic Committee (GAC) to convene the Graduate Appeals Board, a standing subcommittee of the GAC. This board consists of two graduate students, two faculty members and the chair of the GAC. Both student and faculty membership are appointed by the chair of the GAC for the period running June 1-May 31. Only three members of the Graduate Appeals Board are required to hear an appeal (one graduate student, one faculty member, and the chair of the GAC). Once the chair of the GAC is asked to convene the Graduate Appeals Board, the board has 60 days to determine whether an appeal is warranted.

Once the Graduate Appeals Board is convened, a simple majority vote of the board will determine whether an appeal is warranted. If the board decides to hear an appeal, it may invite testimony from the student and/or the faculty member involved in the case and may, at its discretion, solicit other pertinent information. Decisions in appeals hearings will be made by majority vote. Once the board determines that an appeal is warranted, it has 90 days to render a final decision. If this deadline is not met, the appeal will go automatically to the Associate Provost for a final decision.

The board's decision may be appealed to the Associate Provost. The decision of the Associate Provost is final. Both the Associate Provost and the Graduate Appeals Board are responsible for ensuring that the process is followed correctly and that all evidence is examined thoroughly, confidentially, and in as timely a fashion as reasonably possible (this ordinarily means no later than the end of the semester following the semester in which the appeal was initiated).

APPEAL SEQUENCE

Professor →	Program Director →	Dean →	Graduate Appeals Board →	Associate Provost →
Negotiation	Mediation	Formal Documentation	Decision	Appeal/Final Decision

REPEATING A COURSE

Students may retake any course in the graduate programs. If a student retakes a course, the original grade will continue to appear on the transcript, but in the computation of the cumulative grade point average the new grade will replace the original. This policy will apply regardless of whether the new grade is higher or lower than the first.

If a student repeats a course that was originally passed (with a grade of C- or better), no additional credits will be earned.

AUDITING A COURSE

Students may audit a graduate-level course under the following conditions:

- there must be space available
- the student must hold at least a bachelor's degree
- permission must be granted by the program director
- a course registration form must be submitted to the program director, with the letters AU noted in lieu of credit hours

The charge for auditing a graduate course is \$75 per credit. An audit symbol will be recorded on the student's transcript and cannot subsequently be changed to a letter grade.

ACADEMIC PROBATION

Should a student's cumulative grade point average (GPA) fall below 3.0, he or she may be placed on academic probation until such time as his or her cumulative GPA rises to 3.0 or above. Students who do not maintain a minimum cumulative GPA of 3.0 for two or more sessions may be academically dismissed from the program at the sole discretion of the program director.

All academic dismissals are final and may not be appealed.

INCOMPLETE GRADES

A designation of I (Incomplete) may be assigned at the discretion of the instructor and the program director if circumstances prevent the graduate student from completing a course on time. An I becomes an F and is entered as such on the official transcript if the Incomplete is not removed by the end of the semester following the one in which the Incomplete was assigned. In extreme circumstances, a student may request an extension of the Incomplete. Students who do not satisfy the Incomplete must re-register for the course.

FAILING GRADES

A student is permitted one failing grade (F, FA, or I converted to F). Two failing grades on a transcript will typically result in academic dismissal from the program.

DROP/ADD POLICY

Any course dropped during the week before classes begin or during the drop/add period will be assessed a \$25 fee. For 15-week courses, students may drop and add courses without academic penalty through the first two weeks of classes. If a student drops/adds prior to the first class there is a 100% refund; after the first class meeting—80%; beyond the second class meeting—no refund.

For 5 and 8-week courses, students may drop/add a class through the first week of classes. If a student drops prior to the first class, there is a 100% refund; after the first class meeting—80%; beyond the first week there is no refund.

Drop/Add forms are available online at www.msmary.edu/mountgrad and must be signed by the course instructor and the program director.

COURSE WITHDRAWAL POLICY

For 15-week courses, students who seek to withdraw from a course after the add/drop period closes must submit to the program director a withdrawal form signed by the instructor of the course in question. Withdrawal from class after the end of the 10th week is allowed only in cases of serious illness or other emergencies and must be approved by the program director. No adjustment in tuition (full- or part-time) is made as a result of withdrawal from a class. A grade of W will appear on the student's transcript.

For 5 and 8-week courses, students may withdraw from a course during the first three weeks of any session. In such cases, a grade of W is entered on the student's record. "Withdraw" after the first three weeks of a 5 or 8-week course is normally reserved for cases of serious illness or other emergencies.

“Withdraw” requests must be received in writing to be considered official. Failure to attend a class session does not constitute a withdrawal. A withdrawal is effective the date it is received by the Registrar’s office.

WITHDRAWAL FROM THE PROGRAM/INACTIVITY

If a student finds it necessary to withdraw permanently from a graduate program, he or she should notify the program director in writing. A student is not officially withdrawn from the graduate program until the student receives written confirmation that his/her letter has been received by the program director.

If a student plans to temporarily withdraw from the program for a period of two years or less, no action is necessary. Provided the student is in good academic standing, he or she may re-enroll in classes at any time.

If a student chooses to remain inactive for a period of two or more years, without notifying the program director in writing, the student’s status will be converted to “withdrawn.” After such time, he or she will be required to re-apply for admission and will be subject to any changes in the curriculum that may have occurred in his or her absence.

GRADUATION

Degrees are awarded in May, September, and December. Students who complete their degree requirements during the summer semester are provided with a “certificate of degree completion” from the Registrar; their diplomas are issued the following December. There is one commencement ceremony in May.

An Intent to Graduate form should be completed by January 31 of the graduation year for those expecting to graduate in May. If you expect to graduate in September, please complete the Intent to Graduate form by July 15 of the graduation year. If you expect to graduate in December, please complete the Intent to Graduate form by August 31 of the graduation year. Forms are available from each school or college office and must be completed and submitted to the Registrar’s Office in order to participate. Official graduation documents, including a diploma order form, are mailed to each candidate by the Registrar’s office.

GRADUATION WITH DISTINCTION

Graduate degrees conferred by the University are awarded with distinction for exceptional quality. Graduation with distinction is awarded to those students who earn a cumulative graduate grade point average of 4.0.

VISITING STUDENTS

Visiting students are those enrolled in graduate programs at other colleges. In order to attend classes at the Mount, visiting students should:

- Complete an application for admission.
- Request a “letter of good standing” from the college or university you are currently enrolled in or submit official undergraduate transcripts to the graduate program office.

INTERNATIONAL STUDENTS

Mount St. Mary’s seeks and encourages the cultural diversity that international students bring to programs.

- Prior to being eligible for admission, all non-U.S. citizen students must have achieved a score of 83 (web-based test) or 213 (computer-based) on the TOEFL (Test of English as a Foreign Language). Please submit copies of scores and have official results sent directly from the testing agency.
- Please submit certified copies in English translation from World Education Services (www.wes.org), or an equivalent service, of college/university transcripts.
- Complete an International Student Information Sheet so that Mount St. Mary’s can process the I-20 form. More information about international students’ rights and responsibilities can be found on the Mount’s website at www.msmary.edu/internationalstudents.

General Information

IDENTIFICATION CARDS

The MOUNTcard is a multifunctional campus ID card. It is the official photo ID for the Mount. All students (undergraduate and graduate) are issued a card. The card serves the following functions: library card, use of the Knott Athletic Recreation and Convocation Complex, entrance to athletic events, option of opening a prepaid debit account for spending on the main campus, and badge access to the Frederick campus during student hours.

The MOUNTcard office is located in the lower level of McGowan Hall on the main campus in Emmitsburg, Md. Please call 301-447-5348 for more information or to schedule an appointment to receive a card. Photos may also be taken in Frederick. Inquire at the front information desk at the Frederick campus for details.

EMERGENCY OR CLASS CANCELLATIONS

Students are encouraged to sign up to the Mount Alert system (www.msmary.edu/mymountalert) to receive messages on class cancellation or emergencies. In the event of severe weather, students can also contact the weather line at 301-447-5777 or listen to area radio stations for announcements. Please note that it is possible for one location to close while another remains open. Students taking classes at the Frederick Campus will generally receive an e-mail or announcement from their professor of a class cancellation. Students can also call the Frederick Campus at 301-682-8315.

VEHICLE REGISTRATION

When at the main campus in Emmitsburg, please register your vehicle in person with Public Safety (the small white building located at the main entrance to campus). There is no cost for vehicle registration. While the Office of Public Safety is open around the clock, normal business hours are 8:30 a.m. to 12:00 noon and 1:00 to 5:00 p.m., Monday through Friday. Public Safety personnel are still able to issue temporary parking permits outside of normal business hours.

Unless otherwise directed, commuting graduate students may park in lot 10, next to the Memorial Gym, and in lot 8, near the Apartments and the main campus entrance, across Annandale Road from the Office of Public Safety/Visitor's Center. Resident graduate students are permitted to park in lot 7 (Bicentennial Hall), lot 10 (Memorial Gym) or in the lots adjacent to the Graduate House on East Campus. If you have any questions regarding parking or similar matters, contact Public Safety at 301-447-5210.

OBTAINING OFFICIAL MOUNT ST. MARY'S GRADUATE TRANSCRIPTS

Official transcripts will be provided to schools, employers or to the individual at no cost. Transcripts can be issued in either paper or electronic format.

Written request must be made for each transcript. The request will be made online at www.msmary.edu/transcript.

No request can be honored until the financial account has been cleared by the Finance Office. Requests will be processed as expeditiously as possible; however, a minimum of five working days should be allowed for processing. During examination periods, registration, and the two-week period immediately before and after the end of semesters, there may be an additional delay.

Students who need a paper copy of their transcript more quickly may submit a rush transcript request. These requests can be processed and mailed within 24 hours of the request, provided there are no extenuating circumstances (such as unpaid bills). The charge for a rush transcript is \$25 and must be paid at the time of request.

CONFIDENTIALITY OF STUDENT RECORDS

The graduate programs abide by the provisions of the Family Educational Rights and Privacy Act of 1974. Under this act, no unauthorized individuals are allowed to see a student's record without the written permission of the student.

GRADUATE STUDENT REPRESENTATION

Each year, representatives from the University graduate programs are appointed to serve on the following campus committees:

Mount Council

Advises the president on matters placed before the council by the president or members of the council. Coordinates all planning activities, reviews annual operating budgets, recommends policies and practices of governing the Mount, and serves as a communication vehicle to various Mount constituencies.

University Life Committee

University-wide committee primarily concerned with maintaining and improving the quality of campus life. Charged with reviewing and recommending policies and programs that enhance the intellectual, spiritual, social, physical, and emotional development of the student.

Graduate Academic Committee

Faculty committee primarily concerned with graduate academic standards, rights, and responsibilities of graduate students, and the academic policies governing graduate academic programs.

Technology Advisory Committee

Advises the president, the other executive officers, and the directors of technical services and user services on the implementation of technology to support the objectives of the University including the seminary. Also serves an educational purpose as the vehicle through which information on technology-related matters is disseminated campuswide through its representatives.

Facilities and Services

MOUNT WEB PORTAL

The Mount Portal (www.portal.msmary.edu) allows students to view their grades, print unofficial transcripts, edit personal information, view account balances, and make online payments of tuition and fees.

Interactive course pages are available through Moodle (www.moodle.msmary.edu), our web-based learning management system. Here students can access course material, submit assignments, participate in discussion forums, and take tests.

To access both sites, students must have a Mount email account (login and password are mailed to students upon registering for their first class). Mount email is the official outlet for student-to-professor correspondence. Students may retain their email account for life.

For more information, contact the Mount's information technology department at 301-447-5220.

INFORMATION TECHNOLOGY

Free access to electronic mail and the Internet is provided campuswide via high-speed cable and wireless access. Five public and departmental labs with 100 PCs are available, as well as facilities such as the Verizon tele-classroom.

The Mount's website (www.msmary.edu) provides access to the university's campuswide information system, including the Mount Portal (see above).

Standard software used on campus includes Windows and the Microsoft Office Suite (Word, Excel, and PowerPoint). Students needing technical assistance may call the help desk at 301-447-5220 or email help@msmary.edu.

ACADEMIC ADVISING

The directors and staff of the graduate programs are available to assist students in course selection and degree planning. Contact the Frederick Campus at 301-682-8315 for more information.

Advising is available in person in Emmitsburg or Frederick, over the phone, or via email.

LIBRARY

The Monsignor Hugh J. Phillips Library on the main campus in Emmitsburg provides resources and facilities for study and research by graduate and undergraduate students, faculty, and visiting scholars. The book collection contains more than 175,000 volumes. In addition, there are some 700,000 volumes from the member libraries of the Maryland Interlibrary Consortium available free to Mount students through a daily courier delivery system. Interlibrary loan service is also provided to supplement the current collection. Similar partnerships include a membership with Catholic Research Resources Alliance, which provides a digital archives collection, the Maryland Independent College and University Association, which provides students and faculty access to the collections of each MICUA member library, and OCLC, the world's largest cooperative network.

The library subscribes to some 900 literary, scientific, and professional journals, and in addition provides access to thousands of magazine, newspaper, and scholarly journal titles through online databases. Among those databases, available at no additional cost to library patrons, are the Consortium libraries' online catalog (Voyager), ERIC, ProQuest's Full Text Education Journals, EBSCO Host's Academic Search Premier, PsychINFO, and LEXIS-NEXIS. Audiovisual media are available to individuals and groups.

For education students, a selection of children's literature and professional resources for use in lesson and unit planning is available on the lower level of the Phillips Library.

THE WRITING CENTER

The university's award-winning Writing Center, located in the lower level of the Knott Academic Center on the main campus, assists students in developing their skills in writing analytically and critically. Available to students from all disciplines at all levels of skill, the center offers instruction in a variety of forms: tutorials, short courses, and workshops. Tutors are trained to help in every step of the writing process, including brainstorming, drafting, revising, and editing. The center is open 8:00 a.m. to 5:00 p.m. Evening "drop-in" hours are available on the main floor of Phillips Library on the main campus Sunday through Thursday evenings. Contact the Writing Center at 301-447-5367.

THE CAREER CENTER

The Mount's Career Center offers a comprehensive program to assist graduate students and alumni in addressing career concerns and options to be successful in today's global economy. Services include career counseling, self-assessment inventories, assistance with résumé and interview preparation, on-campus interviews, job fairs, and other job search strategies. The center is located on the main campus on the second floor of McGowan Hall.

Phone: 301-447-5202

Fax: 301-447-5243

Email: career-center@msmary.edu

LEARNING SERVICES

The Department of Learning Services provides academic support to students, focusing on study skill development and tutorial services designed to build academic success. Contact 301-447-5006 for more information.

Study Skills

Students participate in one-on-one sessions on topics such as time management, organization, note taking, test taking, and learning and memory strategies.

Peer Tutoring

As a supplement to regular class work, students may elect to work with trained, faculty-recommended peer tutors who have been certified through the College Reading and Learning Association. Peer tutors help students master course content, prepare for exams, and develop note taking and reading strategies.

Disability Services

Mount St. Mary's University recognizes that students with documented disabilities are entitled to reasonable accommodations and appropriate academic adjustments as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Current and valid documentation of disability, including functional limitations and impact on academic performance, is required. Students with disabilities should contact the director of learning services to discuss eligibility for services.

BOOKSTORE

Books can be shipped by request from main campus to the Frederick Campus. Students may purchase textbooks in several ways:

- **Phone:** 301-447-5271
- **Fax:** 301-447-5629
- **Via secure email:** sm344@bncollege.com
- **Visit the bookstore** on the Mount St. Mary's campus in Emmitsburg

Orders may be paid for by credit card or check. The bookstore's website is www.msmary.edu/bookstore.

Master of Business Administration Program

OVERVIEW

Mount St. Mary's Master of Business Administration (MBA) program has a tradition of educational excellence. For more than 40 years, the Mount has been meeting the needs of working professionals who must balance the competing requirements of graduate school, career, and family. By providing quality education in an adult-friendly learning environment with state-of-the-art resources, the Mount continues its longstanding service to the surrounding communities.

The Mount MBA program, offering accelerated evening classes, promotes professional and personal growth in a challenging yet friendly atmosphere. The University places the highest emphasis on teaching and on the value of close student-faculty relationships both in and out of the classroom. The program is designed primarily for part-time adult students who live and work in the surrounding community; however, full-time study is available.

The Master of Business Administration degree requires the successful completion of 37 credit hours comprising 31 credit hours in core courses and 6 credit hours in elective courses.

Mount St. Mary's believes that its liberal arts tradition and management focus prepare students to assume leadership roles in society.

ACCREDITATION

Mount St. Mary's is fully accredited by the Commission on Higher Education Middle States Association of Colleges and Schools, as well as the Maryland Higher Education Commission.

Mount St. Mary's University has earned specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:

- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Bachelor of Science in Sport Management
- Master of Business Administration



PROGRAM OBJECTIVES

Students who complete the MBA program will:

- Develop technical skills and knowledge in the field of business in order to advance in the workforce.
- Obtain effective oral and written communication skills through contemporary technologies.
- Understanding of the complexities operating in a global setting.
- Recognize and evaluate complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and generation of recommendations for decision-making and strategic planning.
- Articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.
- Demonstrate knowledge of the personal calling of business professionals to lives of purpose and service and to meeting the highest standards of personal integrity.

RICHARD J. BOLTE, SR.
SCHOOL OF BUSINESS
Dean: Karl W. Einolf, PhD
einolf@msmary.edu

Director of Graduate Business Programs: Deborah Powell,
dpowell@msmary.edu

✉ 5350 Spectrum Drive
Frederick, MD 21703

📞 301-447-5396
301-447-5335 fax

MBA ADMISSION REQUIREMENTS

Candidates for admission into the MBA program must have completed a Bachelor's degree and must satisfy at least one of the following criteria:

- 2.75 minimum cumulative undergraduate grade point average (GPA)

OR

- 5 full years of relevant, professional business experience (résumé required)

OR

- 500 minimum score on the Graduate Management Admission Test (GMAT); visit www.gmat.org for details on exam requirements and testing locations

Application Process

Applications for admission are accepted year-round and are reviewed on a rolling basis. Please plan to apply **at least** six weeks before the date you wish to begin classes. Late applications are accepted on a case-by-case basis.

- Complete application for admission (available from the MBA office or online at www.msmary.edu/mba).
- Attach current résumé or brief statement, in essay form, describing your professional experience and career objectives.
- Include application fee of \$35 U.S. dollars (nonrefundable); make checks payable to *Mount St. Mary's University*.
- Request copies of official transcripts from all schools attended after high school. Official copies should be sent directly to the MBA office.
- If GMAT is required, submit copy of test scores. Arrange to have official scores sent directly to the MBA office.
- Non-U.S. citizens – Please refer to section on “International Students” on page 13 for additional requirements.

Admission Status

- **Full Admit:** Applicants who satisfy at least one of the three criteria stated above are granted full admission to graduate study.
- **Provisional Admit:** A student who does not fulfill admission requirements but who shows promise as a graduate student may be granted a provisional admission. This status allows the student to complete up to nine graduate credits, and full admission is awarded upon the successful completion of nine graduate credits with a grade of “B” or better in each course.

UNDERGRADUATE PREREQUISITES

Certain MBA courses require prior completion of undergraduate-level classes with a minimum grade of “C-.”

- Accounting I (3 credits) and Accounting II (3 credits), prerequisites for MBA 503
- Finance (3 credits), prerequisites for MBA 509
- Principles of Microeconomics (3 credits), prerequisites for MBA 504
- Statistics (3 credits), prerequisites for MBA 506

If you have not completed these prerequisites or desire a “refresher,” the Mount offers “mini-courses” to meet your needs. See page 36.

Students should have a working knowledge of Microsoft Office.

Students may take selected MBA courses before completing undergraduate prerequisites, including MBA 501, 505, 511, and 518.

MBA TUITION (2014-15 ACADEMIC YEAR)

MBA	\$569 per credit
MBA Mini courses	\$372 per course

TRANSFER OF GRADUATE CREDITS

Students may transfer a maximum of nine semester hours of graduate-level credit from another accredited institution, subject to approval by the program director. A maximum of three transfer credits may be applied toward a certificate.

- Transfer courses should be compatible with the graduate program curriculum.
- Students must have earned a grade of at least B in each course being considered for transfer credit.
- Non-academic courses (seminars, workshops, symposiums, etc.) are not acceptable as graduate transfer credit.
- Grades earned in transferred courses are not calculated in the student's grade point average.

How to Request Transfer Credit

- Request an application for transfer credit from the MBA office.
- Request official transcripts from the institution(s) from which you earned the credits.
- Submit an official catalog course description and/or syllabus for course(s) you wish to be considered.

DEGREE AND CERTIFICATE REQUIREMENTS

Students are responsible for ensuring that all of the following graduation requirements have been satisfied:

- Completion of all undergraduate prerequisites and a minimum of 37 graduate hours comprising required core courses and electives. For certificate programs, students must complete 15 graduate hours of required courses.
- A cumulative GPA of at least 3.00.
- Completion of all required courses within the five-year time limit.

Requests for time extensions must be submitted in writing and may be granted at the discretion of the program director. No foreign language or comprehensive examination is required.

COURSE WAIVERS

If a student has a strong undergraduate background or significant professional experiences in a field, he or she may request to have a core course waived by the director. A waiver is not an award of credit, but it permits the student to substitute an approved higher-level course in place of the core requirement. Waivers are awarded to strengthen a student's academic program.

Students interested in pursuing a course waiver may request an application for waiver from the program director.

ACADEMIC SESSIONS

Each academic semester comprises two parts: Session I and Session II. Sessions occur on a year-round basis, with six academic sessions per year with courses offered on an accelerated basis, meeting one night a week, 6 – 9:30 p.m., over 8 weeks.

Fall Semester: Fall I Session and Fall II Session

Spring Semester: Spring I Session and Spring II Session

Summer Semester: Summer I Session and Summer II Session

Classes require readings or assignments to be completed before the first class meeting.

ETHICAL STANDARDS

Mount St. Mary's University believes that ethical conflicts and choices are inherent in business decision making. Proper ethical behavior exists on a plane above the law, and managers should be familiar with a host of situations involving the application of ethical standards. The discussion of business cases or situations having ethical implications is an important part of the Mount St. Mary's Master of Business Administration Program.

Because of the nature of Mount St. Mary's and its commitment to moral/ethical standards, ethical considerations are a visible part of many of the courses. Faculty include an identifiable component on the application of ethical principles in our core courses. We believe the nature of the University

requires that Mount St. Mary's offer insight to managers on how to deal with ethical business issues.

MBA CORE COURSES (31 CREDITS)

Refer to course descriptions on page 26 for prerequisites.

MBA 501	Management Skills Development (3 credits)*
MBA 503	Financial Reporting and Control (3 credits)
MBA 504	Global Business and Economics (3 credits)
MBA 505	Strategic Marketing (3 credits)
MBA 506	Quantitative and Statistical Methods for Managers (3 credits)
MBA 509	Financial Analysis (3 credits)
MBA 516	Organization Theory and Management Practice (3 credits)
MBA 518	Management and Information Technology (3 credits)
MBA 519	Strategic Analysis and Integrated Decision Theory (4 credits)**
MBA 536	Business Ethics and Social Responsibility (3 credits)***

* MBA 501 should be taken as one of the first three courses in the program.

** MBA 519 carries credit-hour prerequisites and should be taken toward the end of the program.

*** MBA 536 requires a minimum of 18 graduate hours and all prerequisites.

Note: Students must complete an additional six credits of electives.

MBA Concentrations

Students may choose a concentration in finance, management, or marketing. A concentration consists of 13 credit hours including the core course in the concentration area, two electives in the concentration area, and the 4-credit MBA 519 with a special assignment in the concentration area. A formal declaration of concentration is required at, or before, the completion of 18 credits.

Alternatively, students may choose to follow a general MBA curriculum and enroll in two electives that do not fall under a single concentration area.

MBA Concentration Courses

Please refer to course descriptions beginning on page 17 for prerequisites.

Finance

A finance concentration consists of MBA 509, any two of the following electives, and MBA 519 including a one-credit assignment in finance.

MBA 520	Cases in Financial Statement Evaluation and Analysis (3 credits)
MBA 542	Cases in Financial Markets, Institutions and Policy (3 credits)
MBA 545	Cases in Financial Management (3 credits)
MBA 576	Cases in Investment Management (3 credits)

Management

A management concentration consists of MBA 516, any two of the following electives, and MBA 519 including a one-credit assignment in management.

MBA 530	Cases in Leading the Culturally Diverse Workforce (3 credits)
MBA 533	Cases in Personnel and Human Resource Management (3 credits)
MBA 535	Cases in Organizational Structure, Design, and Culture (3 credits)
MBA 538	Cases in Organizational Behavior (3 credits)
MBA 590	Cases in Leadership (3 credits)

Marketing

A marketing concentration consists of MBA 505, any two of the following electives, and MBA 519 including a one-credit assignment in marketing.

MBA 577	Marketing Management (3 credits)
MBA 581	Marketing Research (3 credits)
MBA 582	Advertising and Mass Communications (3 credits)

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Project Management is one of the top ten technology skills in demand and an area in which companies are currently hiring, even in the current economy. Evolving trends show an increased demand for quality products and services, requiring a disciplined approach to managing projects. Federal agencies are increasingly specifying in Requests for Proposals that organizations have certified project managers on their staff. This certificate program will help to prepare you for the Project Management Institute's Project Management Professional exam. All Project Management certificate courses are offered as a cohort at the Frederick Campus.

The certificate program consists of five graduate courses. These five courses (15 academic credits) can also be applied toward an MBA degree, if a student chooses to complete seven additional courses (22 academic credits). A formal declaration of intent to pursue the MBA is required if a student chooses to pursue the MBA after completing the project management certificate.

Project Management Certificate Courses (15 credits)

A student may earn a graduate certificate in project management by successfully completing the following five courses:

MBA 550	Introduction to Project Management (3 credits)
MBA 551	Project Risk Management (3 credits)
MBA 552	Project Leadership (3 credits)
MBA 555	Project Portfolios (3 credits)
MBA 558	Directed Study (3 credits)

MBA + Project Management Certificate (22 additional credits)

Students wishing to earn an MBA degree must also successfully complete the following courses:

Refer to course descriptions on page 26 for prerequisites.

MBA 503	Financial Reporting and Control (3 credits)
MBA 504	Managerial Economics (3 credits)
MBA 505	Strategic Marketing (3 credits)
MBA 509	Financial Analysis (3 credits)
MBA 516	Organization Theory and Management Practice (3 credits)
MBA 519	Strategic Analysis and Integrated Decision Theory (4 credits)*
MBA 536	Business Ethics and Social Responsibility (3 credits)**

* MBA 519 carries credit-hour prerequisites and should be taken toward the end of the program.

** MBA 536 requires a minimum of 18 graduate hours and all prerequisites.

GRADUATE CERTIFICATE IN ORGANIZATIONAL DEVELOPMENT

In today's competitive economy, organizations need to understand the process and dynamics of change to keep pace with the rapidly changing landscape. This certificate in Organizational Development provides the knowledge, skills, and abilities to enable organizations to improve their effectiveness, enhance performance, and develop their employees at all levels. All Organizational Development certificate courses are offered as a cohort at the Frederick Campus.

The certificate program consists of five graduate courses. These five courses (15 academic credits)

can be applied toward an MBA degree, if a student chooses to complete seven additional courses (22 academic credits). A formal declaration of intent to pursue the MBA is required if a student chooses to pursue the MBA after completing the organizational development certificate.

Organizational Development Certificate Courses (15 Credits)

A student may earn a graduate certificate in organizational development by successfully completing the following five courses:

MBA 560	Individual Assessment and Development (3 credits)
MBA 561	Understanding Systems, Culture, and Change (3 credits)
MBA 562	Consulting and Facilitation Skills (3 credits)
MBA 563	Organizational Assessment and Intervention (3 credits)
MBA 564	Feedback and Integration (3 credits)

MBA + Organizational Development Certificate (22 additional credits)

Students wishing to earn an MBA degree must also successfully complete the following courses:

Refer to course descriptions on page 21-28 for prerequisites.

MBA 503	Financial Reporting and Control (3 credits)
MBA 504	Managerial Economics (3 credits)
MBA 505	Strategic Marketing (3 credits)
MBA 509	Financial Analysis (3 credits)
MBA 518	Management and Information Technology (3 credits)
MBA 519	Strategic Analysis and Integrated Decision Theory (4 credits)*
MBA 536	Business Ethics and Social Responsibility (3 credits)**

* MBA 519 carries credit-hour prerequisites and should be taken toward the end of the program.

** MBA 536 requires a minimum of 18 graduate hours and all prerequisites.

GRADUATE CERTIFICATE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Today's successful Logistics and Supply Chain Management professional thrives on efficiently managing the production and distribution of goods—from supply acquisition to delivery of the finished goods worldwide. Well-trained logisticians and supply chain analysts are highly sought after by successful manufacturers. All Logistics certificate courses are offered as a cohort at the Frederick Campus.

The certificate program consists of five graduate courses. These five courses (15 academic credits) can also be applied toward an MBA degree, if a student chooses to complete seven additional courses (22 academic credits). A formal declaration of intent to pursue the MBA is required if a student chooses to pursue the MBA after completing the logistics and supply chain management certificate.

Logistics and Supply Chain Management Certificate Courses (15 credits)

A student may earn a graduate certificate in project management by successfully completing the following five courses:

MBA 583	Introduction to Logistics & Supply Chain Management (3 credits)
MBA 584	Logistics Information Systems (3 credits)
MBA 585	Global Transport & Distribution (3 credits)
MBA 586	Supply Operations and Warehousing (3 credits)
MBA 587	Advanced Methods for Supply Chain Management and Modeling (3 credits)

MBA + Logistics and Supply Chain Management Certificate (22 additional credits)

Students wishing to earn an MBA degree must also successfully complete the following courses:

Refer to course descriptions on page 26 for prerequisites.

MBA 503	Financial Reporting and Control (3 credits)
MBA 504	Global Business & Economics (3 credits)
MBA 506	Quantitative & Statistical Methods for Managers (3 credits)
MBA 509	Financial Analysis (3 credits)
MBA 516	Organization Theory & Management Practice (3 credits)
MBA 519	Strategic Analysis & Decision Making (4 credits)*
MBA 536	Business Ethics and Social Responsibility (3 credits)**

* MBA 519 carries credit-hour prerequisites and should be taken toward the end of the program.

** MBA 536 requires a minimum of 18 graduate hours and all prerequisites.

GRADUATE CERTIFICATE IN GOVERNMENT CONTRACTING

The federal government relies on its contracting workforce to ensure federal procurement policies and practices provide the maximum value and benefit to the taxpayer. A graduate certificate in Government Contracting will teach you about the rules governing federal contracting and the laws associated with contract compliance, socioeconomic programs, policy making and financial management. All Government Contracting certificate courses are offered as a cohort at the Frederick Campus.

The certificate program consists of five graduate courses. These five courses (15 academic credits) can also be applied toward an MBA degree, if a student chooses to complete seven additional courses (22 academic credits). A formal declaration of intent to pursue the MBA is required if a student chooses to pursue the MBA after completing the government contracting certificate.

Government Contracting Certificate Courses (15 credits)

A student may earn a graduate certificate in project management by successfully completing the following five courses:

MBA 605	Legal Considerations in Contracting (3 credits)
MBA 606	Intermediate Cost and Price Analysis (3 credits)
MBA 607	Source Selection and Administration of Service Contracts (3 credits)
MBA 608	Contract Administration and Negotiation Techniques in a Supply Environment (3 credits)
MBA 609	Contracting for Decision Makers (3 credits)

MBA + Government Contracting Certificate (22 additional credits)

Students wishing to earn an MBA degree must also successfully complete the following courses:

Refer to course descriptions on page 26 for prerequisites.

MBA 503	Financial Reporting and Control (3 credits)
MBA 504	Global Business & Economics (3 credits)
MBA 506	Quantitative & Statistical Methods for Managers (3 credits)
MBA 509	Financial Analysis (3 credits)
MBA 516	Organization Theory and Management Practices (3 credits)
MBA 519	Strategic Analysis & Decision Making (4 credits)*
MBA 536	Business Ethics Course (3 credits)**

* MBA 519 carries credit-hour prerequisites and should be taken toward the end of the program.

** MBA 536 requires a minimum of 18 graduate hours and all prerequisites.

EMERGING LEADERS MBA PROGRAM (ELMBA)

Overview

The Emerging Leaders MBA (ELMBA) is an intensive, one-year weekend program designed for aspiring leaders. The curriculum targets key business concepts and emphasizes practical applications to ensure mastery of effective leadership and decision-making skills. This program is run as a cohort beginning in September of every year. The cohort format facilitates group collaboration and helps establish new professional networks among students. Business executives assist faculty in each course and serve as mentors to students.

ELMBA Admission Requirements

Candidates for admission into the ELMBA program must have completed a Bachelor's degree* and must satisfy the following criteria:

- 3.00 minimum cumulative undergraduate grade point average (GPA)
- 3 to 5 years of relevant, professional business experience (résumé required)
- A letter of recommendation from a senior leader within the applicant's employment/service organization
- Essay in at least 250 words: Describe your leadership experience to date, your academic and professional goals, and how applying to this program will help you fulfill your needs. Please tell us what you hope to gain and what you believe you will contribute to this experience.

*If an applicant does not hold a business or related degree, prerequisites may be required. Refer to undergraduate prerequisites on page 19 and mini-courses on page 37.

ELMBA Core Courses (31 credits)

Refer to MBA Core Courses on page 21.

ELMBA Concentration Courses (6 credits)

This program incorporates a leadership concentration culminating with MBA 590, a capstone leadership course.

MBA 508	Leadership in Organizations (3)
MBA 590	Cases in Leadership (3)

ELMBA Tuition (2014-15 Academic Year)

Total cost	\$31,200*
ELMBA	\$26,000 (tuition)
Fees	\$5,200 (books and meals)

A financing plan is available by contacting the Financial Aid Office at 301-447-5207.

*All books are included in the fees. On both weekends, dinner will be provided on Friday evening. Saturday lunch is also provided for the first weekend.

Academic Sessions for ELMBA

Classes are held on the first and third Friday and Saturday of each month for one full year. Each course in the program (12 courses for a total of 37 credits) is covered in one month's time.

First Weekend		Third Weekend	
Friday	1:30 to 5:00 p.m.	Friday	1:30 to 5:00 p.m.
	Dinner Break		Dinner Break
	6:00 to 9:30 p.m.		6:00 to 9:30 p.m.
Saturday	9:00 a.m. to 12:30 p.m.	Saturday	9:00 a.m. to 12:30 p.m.
	Lunch Break		Lunch Break
	1:30 to 5:00 p.m.		1:30 to 5:00 p.m.

Application Process

For admission and application information, contact Deborah Powell, MBA, director of graduate business programs, at 301-447-5840 or dpowell@msmary.edu.

MBA COURSE DESCRIPTIONS

Core Courses

MBA 501 Management Skills Development (3)

Provides the student the opportunity to assess and develop their management skills, including decision making, leadership, emotional intelligence, time management, presentation skills, interpersonal skills, and group interaction skills. It is designed to teach a set of skills that are grounded in behavioral science theory and research that are essential for a successful professional career in business, as well as to help students refine skills important to doing well in their MBA studies. It is highly recommended students take MBA 501 as one of their first courses in the program.

MBA 503 Financial Reporting and Control (3)

Accounting is the primary channel for communicating the economics of any business. Managers must understand the concepts and language of accounting in order to use this critical tool effectively for communication, monitoring, and resource allocation. Financial Reporting and Control is not a comprehensive course in accounting. Rather, it provides a broad view of how accounting contributes to an organization and how managers can make the best use of accounting information, accounting records, systems, and accountants as internal resources for the purpose of making effective financial decisions. This course is designed to help students use accounting-based information to aid in managerial decision making. Case study analysis combined with written and oral case study presentation will be used extensively. Prerequisites: undergraduate accounting I and accounting II, or MBAP 001 and MBAP 002 (see page 36).

MBA 504 Global Business and Economics (3)

An introduction to the core concepts and tools of economic analysis that are relevant to management and leadership. Students will investigate the complexities of the contemporary global market system in which firms operate and the key external environments that influence business strategies and operational problem solving. Concepts to be examined include: global capitalism, supply and demand, labor markets, monetary policy, international trade, and arbitrage. Prerequisite(s): undergraduate principles of microeconomics, or MBAP 003 (see page 36).

MBA 505 Strategic Marketing (3)

This course provides an examination into the content and appropriate strategies of the marketing process and its importance in today's dynamic organizations. The value and importance of effective marketing is evaluated with the methodology for developing an effective strategic marketing process. This course addresses the aggregate scope of marketing in the recognition and understanding of marketing theories and practices through the use of strategic market planning. These elements include the marketing mix, uncontrollable variables, market research, consumer behavior, branding, market segmentation, and effective promotional practices.

MBA 506 Quantitative and Statistical Methods for Managers (3)

This initial course in statistical methods provides the MBA student with the fundamental quantitative methods to solve decision problems faced by managers in business. The course develops two important quantitative skills: 1)

identification of the appropriate methodology for solving managerial problems; and 2) clearly and precisely specifying the interpretation of the analysis produced. As a result of applying the appropriate methodology and clearly reporting the interpretation of the analysis, the student can recommend a sensible and understandable business decision.

The course includes the development of data analysis techniques, the study of probability and measures of uncertainty, and the application of modern statistical methods for decision making. Throughout the course, students will utilize the technology to gather, organize, and summarize the data into meaningful information. Further, students will apply the software to draw inferences from the data so that appropriate decisions can be recommended. Topics include probability models, Bayesian analysis, discrete and continuous distributions, estimation, hypotheses testing, chi-square tests, and regression analysis. Case studies will be analyzed and the reporting of analysis and recommendations will be emphasized. Prerequisite: undergraduate statistics or MBAP 004 (see page 36), and computer competence.

MBA 509 Financial Analysis (3)

A study of financial management and the role of the financial manager within an organization. The course will begin with an introduction to basic financial management principles and progress to areas of study such as security valuation, risk and return, cost of capital, capital budgeting, equity and debt management, and asset management. Textbook material is supplemented with case study analysis to integrate the concepts developed in class. Knowledge and use of financial spreadsheets and financial modeling are necessary to fulfill class requirements. Basic Internet use and search skills are required. Prerequisites: undergraduate business finance or MBAP 001, 002, and 005 (see page 36), and computer competence.

MBA 516 Organization Theory and Management Practice (3)

An intensive study of the development of organization and management theory, the functions of management, and the systems approach to organization and management. Emphasis is placed on the external environment of the business organization, the total organization and its subsystems, leadership, management, decision making, leading and managing change, and corporate social responsibility and business ethics. Case studies supplement and amplify theoretical considerations. Prerequisite: MBA 501.

MBA 518 Management and Information Technology (3)

Provides an overview of the essential role of information and its management in the modern organization. It is a survey course in the sense that it does not explore any issue in depth, but it instead provides an introduction to a variety of important issues. Understanding the crucial role of information requires an understanding of the nature of information systems (IS). While an information system need not be computer based, most modern IS applications that add value to an organization incorporate the use of technology. Hence, the discussion of IS will be framed within the context of current technology. The audience for the course is managers in an organization; the course is not designed for information technology (IT) workers. The primary focus of the course will be on how building and improving IS can create a competitive advantage for a firm, improve efficiency and ultimately add value to the firm.

MBA 519 Strategic Analysis and Integrated Decision Making (4)

This capstone course examines the design and execution of a firm's competitive strategy. Students are organized into management teams to run the CapSim©

simulation. Teams design their firm's competitive strategy and execute that strategy through operating decisions in product development, production, research and development, pricing, marketing, human resource management, financial management, and quality initiatives. The simulation is internet-based; teams upload their decisions according to a fixed schedule, and decisions interact. Students will also be required to demonstrate specialized proficiency in their area of concentration or a selected area of interest. Prerequisite: minimum of 24 graduate hours (including MBA 503, 504 and 509) and all undergraduate prerequisites.

MBA 536 Business Ethics and Social Responsibility (3)

Business is part of a larger social system and must interact with other elements in that system: for example, government, advocacy groups, the media, etc. This course explores these non-market interactions and concentrates especially on questions of business ethics and corporate social responsibility. Prerequisites: minimum of 18 graduate hours and all undergraduate prerequisites or MBAP 001, 002, 003, 004, and 005.

Project Management Certificate Courses

MBA 550 Introduction to Project Management (3)

This course provides students with the basic concepts of effective project management, including planning, managing, and executing projects. The course uses a life-cycle framework that follows best practices established by the Project Management Institute. Students use Microsoft Project to accomplish PM tasks.

MBA 551 Project Risk Management (3)

This course prepares project managers to identify, classify, evaluate, and manage risks. Risk planning begins during the project initiation and continues through the life cycle of the project. The course examines the steps required for effective risk management and leverages the Project Management Institute's best practices for mitigating risk. Prerequisite: MBA 550

MBA 552 Project Leadership (3)

This course prepares project managers to guide teams through the successful completion of a project. The course examines a project manager's leadership responsibilities and explores techniques for self-assessment and improvement. Situational analysis and role-playing exercises simulate the challenges of matrix management and the absence of formal authority over team members. Prerequisite: MBA 551

MBA 555 Project Portfolios (3)

This course prepares project managers to guide multiple projects at the same time through the establishment of priorities and resources allocations. Students examine techniques and templates that assist in negotiations with stakeholders and conflict resolution in defining effective performance across a portfolio. Prerequisite: MBA 552

MBA 558 Directed Study (3)

Students apply techniques developed throughout the program to an independent project. Emphasis is placed on the Project Management Institute's best practices and the application of the Institute's terminology and methodology in preparation for the Project Management Certification Exam. Prerequisite: MBA 555

Organizational Development Certificate Courses

- MBA 560 Individual Assessment and Development (3)**
Students explore their own strengths, weaknesses, biases, and assumptions in preparation for their work within organizations and with others. Students complete a thorough self-assessment and individual development plan. The course employs assessment devices, case studies, and simulation exercises.
- MBA 561 Understanding Systems, Culture, and Change (3)**
Using a systems perspective, students learn to diagnose an organization's culture and its effect on operational effectiveness. Specific topics include identifying organizational norms, the effect of culture on organizational change, the relationship of culture to competitive strategy, and leveraging communications to support and/or change the culture of an organization. Prerequisite: MBA 560
- MBA 562 Consulting and Facilitation Skills (3)**
Students develop effective and practical consulting, coaching, and facilitation skills through case studies and simulations. Specific topics include working with teams, the fundamentals of program management, techniques and practices of facilitation, and the management of stakeholder relationships and expectations. Prerequisite: MBA 561.
- MBA 563 Organizational Assessment and Intervention (3)**
Students learn to assess organizational effectiveness relative to its objectives, to identify and evaluate critical success factors, to design an intervention, and to execute the intervention. Prerequisite: MBA 562
- MBA 564 Feedback and Integration (3)**
Students learn to assess organizational and personal interventions relative to desired outcomes. To assure that the intervention creates sustainable change, students learn to integrate the intervention into the organization. Pre-requisite: MBA 563

Logistics and Supply Chain Management Certificate Courses

- MBA 583 Introduction to Logistics and Supply Chain Management (3)**
This introductory course exposes students to the primary problems and objectives associated with the contracting, procurement, movement, packaging, coordination, and storage of materials and people. It deals with the planning and control of the flow of materials with the primary objectives of getting the appropriate people and materials to the right place at the right time at the lowest possible cost, and serving all participants in the supply chain in an ethical manner.
- MBA 584 Logistics Information Systems (3)**
Logistics information systems, a sub-field of management information systems, involve the management and use of data to achieve logistical efficiency and effectiveness. Topics include the integration of functional areas such as procurement, inventory management, production, marketing, financial and cash management, and distribution; schedules promoting customer service; and the implementation of "pull systems" like just-in-time systems.
- MBA 585 Global Transport and Distribution (3)**
This course focuses on capacity development, freight consolidation, network alignment, industrial engineering, and synchronization and develops principles, practices, and tools to address major issues in domestic and international transportation. Students develop financial and performance indicators for transportation to minimize transportation and distribution costs.

- MBA 586 Supply Operations and Warehousing (3)**
This course introduces students to the fundamentals of warehousing, warehouse design, materials and handling, and warehouse operations. Topics include managing the in-bound and out-bound flows, warehouse planning and control, warehousing technology, and managing the daily warehouse operations.
- MBA 587 Advanced Methods for Supply Chain Management and Modeling (3)**
This course examines mathematical models and tools that support the systematic analysis of supply chain operations and the underlying design, planning, and control of the supply chain system.

Government Contracting Certificate Courses

- MBA 605 Legal Considerations in Contracting**
This course focuses on legal considerations in the procurement process. Participants are introduced to the basic principles and sources of law relevant to procurement, including fiscal law. The course also addresses various other legal issues that may develop during the course of a contract, such as protests, assignment of claims, disputes, fraud, contractor debt, performance issues, and contract termination. CON 216 equivalent
- MBA 606 Intermediate Cost and Price Analysis**
Intermediate Cost and Price Analysis continues to build upon the fundamental contract pricing principles covered in the Level I Contracting curriculum, Contract Pricing Reference Guide, and Department of Defense (DOD) Policy. The course is divided into three segments addressing contract pricing issues from a Pre-Award, Negotiation Preparation-Award, and Post-Award perspective. In the course, students will be introduced to quantitative techniques and tools used to quantify and facilitate decision making in determining a fair and reasonable price. Students will apply various cost analysis techniques and quantitative tools to analyze a contractor's cost proposal and to develop a government negotiation range and objective. CON 270 equivalent
- MBA 607 Source Selection and Administration of Service Contracts**
The primary focus of this course is on the acquisition of services under Federal Acquisition Regulation (FAR) Part 15 procedures, with an emphasis on performance-based acquisitions (PBA) for services, contract types, contract incentives, source selection, and contract administration. Students will learn the fundamentals of a performance-based service acquisition-- from acquisition planning to contract closeout through a realistic case study. CON 280 equivalent
- MBA 608 Contract Administration and Negotiation Techniques in a Supply Environment**
In this case-based course, students apply contracting concepts and techniques learned in prerequisite courses to meet customer supply requirements and resolve complex contracting issues. Special emphasis is placed on applying legal concepts, intermediate pricing concepts, and negotiation techniques. Students experience the full spectrum of contracting processes and issues by following a supply requirement through all phases of the acquisition life cycle, from acquisition planning through contract close-out. CON 290 equivalent
- MBA 609 Contracting for Decision Makers**
Through realistic scenario-based learning, students work individually and in teams to practice developing sound business solutions as a valued strategic and expert business advisor. Students will learn to analyze complex contracting situations with emphasis on critical thinking, problem solving, research, and

risk reduction. Student course work is designed to contribute real solutions on real acquisition problems to senior leadership and local supervisors. CON 360 equivalent*

*Courses have been evaluated and recommended by The American Council on Education or are a Defense Acquisition University equivalent course.

Elective and Concentration Courses

- MBA 508 Leadership in Organizations (3)**
Any leadership position involves dealing with pressure, but there are critical times in the life of an organization and its leaders when the pressure is especially high. This course focuses on how leaders can respond to such situations in effective ways. Using historical examples, personal experiences, business simulations, a panel discussion with experienced business leaders, and a field trip to Antietam battlefield, students will learn about their own “default responses” and how they can develop their skills and options in critical situations. As the final course in the ELMBA program, students will complete a capstone project that pulls together their knowledge and experience with leadership in a business setting. Prerequisite: MBA 507
- MBA 511 Contemporary Business Law and the Legal Environment (3)**
Provides an introduction to the modern issues in business law. Topics covered include: contracts; the Uniform Commercial Code; property law; debtor-creditor relationships; bankruptcy; agency; business organizations; insurance; estates and trusts; federal securities laws; and government regulation of employment and environment. Topics related to the legal environment of business such as constitutional law, administrative law and dispute resolution are also covered. Prerequisite: none. Must be taken as an elective if not previously taken as an undergraduate course.
- MBA 520 Cases in Financial Statement Evaluation and Analysis (3)**
A study of techniques used in analyzing and interpreting the financial statements of industrial business enterprises. Students are provided an understanding of the difficulties in resolving various financial reporting issues and of the significance and applicability of accounting data to the total business environment. Prerequisites: MBA 503 and 509
- MBA 524 Advanced Auditing (3)**
A study of auditing concepts and methods, emphasizing those issues most frequently encountered by the firm and external auditors. Prerequisites: MBA 503 and previous auditing course. Typically co-listed as an undergraduate course and run on a semester-long schedule. Start and end dates may follow the undergraduate calendar.
- MBA 525 Federal Taxation (3)**
This course will explore all aspects of federal taxation including: individual, partnership, corporate, estate and gift taxation and taxation of transactions in property. Students will be exposed to tax theory, tax compliance, and research methods used in solving tax issues.
- MBA 526 Advanced Studies in Taxation (3)**
Advanced topics in the income taxation of business entities and individuals are examined. Additional topics such as estate and gift taxation, fiduciary taxation, tax-exempt entities and retirement plans are also included at a basic level. Ethics, research and tax planning will be integral throughout the course. Prerequisite: Previous course in taxation. Typically co-listed as an undergraduate course and run

on a semester-long schedule. Start and end dates may follow the undergraduate calendar. Prerequisite: MBA 525

- MBA 530 Cases in Leading the Culturally Diverse Workforce (3)**
The diversity of today's workforce requires managers to create a multicultural climate in which all organization members are supported, valued and allowed to reach their full potential. Topics covered in this class include understanding the benefits of diversity across race, gender, age and international impact of diversity on today's managers. Students will explore the behaviors that block organizational and individual effectiveness in a diverse workplace. Through case studies, readings and other activities, students will explore effective strategies for problem solving in this area. Prerequisite: MBA 516
- MBA 533 Cases in Personnel and Human Resource Management (3)**
Human resource management (HRM) is a central function in every organization today. The objective of this course is to provide students with sufficient background knowledge of the various HRM functions to enable them to work successfully in an HRM position and to put into practice learned information pertaining to HRM. Prerequisite: MBA 516
- MBA 534 Entrepreneurship (3)**
A course in planning and development of new business ventures from the standpoint of the entrepreneur as the innovator. Topics covered include idea development, venture planning, market analysis, initial financing, startup, and related aspects of accounting, finance and management. Acquisition of an existing business is also covered. Prerequisites: undergraduate accounting I and II, principles of microeconomics, statistics, finance, and business law or MBAP 001, 002, 003, 004, 005, and MBA 511 or undergraduate business law course.
- MBA 535 Cases in Organizational Structure, Design and Culture (3)**
As modern society's most dominant institution, organizations exert a tremendous influence on our lives. To provide information that will help current and aspiring managers, the foundations and implications of organizational theory based on major research findings is explained. Organizations function as goal-seeking systems. This course examines the role of goals in organizations; examine how managers structure their organizations for effective performance; discuss the relationship between an organization and its environment; and examine transitions, dynamics and processes common in organizations as they are redesigned and or reengineered. Prerequisite: MBA 516
- MBA 538 Cases in Organizational Behavior (3)**
Organizational behavior is the study of individuals, organizations and the way people behave in organizations. If "all of the world is a stage," it is a stage filled with organizations. Organizations are not physical realities, nor are they people with common objectives. Instead, organizations consist of patterned activities and goal-directed behaviors. Through the lenses of leadership theory and real life experience, the class will focus on three distinctly different levels of analysis: the individual; the group; and the organization. Each level of analysis contributes unique insights to help us understand and diagnose what is happening in the world around us. Prerequisite: MBA 516
- MBA 542 Cases in Financial Markets, Institutions and Policy (3)**
Investigates the history, structure and functions of financial institutions (banks, savings and loans, credit unions, etc.) as well as central banking (the Federal Reserve System). It analyzes money, financial intermediaries, markets and recent banking legislation. Prerequisites: MBA 503 and MBA 509

- MBA 545 Cases in Financial Management (3)**
A case-oriented class that applies the principles of finance and accounting to the financial management of the firm. Computer-based models will be applied.
Prerequisites: MBA 503 and 509
- MBA 566 Regulation (3)**
Students in this course will be exposed to topics and assignments that will require them to (1) recognize legal problems and issues (2) gain knowledge of legal principles and (3) apply legal principles to real conflicts and legal problems. Students will be exposed to a study of fundamentals of professional responsibility and commercial law.
- MBA 576 Cases in Investment Management (3)**
A critical examination and analysis of the types of investments, and their relative merits, security, prices and yield, methods of investment analysis, portfolio management, and policies of institutional investors. Prerequisite: MBA 509.
- MBA 577 Cases in Marketing Management (3)**
A study of marketing function and strategies, including demand analysis, product planning, pricing, distribution, promotion and market forecasts from the viewpoint of the manager. Marketing research techniques and marketing policies are examined and case studies employed. Prerequisite: MBA 505
- MBA 581 Cases in Marketing Research (3)**
An analysis of techniques to approach the solution of the marketing problem. Emphasis is on research methods. Prerequisite: MBA 505
- MBA 582 Cases in Advertising and Mass Communications (3)**
The advertising process is examined, considering types, strategies, methods and objectives. Effective use of public relations, publicity and sales promotions are considered. Case studies are used. Prerequisite: MBA 505
- MBA 583 Introduction to Logistics and Supply Chain Management (3)**
This introductory course exposes students to the primary problems and objectives associated with the contracting, procurement, movement, packaging, coordination, and storage of materials and people. It deals with the planning and control of the flow of materials and information with the primary objectives of getting the appropriate people and materials to the right place at the right time at the lowest possible cost, and serving all participants in the supply chain in an ethical manner.
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Logistics information systems, a sub-field of management information systems, involve the management and use of data to achieve logistical efficiency and effectiveness. Topics include the integration of functional areas such as procurement, inventory management, production, marketing, financial and cash management, and distribution; schedules promoting customer service; and the implementation of “pull systems” like just-in-time systems.
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This course focuses on capacity development, freight consolidation, network alignment, industrial engineering, and synchronization and develops principles, practices, and tools to address major issues in domestic and international transportation. Students develop financial and performance indicators for transportation to minimize transportation and distribution costs.
- MBA 586 Supply Operations and Warehousing (3)**

This course introduces students to the fundamentals of warehousing, warehouse design, materials and handling and warehouse operations. Topics include managing the in-bound and out-bound flows, warehouse planning and control, warehousing technology, and managing the daily warehouse operations.

- MBA 587 Advanced Methods for Supply Chain Management and Modeling (3)**
This course examines mathematical models and tools that support the systematic analysis of supply chain operations and the underlying design, planning, and control of the supply chain system.
- MBA 590 Cases in Leadership (3)**
This seminar focuses on leadership from conceptual, relational and behavioral perspectives in trying to understand what it is, and what factors contribute to doing it effectively. It also provides students with an opportunity to explore various aspects of their own leadership philosophy and personal experiences in organizations. Prerequisite: MBA 516.
- MBA 600 Independent Study (3)**
Topic varies. Requires permission from the instructor and program director.
- MBA 601 Topics (3)**
An exploration of a special topic related to some aspect of business. This course may be repeated for credit if it is a new topic. Prerequisite: permission of instructor.
- MBA 605 Legal Considerations in Contracting**
This course focuses on legal considerations in the procurement process. Participants are introduced to the basic principles and sources of law relevant to procurement, including fiscal law. The course also addresses various other legal issues that may develop during the course of a contract, such as protests, assignment of claims, disputes, fraud, contractor debt, performance issues, and contract termination. CON 216 equivalent.
- MBA 606 Intermediate Cost and Price Analysis MBA 606**
Intermediate Cost and Price Analysis continues to build upon the fundamental contract pricing principles covered in the Level I Contracting curriculum, Contract Pricing Reference Guide, and Department of Defense (DOD) Policy. The course is divided into three segments addressing contract pricing issues from a Pre-Award, Negotiation Preparation-Award, and Post-Award perspective. In the course students will be introduced to quantitative techniques and tools used to quantify and facilitate decision making in determining a fair and reasonable price. Students will apply various cost analysis techniques and quantitative tools to analyze a contractor's cost proposal and to develop a government negotiation range and objective. The course is designed to prepare students for follow on Defense Acquisition Workforce Improvement Act (DAWIA) Level II certification courses, serve as a gateway into more advanced targeted contract pricing courses, and give the students some practical tools in pricing government contracts. The ultimate objective of the course is to help students become better business advisors in developing contract arrangements that are in the best interest of the government. CON 270 equivalent. Prerequisites: MBA 605 or MBA 511.
- MBA 607 Source Selection and Administration of Service Contracts**
This course builds on the foundation established through the Level I curriculum and the course prerequisites. The primary focus is on the acquisition of services under Federal Acquisition Regulation (FAR) Part 15 procedures, with an emphasis on performance-based acquisitions (PBA) for services, contract types,

contract incentives, source selection, and contract administration. Students will learn the fundamentals of a performance based service acquisition -- from acquisition planning to contract closeout through a realistic case study. The course takes students through the solicitation process and detailed source selection procedures using the recently released DOD Source Selection Guide. Students will prepare contractual documents, and develop and deliver high-level source selection briefings with recommendations for contract award. CON 280 equivalent. Prerequisites: MBA 605 or 511, MBA 606, and MBA 607

MBA 608 Contract Administration and Negotiation Techniques in a Supply Environment

In this case-based course, students apply Contracting concepts and techniques learned in prerequisite courses to meet customer supply requirements and resolve complex Contracting issues. Special emphasis is placed on applying legal concepts, intermediate pricing concepts, and negotiation techniques. Students experience the full spectrum of Contracting processes and issues by following a supply requirement through all phases of the acquisition life cycle, from acquisition planning through contract close-out. Research, analysis, and communication skills are honed through development and presentation of a critical thinking project requiring in-depth focus on one area of Contracting. Negotiation skills are sharpened through active student participation in two simulated contract negotiations. CON 290 equivalent. Prerequisites: MBA 605 or MBA 511, 606, and 607

MBA 609 Contracting for Decision Makers

Through realistic scenario-based learning, students work individually and in teams to practice developing sound business solutions as a valued strategic and expert business advisor. Students will learn to analyze complex contracting situations with emphasis on critical thinking, problem solving, research, and risk reduction. Student course work is designed to contribute real solutions on real acquisition problems to senior leadership and local supervisors. CON 360 equivalent. Prerequisites: MBA 605 or MBA 511, 606, 607, and 608

MBA 611 Sport Management (3)

This course offers students a look into the management aspects of the expanding and constantly changing field of sport and recreation. Students will examine applications of managerial concepts and processes, as well as the strategic direction of sport organizations. Specific topics include the business of sport, NCAA governance, and professional sport policy.

MBA 612 Sport Marketing (3)

This course helps students gain an understanding of the unique and dynamic nature of sport marketing by examining several topics in an in-depth manner. Specific topics include consumer behavior and research, sales, sponsorships, branding, venue marketing, and public relations.

MBA 620 Internship

For students who do not have full time professional work experience, an internship combines practical work experience with an academic research component. A student wishing to complete an internship must fill out a Learning Agreement form, must be approved by the Career Center, the program director, and must have a faculty sponsor in the School of Business.

Mini-Courses

Mini-courses are 4-week intensive preparatory courses designed to provide an overview of the subject matter and to expose you to the fundamental skills necessary to succeed in the MBA program.

Mini-courses are offered at a reduced cost. Students who earn a “C-“ or better satisfy the corresponding prerequisites, but no academic credit is awarded.

MBAP001/002 Accounting I and II Mini-Courses (0)

Two courses designed as preparation for MBA 503 Financial Reporting and Control and MBA 509 Financial Analysis. These courses present an in-depth study of some of the basic financial and managerial accounting uses and techniques. The focus will be on how to begin to utilize accounting data and information when making business decisions. (It is important to make the distinction between the user vs. the preparer approach.) Coursework will consist of studying the accounting cycle, income statement, statement of owner’s equity, balance sheet, statement of cash flows, financial statement analysis and ratio analysis.

MBAP003 Microeconomics Mini-Course (0)

A course designed as preparation for MBA 504 Global Business and Economics. This course serves as an introduction to microeconomic theory. Topics include demand theory, production and cost theory, market structure, price determination, and profit strategies. Macroeconomic topics are also included.

MBAP004 Statistics Mini-Course (0)

A course designed as preparation for MBA 506 Quantitative and Statistical Methods for Managers. This course serves as an introduction to modern statistical techniques and includes a survey of important probability distributions, the study of measures of location and dispersion, and the application of appropriate tests for decision making. Emphasis will be placed on developing sound approaches and procedures to solve statistical problems. In addition, producing correct interpretation of results and clear reporting of analysis are of primary importance. Understanding the concepts and procedures developed and applying and interpreting them correctly are the primary goals of the course. Theoretical analysis will be kept to a minimum; however, understanding of techniques will be emphasized. It will be assumed that the student can perform basic algebraic calculations.

MBAP005 Finance Mini-Course (0)

A course designed as preparation for MBA 509 Financial Analysis. This course will cover basic topics of an introductory nature to financial management including alternative forms of business organization, business ethics, financial statement analysis, financial markets, interest rate construction, time value of money, basic federal income taxes, common stock and investment banking, and

long term debt. Basic case study analysis and group decision-making activities will be planned.

SCHOOL OF BUSINESS FULL-TIME FACULTY

Karl W. Einolf, Dean

B.S., Pennsylvania State University
M.S., Johns Hopkins University
Ph.D., Lehigh University

Deborah Powell

B.A., Towson University
M.B.A., Mount St. Mary's University

Cyd Maubert

Director, Master of Health Administration
B.S., University of Tennessee
M.B.A., Virginia Tech

Michael P. Barry

B.A., M.A., Ph.D., University of Wisconsin – Milwaukee
J.D., American University
LL.M., Georgetown University

Emil Berendt

B.A., Pace University
M.A., Hunter College
Ph.D., City University of New York

Donald E. Butt

B.S., Frostburg State University
M.B.A., The George Washington University
C.P.A. (Md.)

Corinne Farneti

B.S., M.S.W., Ithaca
M.Ed., University of Georgia
Ph.D., Ohio State

Patrice Flynn

B.A., M.S.W., Catholic University of America
M.A., University of Chicago
Ph.D. University of Texas at Austin

William G. Forgang

B.A., Fairleigh Dickinson University
M.S., University of Maine
Ph.D., Lehigh University

Mary Beth Graham

B.S., University of Delaware
M.B.A., Loyola College

John Larrivee

B.A., M.P.P., Harvard University
Ph.D., University of Wisconsin

F.K. Marsh

B.A., SUNY Fredonia
M.B.A., Canisius College
Ph.D., University of Michigan

Rob Nickey

B.A., Susquehanna University
M.B.A., Philadelphia College of Textiles and Science

Kevin G. Robinson

B.A., M.Ed., Loyola College
M.B.A., Mount St. Mary's University

John Sherwin

B.S., M.B.A., Mount St. Mary's University
J.D., University of Maryland

Sandra Sjober

B.S., University of Baltimore
M.B.A., Vanderbilt University

Raymond Speciale

B.A., Iona College
J.D., Pace University; C.P.A. (Md.)

Timothy Stanton

B.S. Edinboro State College
M.A., Ph.D., University of Kentucky

Soloman Tesfu

B.A., M.Sc., Addis Ababa University
Ph.D., Georgia State University

Morgan Wilson

B.A., Hope College
Ph.D., University of Illinois at Chicago

Master of Health Administration Program

OVERVIEW

Our Master of Health Administration (MHA) program prepares graduates to handle the integration of healthcare delivery systems and technological innovations by providing effective and ethical managerial leadership skills at a time when healthcare is in a highly competitive solution-based environment. Course content contains Lean Six Sigma methodology to train and prepare students to become a Lean Six Sigma Green Belt.

The curriculum encompasses a wide range of disciplines in order to cultivate managers with excellent ethical, financial, and leadership skills. Lean Six Sigma methodology is incorporated throughout the curriculum and serves as a foundation for MHA 511 in which the student develops and completes a project that leads to Green Belt Certification in Lean Six Sigma.

The University places the highest emphasis on teaching and on the value of close student-faculty relationships both in and out of the classroom. The program is designed for part-time adult students who live and work in the surrounding communities.

The Master of Health Administration degree requires the successful completion of 36 credit hours.

PROGRAM OBJECTIVES

Students who complete the MHA program should:

- Develop Healthcare Managerial Administrative skills in order to advance their careers in the growing healthcare industry of the twenty-first century
- Demonstrate a proficiency in communication skills, both oral and written, utilizing both traditional and contemporary social media methods in order to communicate both horizontally and vertically within the healthcare system
- Demonstrate a knowledge and proficiency of business skills in Accounting, Financial Management, and Economic principles as they apply to the business of healthcare
- Develop sound legal and ethical leadership skills in order to function in multiple situations in the healthcare environment
- Be proficient and current in Healthcare Information Systems in order to function in the complex data collection and medical record system
- Be strategically and operationally proficient in the healthcare industry as it relates to improving processes through healthcare strategy and operational courses
- Utilize the skills learned to demonstrate a proficiency of process improvement with the culmination of a Capstone course utilizing Lean Six Sigma Methodology and by choosing a project monitored by experts in Lean Six Sigma methods in order to attain Green Belt Certification

RICHARD J. BOLTE, SR.
SCHOOL OF BUSINESS

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einolf@msmary.edu

Director of MHA Program:
Cyd Maubert
maubert@msmary.edu

Director of Graduate and Adult
Business Programs: Deborah Powell
dpowell@msmary.edu

✉ 5350 Spectrum Drive
Frederick, MD 21703

☎ 301-447-5396
301-682-5247 fax

MHA ADMISSION REQUIREMENTS

Candidates for admission into the MHA program must have completed a Bachelor's degree and must satisfy at least one of the following criteria:

- 2.75 minimum cumulative undergraduate grade point average (GPA)

OR

- 2 full years of relevant, professional business experience (résumé required)

OR

- 500 minimum score on the Graduate Management Admission Test (GMAT); visit www.gmat.org for details on exam requirements and testing locations

Application Process for Cohort Program

Applications for admission are accepted year-round and reviewed on a rolling basis. The MHA program is run in a cohort, meaning each class is taken in sequence. New cohorts begin in August and January. Please plan to apply at least six weeks before the cohort begins.

- Complete application for admission (available from the MHA office or online at www.msmary.edu/mha).
- Attach current résumé describing your professional experience.
- Attach a personal essay of at least 250 words: Explain how this degree supports your long-term professional goals. Additionally, highlight your past professional and academic experiences and explain how they will provide a foundation for your studies.
- Include application fee of \$35 U.S. dollars (nonrefundable); make checks payable to Mount St. Mary's University.
- Request copies of official transcripts from all schools attended after high school. Official copies should be sent directly to the MHA office.
- If GMAT is required, submit copy of test scores. Arrange to have official scores sent directly to the MHA office.
- Non-U.S. citizens – please refer to section on “International Students” on page 13 for additional requirements.

Admission Status

- **Full Admit:** Applicants who satisfy at least one of the three criteria stated above are granted full admission to graduate study.
- **Provisional Admit:** A student who does not fulfill admission requirements but who shows promise as a graduate student may be granted a provisional admission. This status allows the student to complete up to nine graduate credits, and full admission is awarded upon the successful completion of nine graduate credits with a grade of “B” or better in each course.

UNDERGRADUATE PREREQUISITES

Prerequisite competence in accounting and microeconomics is required for courses MHA 505 Health Care Accounting and Financial Management, and MHA 506 Economics for Health Care Managers. This requirement may be satisfied by documentation of undergraduate study, application of applied knowledge, or completion of mini-courses in these two disciplines.

If you have not completed these prerequisites or desire a “refresher,” the Bolte School of Business offers “mini-courses” to meet your needs. Academic leveling courses are available online. Contact the program director for additional information.

Students should also have a working knowledge of Microsoft Office.

MHA TUITION (2014-15 ACADEMIC YEAR)

MHA	\$569 per credit
MHA Mini Course	\$372 per course

DEGREE REQUIREMENTS

Students are responsible for ensuring that all of the following graduation requirements have been satisfied:

- Completion of all undergraduate prerequisites and a minimum of 36 graduate hours.
- A cumulative GPA of at least 3.00
- Completion of all required courses within the five-year time limit

Requests for time extensions must be submitted in writing and may be granted at the discretion of the program director. No foreign language or comprehensive examination is required.

ACADEMIC SESSIONS

Each academic semester comprises two parts, Session I and Session II. MHA Sessions occur on a year-round basis, with six academic sessions per year with courses offered on an accelerated basis, meeting Monday nights, 6:00 – 9:30 p.m., over 8 weeks. Students complete the program as a cohort.

Fall Semester: Fall I Session and Fall II Session

Spring Semester: Spring I Session and Spring II Session

Summer Semester: Summer I Session and Summer II Session

Classes require readings and/or assignments to be completed before the first class meeting.

ETHICAL STANDARDS

Mount St. Mary's University believes that ethical conflicts and choices are inherent in business decision making. Proper ethical behavior exists on a plane above the law, and managers should be familiar with a host of situations involving the application of ethical standards. The discussion of business cases or situations having ethical implications is an important part of the Mount St. Mary's Master of Health Administration Program.

Because of the nature of Mount St. Mary's and its commitment to moral/ethical standards, ethical considerations are a visible part of many of the courses. Faculty include an identifiable component on the application of ethical principles in our core courses. We believe the nature of the University requires that Mount St. Mary's offer insight to managers on how to deal with ethical issues.

MHA REQUIRED COURSES (36 CREDITS)

Refer to course descriptions on page 41 for prerequisites.

MHA 500	Contemporary Issues in Health Care Administration (3 credits)
MHA 501	Organizational Communications (3 credits)
MHA 502	Legal and Ethical Issues in Health Care Administration (3 credits)
MHA 503	Health Care Marketing (3 credits)
MHA 504	Contemporary Health Care Policy (3 credits)
MHA 505	Health Care Accounting and Financial Management (3 credits)
MHA 506	Economics for Health Care Managers (3 credits)
MHA 507	Health Care Information Systems (3 credits)
MHA 508	Leadership Assessment and Development (3 credits)
MHA 509	Health Care Strategic Management (3 credits)
MHA 510	Health Care Operations (3 credits)
MHA 511	Health Care Practicum (3 credits)

MHA COURSE DESCRIPTIONS

MHA 500	<p>Contemporary Issues in Health Care Administration (3)</p> <p>The historical, current, and future organization and delivery of the United States health care system is studied. Concepts and applications of the system are explored as well as comparisons with international health care paradigms. Introduction to the structure and functions of the medical care delivery system are explored and include issues of health care utilization,</p>
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manpower, delivery, values, cost, access, and quality of health care. Human dignity and the sanctity of life are discussed as challenges to the provision of health care and serve as a framework from which health care administrators constructively view their work.

- MHA 501 Organizational Communications (3 credits)**
Oral and written forms of communication are vital for the organizational, interpersonal, and leadership skills for the health care administrator. The ability to organize and communicate thoughts in an effective, concise, and logical manner is of paramount importance in the rapidly changing health care environment.
- MHA 502 Legal and Ethical Issues in Health Care Administration (3)**
This course introduces health care administrators to the legal and ethical complexities in the delivery of health care services, including many that evolve from medical advances and scientific research. The perspectives of the Catholic church on human dignity and the sanctity of life are discussed and serve as challenges in the administration of health care services.
- MHA 503 Health Care Marketing (3)**
Knowledge and skills in marketing lead to the effective design and execution of various tactics in the modern health care environment. Emphases include an introduction to strategy, understanding the target market, effective competitive positioning, and managing the marketing mix of services and communications.
- MHA 504 Contemporary Health Care Policy (3)**
Federal and state-level health care policies affect a wide range of issues, including access to care, quality, cost, and modes of delivery. The ethical implications of contemporary health care policies are explored. Emphasis is placed on how public policy influence manpower, values, needs, reimbursements and regulation of individuals, insurers, and medical and health care organizations.
- MHA 505 Health Care Accounting and Financial Management (3)**
Concepts of managerial accounting, finance, and budgeting are essential for health care administrators. This course prepares the administrator to understand transactions, financial statements, operating and capital budgets, cost-benefit analyses, resource allocations, activity-based costing, and cost control mechanisms. Undergraduate prerequisites of accounting and microeconomics or MBA001, 002, and 003 (See page 36)
- MHA 506 Economics for Health Care Managers (3)**
The course examines the rudiments of micro and macroeconomics for managers, including the concepts of scarcity, opportunity costs, resource allocation, market processes, cost-benefit analysis, competitive environments, and the use of data analysis in management decision-making applied to the health care sector. Effectiveness and efficiency of institutional, governmental, and health care organizations are examined from the economic point of view. Undergraduate prerequisite of economics or MBA003 (See page 36)
- MHA 507 Health Care Information Systems (3)**
Information management systems create a foundation for the integration between clinical and administrative management in today's health care system. This course provides operational tools for the health care administrator to organize, manage, design, develop, and operate secure health care technology.

MHA 508 Leadership Assessment and Development (3)

This course provides an overview and analysis of past and contemporary leadership strategies. Leadership skills are developed through organizational efficiencies and appropriate oral and written communications techniques. Leaders must demonstrate the importance of resolving issues in the health care organization, the community-at-large, and the whole of society.

MHA 509 Health Care Strategic Management (3)

Strategic planning for the health care administrator requires the ability to evaluate the interplay and differences between various health care markets to formulate competitive advantages. Strategic planning processes require the administrator to understand their organization's external environment, assess its internal strengths and weaknesses, and to formulate policies to gain a competitive advantage. A case approach utilizing Lean Six Sigma technology defines the pedagogy of this course.

MASTER OF HEALTH ADMINISTRATION FACULTY

Dr. Karl W. Einolf, Dean

Richard J. Bolte, Sr., School of Business, Mount St. Mary's University

Cyd Maubert, Director, Master of Health Administration Program

Lecturer, Richard J. Bolte, Sr., School of Business, Mount St. Mary's University
MBA, R.B. Pamplin College of Business, Virginia Tech University

Rev. J. Daniel Mindling, O.F.M., CAP

Academic Dean, Mount St. Mary's Seminary, Mount St. Mary's University
M.A., Washington Theological Union; S.T.L, S.T.D

Thomas Kleinhanzl

President & CEO
The Frederick Memorial Healthcare System
MHA, Ohio State University

Col. Judith D. Robinson

Director of Health Sciences, Army War College
M.A., International Management, American Graduate School
M.Ed., Temple University
M.A., Strategic Studies, Army War College

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Virtua Hospital Healthcare System
MBA, Southern Illinois University

Laura Better

B.A., University of Denver
J.D., Western New England College School of Law

Dr. Laura J. Cataldo

Diploma, Framington Union Hospital School of Nursing
B.A., M.A., National Louis University
M.A., The George Washington University
Ph.D., Nova Southeastern University

Harry C. Coffey

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MHA, George Washington University

Dr. Patrice Flynn

Associate Professor, Richard J. Bolte, Sr., School of Business, Mount St. Mary's University
Ph.D., University of Texas at Austin

Kelly Garrett

Director of the Quality Management Office
Lean Six Sigma Master Black Belt at USAMRMC
M.S., Duquesne University

Mary Beth Graham

B.S., University of Delaware
M.B.A., Loyola College

Christina Holtz

Financial Manager, PM Medical Devices, United States Army Medical Material Agency
M.A., English Slippery Rock University

Dave Liddle

Chief Financial Officer, Mission of Mercy
MBA, Lubin Graduate School, Pace University

Edward J. Lowry

Healthcare Informatics, Lean Six Sigma Black Belt
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Dr. F. K. Marsh

Associate Professor, Richard J. Bolte, Sr., School of Business, Mount St. Mary's University
Ph.D., University of Michigan

Erin Morrisey

Director, Performance Technologies, The Advisory Board Co.
M.H.A., Virginia Commonwealth University

Geoffrey D. Seidel

Clinical Project Manager II, Program Director
Coordinating Center for Clinical Trials, National Cancer Institute
MHA, Saint Joseph's University

Graduate Education Programs

OVERVIEW

Mount St. Mary's Graduate Programs in Education have a reputation of educational excellence. Originally attracting working professionals from the regional area either seeking initial certification to teach or advanced training in specialized fields, the Education Department now attracts a rich blend of graduate students that includes recent graduates of undergraduate programs and international students. The unit strives to meet the needs of all graduate students by limiting class sizes and emphasizing the importance of close faculty-student relationships.

The unit supports academic excellence through curricula designed to help graduate students to (a) acquire the essential skills of analytical thought and self-expression, (b) gain and integrate knowledge in various disciplines, (c) acquire an understanding of other cultures, (d) develop an awareness of the various facets of moral and ethical problems, (e) achieve a high degree of personal fulfillment, and (f) improve skills in pursuing independent study of educational issues within school communities.

To complement these essential skills and dispositions, Master of Arts in Teaching candidates complete a sequence of professional courses to (a) gain general and specialized knowledge in one or more content areas, (b) gain knowledge about past and current theories of education, (c) develop a thorough knowledge of child growth and development, and (d) develop the appropriate pedagogical skills for effective classroom teaching. Master of Arts in Teaching programs include certification in Elementary Education, Elementary/ Special Education, Art Education, Music Education, and Secondary Education programs in English, mathematics, social studies, and foreign language (Spanish, French, German, Latin), and business.

Master of Education candidates complete a sequence of professional courses to prepare them as specialists in their field of study. These courses emphasize the importance of academic research and prepare graduates to be instructional leaders. Mount St. Mary's University offers Master of Education programs in Reading, Technology Facilitation, and a Certificate of Advanced Study in Reading.

STATEMENT OF PURPOSE

Mount St. Mary's University proudly prepares teachers for today and for tomorrow through its Master of Arts in Teaching programs for prospective teachers and Master of Education programs for currently certified teachers. The Education Department recognizes the diversity of experiences brought to our programs by entering graduate students and complements those experiences by advancing the university tradition of liberal arts education in a Catholic setting. To this end, the department develops educators who are proficient in content and pedagogy, reflective, and ethical professionals dedicated to leadership in an increasingly diverse, technological and global society.

SCHOOL OF EDUCATION AND HUMAN SERVICES

Dean: Dr. Barbara Martin Palmer

✉ 16300 Old Emmitsburg Road,
Emmitsburg, MD 21727

📞 301-447-5371

✉ GradEducation@msmary.edu

🌐 www.msmary.edu/education

OUTCOMES

Mount St. Mary's develops educators who:

- Demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient).
- Examine learning to shape their practice (reflective).
- Demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical).
- Demonstrate leadership as active participants in the education community (leading).
- Respond to the demands of an increasingly diverse technological and global society (adaptive).

All programs are approved by the Maryland State Department of Education (MSDE) and accredited by the National Council for the Accreditation of Teacher Education (NCATE). Completion of the program culminates in the earning of a Mount St. Mary's degree, except the Certificate of Advanced Study in Reading. Upon successful completion of all program requirements, Master of Arts in Teaching programs lead to certification to teach in Maryland and states with reciprocity agreements with the MSDE. The Master of Education with concentration in Reading leads to MSDE certification as a reading specialist.

Review of programs is the responsibility of the Education Department in concert with the Maryland State Department of Education, the Content Area Advisory Committee, and Professional Development School Advisory Council.

TRANSFER OF GRADUATE CREDITS

Students may transfer a maximum of nine semester hours of graduate-level credit from another accredited institution, subject to approval by the chair or M.Ed. director.

- Transfer courses should be compatible with the graduate program curriculum.
- Students must have earned a grade of at least B in each course considered for transfer credit.
- Non-academic courses (seminars, workshops, symposiums, etc.) are not acceptable as graduate transfer credit.
- Grades earned in transferred courses are not calculated in the student's grade point average.

How to Request Transfer Credit

- Request an application for transfer of credits from the Education Department Office. A form is available online at www.msmary.edu/mountgrad
- Request official transcripts from the institution(s) from which you earned the credits.
- Submit an official catalog course description and/or syllabus for course(s) you wish to be considered.

DEGREE REQUIREMENTS

Students are responsible for ensuring that all of the following graduation requirements have been satisfied:

- Completion of all undergraduate prerequisites and a minimum of 36 graduate hours comprising required core courses, electives, and independent research
- A cumulative GPA of at least 3.00.
- Completion of course work within the five-year time limit.

Requests for time extensions must be submitted in writing and may be granted at the sole discretion of the chair (MAT)/M.Ed. director.

No foreign language or comprehensive examination is required.

ACCREDITATION

All teacher education programs at the Mount are accredited by the Maryland State Department of Education (MSDE).

In 2008, Mount St. Mary's University received accreditation for all of its education programs through the National Council for the Accreditation of Teacher Education (NCATE). The following programs are accredited by NCATE and MSDE through 2014:

- Master of Education; Reading and Technology Facilitation
- Certificate of Advanced Study in Reading
- Master of Arts in Teaching; Elementary Education, Elementary/ Special Education, Secondary Education (Business, English, Mathematics, Social Studies, Foreign Languages), Art Education, and Music Education

M.ED./MAT TUITION AND FEES (2014-15 ACADEMIC YEAR)

M.Ed./MAT	\$465 per credit
Internship I Fee	\$228
Internship II Fee	\$283
Practicum Fee	\$100

ADMISSION REQUIREMENTS

Master of Education Admission Requirements

Individuals wishing to apply for admission into an M.Ed. program must hold a current, valid teaching certificate and should submit the following items:

- Complete application ([available online at www.msmary.edu/med](http://www.msmary.edu/med))
- Nonrefundable \$35 processing fee; Checks made payable to *Mount St. Mary's University*
- Undergraduate transcript(s) from an accredited four-year institution
- Two letters of recommendation
- Copy of current valid teaching certificate

For both Technology Facilitation and Reading Specialist concentrations, an entrance portfolio demonstrating teacher proficiency in the National Educational Technology Standards for Teachers (NETS-T) or International Reading Association Standards (IRA) is also required. See the education office for required components. All prospective students also participate in an admission interview.

Master of Arts in Teaching Admission Requirements

Individuals wishing to apply for admission into an MAT program must submit:

- Complete application ([available online at www.msmary.edu/mat](http://www.msmary.edu/mat))
- Nonrefundable \$35 processing fee; Checks made payable to *Mount St. Mary's University*
- Official undergraduate transcript(s) from an accredited four-year institution
- Two letters of recommendation
- Praxis I-Academic Skills Assessment Maryland qualifying scores (or other equivalent such as SAT, GRE, GMAT). In addition, secondary candidates must submit qualifying scores for PRAXIS II Content Knowledge Maryland passing scores.
- Admission portfolio

All prospective MAT candidates also participate in an admission interview.

*For foreign language a writing sample and language proficiency interview are required.

When taking Praxis exams, please designate Mount St. Mary's University (**use college code 5421**) as well as the Maryland State Department of Education (MSDE) (**code R7403**) as score recipients. If the student plans to teach in a state other than Maryland, it is the student's responsibility to research the specific certification requirements of that state.

Application

Applications are accepted throughout the year and are reviewed for admission into the programs on an ongoing basis. Graduate students may begin their studies at the start of the fall, spring or summer semesters. Applications are available from the Education Department or online at www.msmary.edu/med.

Application and supporting data should be directed to:

Graduate Programs in Education, School of Education and Human Services
Archbishop Borders Hall, Mount St. Mary's University, Emmitsburg, MD 21727
Phone: (301) 447-5371 | Fax: (301) 447-7405

Special Student Status

Special student status applies to students who have not satisfied all of the admission requirements as determined by the program director. Students with special student status may earn up to nine graduate credits while working toward satisfaction of the admission criteria.

Students who have not met the undergraduate GPA requirement of 2.75 may be considered for admission if they have successfully met all other admission criteria AND have obtained at least a grade of B in each of the nine graduate credits taken as a special student at Mount St. Mary's University AND have been found worthy of admission by the Graduate Committee.

Non-Degree Student Status

Individuals who are not seeking a degree or certification but who wish to enroll in graduate courses may enroll in any courses except a teacher internship or Research Thesis. Non-degree students may change their status to M.Ed. or MAT by following the application procedure described in the "Admission Requirements" section of this catalog.

Transcript Analysis

Official transcripts are reviewed by the program director to determine if the applicant has fulfilled the Maryland State Department of Education requirements for undergraduate preparation. The university reserves the right to require additional coursework from applicants who may need to strengthen their knowledge in content areas based upon the transcript analysis. The program director provides written documentation of the transcript analysis to the student. The transcript analysis is retained by the Education Department in the student's permanent file.

Undergraduate Coursework

Students seeking an MAT may need to enroll in a number of undergraduate courses based on the analysis of their undergraduate transcripts. Students may take the necessary undergraduate courses at Mount St. Mary's University or any other accredited two- or four-year college. Students are advised to seek course approval from the program director prior to enrolling in undergraduate courses to ensure that the courses will be counted toward certification. A photocopy of the course description and a brief letter requesting approval should be submitted to the program director. Based on a review of the course description, the program director will notify the student in writing of the decision regarding approval. If the course is taken at another institution, a transcript of the final course grade must be sent to the program director promptly so that the grade can be recorded on the student's Education Curriculum Worksheet.

The Graduate Committee

The Graduate Committee consists of the program director and two full-time education professors who have taught or are currently teaching in the graduate program. The committee is responsible for reviewing prospective students' applications for special student enrollment and admission into the program as well as for advancement to candidacy. The Graduate Committee reserves the right to deny admission to any candidate it feels would not represent the university well in his/her field experiences. Reasons for admission denials include, but are not limited to, incorrect use of the English language, unprofessional attitude and failure to achieve the requisite Praxis scores and/or GPA.

OVERVIEW OF STUDY OPTIONS

The M.Ed. Degree with Concentrations in Technology Facilitation or Reading

These programs are designed for certified teachers who seek a graduate degree in education.

Certificate of Advanced Study in Reading

This program is designed for certified teachers holding a master's degree and seeking a program leading to a reading specialist certificate K-12.

The MAT Degree with Initial Certification in Elementary Education (Grades 1-6)

This program is designed for those who hold a baccalaureate degree (in any field of study) and who seek to become an elementary teacher grades 1-6. The course of study, customized for each individual on the basis of his/her academic background and professional experience, leads to a graduate degree and an initial Maryland elementary grades teaching certificate.

The MAT Degree with Initial Certification in Elementary/Special Education

This program is designed for those who hold a baccalaureate degree (in any field of study) and who seek initial certification in elementary education (grades 1-6) and generic special education (grades 1-8) as well as a graduate degree. The course of study is customized for each individual on the basis of his/her academic background and professional experience.

The MAT with Initial Certification in Secondary Education (Grades 7-12)

This program is designed for those who hold a baccalaureate degree and who seek a teaching certificate at the secondary level. Study programs are customized for each individual based on his/her academic background and professional experience and are offered in selected content areas. These content areas include: business education, English, French, German, Latin, mathematics, social studies and Spanish.

The MAT with Initial Certification in Art or Music

This program is designed for those who hold a baccalaureate degree in the fine arts and who seek a teaching certificate in art or music (grades preK-12). Study programs are customized for each individual based on his/her academic background and professional experience.

Study Option #1

Master of Education with Concentration in Technology Facilitation

The Master of Education with a Concentration in Technology Facilitation is designed to prepare educators to serve as building/campus-level technology facilitators. Technology facilitators teach technology applications and provide professional development for teachers and other school staff. They demonstrate effective uses of technology and collaborate with classroom teachers to enhance K-12 student learning.

Entrance technology portfolio required.

Prerequisite Coursework

MEDUC 502 Learning Theory and Human Development
OR an equivalent course taken within the last 10 years 3 cr.

Required Courses

MEDUC 501 Current Trends in Education 3 cr.
MEDUC 524 Fundamentals of Educational Research 3 cr.
MEDUC 525 Research Thesis (to be taken within the last 9 credits of the program) 3 cr.
MEDUC 610 Foundations of Instructional Technology 3 cr.
MEDUC 611 Computer Graphic Design 3 cr.
MEDUC 612 Instructional Design and Development 3 cr.
MEDUC 613 Technology in Teaching and Learning 3 cr.
MEDUC 614 Assistive and Adaptive Technology 3 cr.
MEDUC 615 Distance Education 3 cr.
MEDUC 616 Role of the Technology Facilitator 3 cr.
MEDUC 617 Practicum in Instructional Technology* 6 cr.

Total Credits 36 cr.

**All courses can be completed in the evenings except MEDUC 617 Practicum in Instructional Technology. The practicum requires 90 hours of on-site experiences that can only be completed during the day (fee applies).*

Study Option #2 Master of Education with a Concentration in Reading

The Master of Education with a Concentration in Reading is designed to prepare educators to serve as building/campus-level Reading Specialists. This program is designed with an emphasis on teaching the English language learner. The concentration leads to advanced certification as a reading specialist, K-12, from the Maryland State Department of Education.

Prerequisite Coursework

For elementary certified teachers (the following courses or their equivalent as determined by the program director):

- MSPED 510 Reading Assessment and Intervention
- MEDUC 512 Instruction of Reading
- MEDUC 528 Processes and Acquisition of Reading
- MEDUC 532 Materials for Teaching Reading

For secondary certified teachers (the following courses or their equivalent as determined by the program director):

- MEDUC 512 Instruction of Reading
- MEDUC 528 Processes and Acquisition of Reading
- MEDUC 526 Reading in the Secondary Content Areas I
- MEDUC 527 Reading in the Secondary Content Areas II

Required Courses

MEDUC 501	Current Trends in Education	3 cr.
MEDUC 503	Educational Assessment and Measurement	3 cr.
MEDUC 524	Fundamentals of Educational Research	3 cr.
MEDUC 525	Research Thesis (to be taken within the last 9 credits of the program)	3 cr.
MEDUC 600	Roles of the Reading Specialist	3 cr.
MEDUC 601	Advanced Processes and Acquisition of Reading	3 cr.
MEDUC 602	Teaching Reading to English Language Learners	3 cr.
MEDUC 603	Teaching Reading in the Content Area for English Language Learners	3 cr.
MEDUC 604	Reading Assessment Seminar	3 cr.
MEDUC 605	Reading Specialist Practicum*	6 cr.

Electives (choose one)

MEDUC 504	Technology for Learning	3 cr.
MSPED 508	Students with Special Needs and Diverse Learning Styles	3 cr.
MSPED 510	Reading Assessment and Intervention	3 cr.
MSPED 511	Management for Inclusive Settings	3 cr.
MEDUC 532	Materials for Teaching Reading	3 cr.

Total Credits

36 cr.

*All courses can be completed in the evenings except MEDUC 605 Reading Specialist Practicum. The practicum requires 90 hours of on-site experiences that can only be completed during the day (fee applies).

Study Option #3

Certificate of Advanced Study in Reading

This program is designed for certified teachers holding a master's degree and seeking a program leading to a reading specialist certificate, K-12.

Prerequisite Coursework

For elementary certified teachers (the following courses or their equivalent as determined by the program director):

- MSPED 510 Reading Assessment and Intervention
- MEDUC 512 Instruction of Reading
- MEDUC 528 Processes and Acquisition of Reading
- MEDUC 532 Materials for Teaching Reading

For secondary certified teachers (the following courses or their equivalent as determined by the program director):

- MEDUC 512 Instruction of Reading
- MEDUC 528 Processes and Acquisition of Reading
- MEDUC 526 Reading in the Secondary Content Areas I
- MEDUC 527 Reading in the Secondary Content Areas II

Required Courses

MEDUC 503	Educational Assessment and Measurement	3 cr.
MEDUC 600	Roles of the Reading Specialist	3 cr.
MEDUC 601	Advanced Processes and Acquisition of Reading	3 cr.
MEDUC 602	Teaching Reading to English Language Learners	3 cr.
MEDUC 603	Teaching Reading in the Content Area for English Language Learners	3 cr.
MEDUC 604	Reading Assessment Seminar	3 cr.
MEDUC 605	Reading Specialist Practicum*	6 cr.
MEDUC 613	Integrating Technology in Teaching and Learning	3 cr.
MEDUC 699	Special Topics: Independent Research Project	3 cr.

Total Credits **30 cr.**

**All courses can be completed in the evenings except MEDUC 605 Reading Specialist Practicum. The practicum requires 90 hours of on-site experiences that can only be completed during the day (fee applies).*

Study Option #4

Master of Arts in Teaching with Initial Certification in Elementary Education

This study option is designed for those who hold a bachelor's degree and are seeking an initial Maryland teaching certificate at the elementary grade level (grades 1-6) and a graduate degree. This program serves students who did not earn a baccalaureate degree in education and who seek to become elementary school teachers.

The program of study includes the graduate courses listed below plus undergraduate liberal arts credits as mandated by the MSDE. The program director reviews each applicant's undergraduate transcript and determines for each the number of credits required.

Required Courses*

MEDUC 501	Current Trends in Education	3 cr.
MEDUC 502	Learning Theory and Human Development	3 cr.
MEDUC 504	Technology for Learning	3 cr.
MEDUC 506	Mathematics in the Integrated Curriculum**	3 cr.
MEDUC 507	Science in the Integrated Curriculum**	3 cr.
MSPED 508	Students with Special Needs and Diverse Learning Styles	3 cr.
MSPED 510	Reading Assessment and Intervention	3 cr.
MEDUC 512	Instruction of Reading**	3 cr.
MEDUC 513	Social Studies in the Integrated Curriculum**	3 cr.
MEDUC 523	Teacher Research Seminar (to be taken concurrently with MEDUC 518)	3 cr.
MEDUC 528	Processes and Acquisition of Reading	3 cr.
MEDUC 532	Materials for Teaching Reading	3 cr.
MEDUC 518	Teacher Internship*** (fall only)	10 cr.

Total Credits

46 cr.

* Some of the courses require a field experience component in which students observe or teach in a classroom setting several times during the semester. Students are advised to refer to the Education Courses section of this catalog as they plan their course sequence.

** Internship I courses must be taken concurrently, MEDUC 506 and MEDUC 507 in the fall semester and MEDUC 512 and MEDUC 513 in the spring. Ten full days or 20 half days are required for field placement each semester.

*** All 500-level courses can be completed in the evenings except MEDUC 518. MEDUC 518 includes teaching obligations that can only be completed during the day. This requirement involves full-time classroom work and is completed in the latter stages of the student's program (fee applies). Teacher Internships should be completed only in a Professional Development School in Frederick County, Md. An "Application for Teacher Internship" must be submitted to the Education Department no later than March 31.

Study Option #5

Master of Arts in Teaching (Elementary/Special Education)

This study option is designed for those who hold a Bachelor's degree and are seeking initial Maryland teaching certificates in elementary education (grades 1-6) and generic special education (grades 1-8) as well as the Master of Arts in Teaching degree. This study option serves those who did not earn a baccalaureate degree in education and who seek to become elementary school or special education teachers.

The program of study includes the graduate courses listed below as well as undergraduate liberal arts credits as mandated by the MSDE. The program director reviews each applicant's undergraduate transcript and determines the number of credits required.

Required Courses*

MSPED 500	Assessment in Special Education**	3 cr.
MEDUC 501	Current Trends in Education	3 cr.
MEDUC 502	Learning Theory and Human Development	3 cr.
MEDUC 504	Technology for Learning	3 cr.
MEDUC 506	Mathematics in the Integrated Curriculum***	3 cr.
MEDUC 507	Science in the Integrated Curriculum***	3 cr.
MSPED 508	Students with Special Needs and Diverse Learning Styles	3 cr.
MSPED 509	Curriculum Design/Adaptation**	3 cr.
MSPED 510	Reading Assessment and Intervention	3 cr.
MSPED 511	Management for Inclusive Settings	3 cr.
MEDUC 512	Instruction of Reading***	3 cr.
MEDUC 513	Social Studies in the Integrated Curriculum***	3 cr.
MEDUC 523	Teacher Research Seminar (to be taken concurrently with MSPED 519)	3 cr.
MEDUC 528	Processes and Acquisition of Reading	3 cr.
MEDUC 532	Materials for Teaching Reading	3 cr.
MSPED 519	Elementary/Special Education **** (fall only)	10 cr.

Total Credits

55 cr.

* Some of the courses require a field experience component in which students observe or teach in a classroom setting several times during the semester. Students are advised to refer to the Education Courses section of this catalog as they plan their course sequence.

** Completion of this program's requirements involves two summer courses typically offered the month of May requiring daytime field experiences and a fall semester teacher internship during the academic year.

*** Internship I courses must be taken concurrently, MEDUC 506 and MEDUC 507 in the fall semester and MEDUC 512 and MEDUC 513 in the spring. Ten full days or 20 half days are required for field placement each semester.

**** All 500-level courses can be completed in the evenings except MSPED 519. MSPED 519 includes teaching obligations that can only be completed during the day. This requirement involves full-time classroom work and is completed in the latter stages of the student's program (fee applies). Teacher internships should be completed only in a Professional Development School in Frederick County, MD. An "Application for Teacher Internship" must be submitted to the Education Department no later than March 31.

Study Option #6

Master of Arts in Teaching with Initial Certification in Secondary Education (Grades 7-12)

This study option is designed for those who hold a bachelor's degree and are seeking an initial Maryland teaching certificate at the secondary level and a graduate degree.

The content areas include business education, English, French, German, Latin, mathematics, social studies and Spanish.

Certification requirements include the following professional sequence of classes:

(Additional credits in the student's certificate "content" area may be required to meet Maryland State Department of Education requirements. These credits are determined in consultation with the program director.)

MEDUC 501	Current Trends in Education	3 cr.
MEDUC 502	Learning Theory and Human Development	3 cr.
MEDUC 504	Technology for Learning	3 cr.
MEDUC 505	Management of the Curriculum	3 cr.
MSPED 508	Students with Special Needs and Diverse Learning Styles	3 cr.
MEDUC 514	Secondary Educational Assessment and Measurement*	3 cr.
MEDUC 536	Content Area Pedagogy* (or MEDUC 550 for Foreign Languages; MEDUC 560 for social studies)	3 cr.
MEDUC 523	Teacher Research Seminar (to be taken concurrently with MEDUC 521)**	3 cr.
MEDUC 526	Reading in the Secondary Content Areas I	3 cr.
MEDUC 527	Reading in the Secondary Content Areas II*	3 cr.
MEDUC 521	Teacher Internship** (fall only)	10 cr.

Total number of credits in the professional course sequence: 40 cr.

* Internship I consists of MEDUC 514, 536 (or 550, 560) and 527. Two full days or four half days per week are required for field placements. These courses should be taken concurrently in the spring prior to Internship II.

**Internship II consists of MEDUC 521 and MEDUC 523.

All 500-level courses can be completed in the evenings except MEDUC 521. MEDUC 521 includes teaching obligations that can only be completed during the day. This requirement involves full-time classroom work and is completed in the latter stages of the student's program (fee applies).

Teacher internships should be completed only in a Professional Development School in Frederick County, Md. An "Application for Teacher Internship" must be submitted to the Education Department no later than October 31.

Study Option #7

Master of Arts in Teaching with Initial Certification in Art Education (Grades K-12)

This program option is designed for those seeking a Master of Arts in Teaching in art education, and who have earned an undergraduate degree in fine arts.

Certification requirements include the following professional sequence of classes:

(Additional credits in the student's certificate "content" area may be required to meet Maryland State Department of Education requirements. These credits are determined in consultation with the program director.)

MEDUC 501	Current Trends in Education	3 cr.
MEDUC 502	Learning Theory and Human Development	3 cr.
MEDUC 504	Technology for Learning	3 cr.
MEDUC 505	Management of the Curriculum	3 cr.
MSPED 508	Students with Special Needs and Diverse Learning Styles	3 cr.
MEDUC 514	Secondary Assessment and Measurement*	3 cr.
MEDUC 523	Teacher Research Seminar (to be taken concurrently with MEDUC 520)**	3 cr.
MEDUC 526	Reading in the Secondary Content Areas I	3 cr.
MEDUC 527	Reading in the Secondary Content Areas II*	3 cr.
MEDUC 530	Art Methods*	3 cr.
MEDUC 520	Teacher Internship** (fall only)	10 cr.

Total number of credits in the professional course sequence: 40 cr.

* *Internship I consists of MEDUC 514, 527 and 530. Two full days or four half days per week are required for field placements. These courses should be taken concurrently in the spring prior to Internship II.*

***Internship II consists of MEDUC 520 and MEDUC 523.*

All 500-level courses can be completed in the evenings except MEDUC 520. MEDUC 520 includes teaching obligations that can only be completed during the day. This requirement involves full-time classroom work and is completed in the latter stages of the student's program (fee applies).

Teacher internships should be completed only in a Professional Development School in Frederick County, Md. An "Application for Teacher Internship" must be submitted to the Education Department no later than October 31.

Study Option #8

Master of Arts in Teaching with Initial Certification in Music Education (Grades Pre-kindergarten-12)

This program option is designed for those seeking a Master of Arts in Teaching in music education, and who have earned an undergraduate degree in fine arts.

Certification requirements include the following professional sequence of classes:

(Additional credits in the student's certificate "content" area may be required to meet Maryland State Department of Education requirements. These credits are determined in consultation with the program director.)

MEDUC 501	Current Trends in Education	3 cr.
MEDUC 502	Learning Theory and Human Development	3 cr.
MEDUC 504	Technology for Learning	3 cr.
MEDUC 505	Management of the Curriculum	3 cr.
MSPED 508	Students with Special Needs and Diverse Learning Styles	3 cr.
MEDUC 514	Secondary Assessment and Measurement*	3 cr.
MEDUC 523	Teacher Research Seminar** (to be taken concurrently with MEDUC 520)	3 cr.
MEDUC 526	Reading in the Secondary Content Areas I	3 cr.
MEDUC 527	Reading in the Secondary Content Areas II*	3 cr.
MEDUC 540	Music Methods*	3 cr.
MEDUC 520	Teacher Internship** (fall only)	10 cr.

Total number of credits in the professional course sequence: 40 cr.

* Internship I consists of MEDUC 514, 527 and 540. Two full days or four half days per week are required for field placements. These courses should be taken concurrently in the spring prior to Internship II.

**Internship II consists of MEDUC 520 and MEDUC 523.

All 500-level courses can be completed in the evenings except MEDUC 520. MEDUC 520 includes teaching obligations that can only be completed during the day. This requirement involves full-time classroom work and is completed in the latter stages of the student's program (fee applies).

Teacher internships should be completed only in a Professional Development School in Frederick County, Md. An "Application for Teacher Internship" must be submitted to the Education Department no later than October 31.

GATEWAY ASSESSMENT

Master of Education Programs:

Technology Facilitation and Reading

In order to earn a Master of Education degree students must maintain a minimum cumulative 3.0 GPA, complete at least 36 credit hours of graduate-level coursework including a 6-credit practicum, have successfully presented a research thesis, and have passed each gateway.

Gateway 1: Entrance

Occurs for M.Ed. candidates at the time they make initial application to the M.Ed. program. Candidates move to Gateway 2 when all conditions for the practicum have been met.

Gateway 2: Pre-Practicum

Requires that candidates meet with the program director to discuss the Professional Development Plan (PDP), based on standards of the International Reading Association/International Society for Technology in Education. The program director ensures that candidates have proper clearance to work in schools and that program requirements have been maintained.

Gateway 3: Transition

Occurs midway through the practicum when candidates submit a log of experiences and reflections to the university supervisor. Through a comparative analysis of ISTE/IRA standards with the log of experiences and reflections, a plan for the remainder of the practicum is developed.

Gateway 4: Program Completion

Is the successful completion of the practicum (with a rubric score of 2.0+), research thesis and defense (2.0 or better), and all program requirements as determined by a transcript analysis.

Master of Arts Programs

Gateway 1: Entrance

Teacher candidates must submit passing scores for Praxis I (or other equivalent such as SAT, GRE, GMAT) and for secondary candidates Praxis II Content Knowledge, as required by the state of Maryland (within the first 9 credit hours), have achieved an undergraduate final GPA of at least 2.75, submit two letters of recommendation, submit a letter of intent, admission portfolio, and participate in an admission interview. Applicants may seek exemption for the GPA requirement by submitting evidence of prior learning and professional experience in a relevant field.

Gateway 2: Pre-Internship

Prior to Internship I teacher candidates must complete a minimum of four foundational courses, maintain a GPA of 3.0, complete all undergraduate content courses as identified in the admissions process, and meet the two-semester residency requirement.

Gateway 3: Transition

Teacher candidates must complete a successful Internship I as measured by GPA, MSM Benchmarks (based on InTASC principles) and Disposition Assessment.

Gateway 4: Program Completion

Teacher candidates must complete a successful Internship II including program completion portfolio, reflective inquiry project and Maryland passing scores on Praxis II (subject assessments). Graduate students must also maintain a minimum cumulative 3.0 GPA and complete at least 36 hours of graduate-level coursework.

PROGRAM COMPLETION THESIS/PORTFOLIO

Master of Education Research Thesis

M.Ed. students are required to complete a research thesis. MEDUC 524 and MEDUC 525 support thesis development. Guidelines on the research process and completion of thesis are published in the manual: "Policies, Procedures and Guidelines for Successful Completion of Master of Education Thesis" (www.msmary.edu/medrequirements)

Master of Arts in Teaching Professional Portfolio and Reflective Inquiry Project

As part of the teacher internship semester, MAT students will develop an electronic professional portfolio based on benchmarks. The portfolio is a collection of work that demonstrates a candidate's preparedness to teach. Also, during the internship semester MAT students engage in a reflective inquiry project that is presented in a public forum.

ACADEMIC POLICIES

Admission and Advancement to Candidacy

Advancement to candidacy may be awarded to those who have fulfilled all admission requirements. Upon advancement to candidacy, M.Ed. and MAT students have five years to complete their program. If necessary, students may petition the Graduate Committee for an extension. All graduate students must maintain a 3.00 GPA.

Admission and Advancement Decision Appeals

Applicants who wish to appeal a decision regarding special student enrollment or advancement to candidacy decisions must submit a written request to the Chair of the Education Department (for MAT students) or to the M.Ed. director (for M.Ed. students).

Course Waivers

If a student has a strong undergraduate background or significant professional experiences in a field, he or she may request to have a core course waived by the chair (MAT)/MED director. A waiver is not an award of credit, but it permits the student to substitute an approved higher-level course in place of the course requirement. Waivers are awarded to strengthen a student's academic program.

Students interested in pursuing a course waiver may request an application for waiver from the Education Department.

Academic Sessions

Sessions are offered on a year-round basis, with eight academic sessions per year.

Fall Semester: Fall I Session and Fall II Session

Spring Semester: Spring I Session and Spring II Session

Summer Semester: Summer I Session and Summer II Session

Fall and spring sessions are each 8 weeks. Summer sessions are 5 weeks each.

CLINICAL EXPERIENCES

Professional Development School (PDS)

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates and the continuous professional development of both school system and institution of higher education faculty. The focus of a PDS partnership is improved student performance through research-based teaching and learning.

The university enjoys a long-standing PDS partnership with elementary, middle, and high schools in Frederick County, Md. The standards for Maryland PDSs hold that all teacher candidates be provided equitable access to an extensive internship (at least 100 consecutive days) in a PDS. Our field placement coordinator, working in concert with our PDS liaison and building principals, arranges internship placements in PDS. A mentor teacher and professor in residence or university supervisor support candidates' professional development toward meeting our benchmarks. Upon graduation, candidates are expected to demonstrate standards-based teaching that is measured through evaluation of teaching performance and portfolio assessment. The Education department uses the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC) in its benchmarks. Teacher candidates are also expected to demonstrate the personal dispositions that relate to successful teaching.

Field Experience

Some graduate courses require several field experiences. The field experience course requirements will usually be met at one of the established Professional Development Schools (PDS) in Frederick County, Maryland.

Internships

Teacher Internship- MAT Elementary Education

The Maryland State Department of Education (MSDE) requires a 100-day internship in a Professional Development School. This is an unpaid internship.

Prior to Internship I teacher candidates must complete the following core courses: MEDUC 501, 502, 504, 528, 532, MSPED 508; maintain a GPA of 3.0; have completed all undergraduate content courses as identified in the admission process; have successfully fulfilled all Praxis I requirements and met the two-semester residency requirement.

Internship I is a year-long placement to be taken in the fall and spring semester and requires 10 full days or 20 half days per semester in a PDS placement. Internship I concurrent courses: 506 and 507 in the fall semester and 512 and 513 in the spring.

Internship II is to be taken in the following fall semester. This is a weeklong, all-day placement in a PDS site beginning mid-August and ending mid-December. The concurrent courses are: 518 Teacher Internship and 523 Teacher Research Seminar.

Teacher Internship-MAT Elementary/Special Education

MSDE requires a 100-day internship in a PDS. The elementary/ special education certification internship requires a summer internship, typically in the month of May, in addition to regular semester hours.

Prior to Internship I teacher candidates must complete the following core courses: MEDUC 501, 502, 504, 528, 532, MSPED 508; maintain a GPA of 3.0; have completed all undergraduate content courses as identified in the admission process; have successfully fulfilled all Praxis I requirements and met the two-semester residency requirement.

Internship I is a year-long placement to be taken in the fall and spring semester and requires 10 full days or 20 half days per semester in a PDS placement. Internship I concurrent courses: 506 and 507 in the fall semester and 512 and 513 in the spring.

Internship II is to be taken in the following fall semester. This is a weeklong, all-day placement in a PDS site beginning mid-August and ending mid-December. The concurrent courses are: 519 Teacher Internship and 523 Teacher Research Seminar.

Teacher Internship- MAT Secondary, Art, Music

Prior to Internship I teacher candidates must complete the following core courses: MEDUC 501, 502, 504, 505, 526, MSPED 508; maintain a GPA of 3.0; have completed all undergraduate content courses as identified in the admission process; have successfully fulfilled all Praxis I requirements and Praxis II Content Knowledge and met the two-semester residency requirement. Internship I is a semester-long placement to be taken in the spring semester and requires 2 full days or 4 half days each week in a PDS placement. Concurrent courses are 514, 527, 536 (alternate Art: 530, Music: 540, Foreign Languages: 550, Social Studies: 560).

Internship II is to be taken in the following fall semester. This is a week-long, all day placement in a PDS site beginning mid-August and ending mid-December. The concurrent courses are: 521 or 520 Teacher Internship and 523 Teacher Research Seminar.

Incomplete Grades in Internship Courses

Note: Students who have taken an Incomplete in MEDUC 518, MEDUC 520, MEDUC 521, or MSPED 519 may retake the internship only after petitioning and obtaining the permission of the Graduate Committee to do so. Be advised that given the nature of the teacher internship, incompletes are rarely awarded. The receipt of an Application for the Teacher Internship from a student reflects a serious commitment to the internship experience.

Practicum

Master of Education students culminate their program of study with a practicum. A practicum provides prospective reading specialists/technology facilitators with scaffolded opportunities to experience the multiple roles of the reading/technology specialist. With an experienced reading/technology specialist as a mentor and a university supervisor, participants will develop a Professional Development Plan so as to further develop and demonstrate their proficiency with the International Reading Association (IRA) Standards for Reading Specialists or International Society for Technology in Education (ISTE) Standards for Technology Facilitation. Each practicum requires 90 hours of on-the-job work and approximately 270 hours of preparatory time. Lab fee applies.

TECHNOLOGY

Mount St. Mary's University emphasizes the integration of technology into teaching as outlined by Maryland Teacher Technology Standards (MTTS). Coursework models best practice in uses of technology as tools to enhance student learning.

The Mount uses Moodle as its course management platform and offers coursework both online and in hybrid-formats. MAT candidates use Chalk and Wire, an e-portfolio system, to develop their program completion portfolio.

PROGRAM COMPLETER STATUS AND CERTIFICATION

In order to apply for certification through the Maryland State Department of Education (MSDE), a teacher candidate must be a program completer. To be a program completer, the teacher candidate must have completed all program requirements, including the submission of official qualifying Praxis II scores for the state of Maryland. It is imperative that students designate Mount St. Mary's University and the MSDE as score recipients. For specific details about seeking Maryland Certification, consult the Maryland State Department of Education Certification Branch (www.marylandpublicschools.org/MSDE/divisions/Certification).

TEACHING CERTIFICATION (INITIAL LICENSURE)

Obtaining MSDE certification requires that candidates:

- Complete an approved program.
- Meet Maryland's qualifying scores on the Praxis I and Praxis II.
- Send a cover letter with name, Social Security number, complete mailing address, phone number, area of certification seeking, and requisite fee. The student must also submit official transcripts for all coursework taken and send test scores for the required teacher certification tests.

For specific details and possible additional requirements, log on to <http://certification.msde.state.md.us>

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the National Education Association and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the National Education Association or its affiliates.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. Therefore, the educator works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.

- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

- Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a non-educator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Adopted by the National Education Association 1975 Representative Assembly

EDUCATION COURSE DESCRIPTIONS

MSPED 500 Assessment in Special Education (3)

Provides for the study, interpretation and use of a variety of commercial assessment tools used in the field of special education. Teacher candidates will collect and analyze data obtained in an inclusive classroom or special education setting. The data will be used to construct developmentally appropriate classroom activities. An emphasis on the role of technology in assessment is included. A field component is required (6 hours total). *Offered during May.*

MEDUC 501 Current Trends in Education (3)

A study of the political, social, economic and intellectual forces currently shaping American education. Special attention is given to educational reforms since the 1960s, the role of the teacher in a democratic society, the challenges facing the contemporary teacher in an era of cultural diversity, changing family structures, technological change, drugs, the pressures for reform, and professionalism in teaching. *Fall, Summer.*

MEDUC 502 Learning Theory and Human Development (3)

Designed to integrate teaching and learning theory. Current research related to child development, cognition, teaching practice and learning styles is explored. Field observations in a classroom setting are required (2 hours total). *Spring.*

MEDUC 503 Educational Assessment and Measurement (3)

The theory and practice of formal (i.e., achievement, aptitude, etc.) and informal assessment (i.e., portfolio and outcome-based, etc.) are studied. Emphasis is placed on how to assess within the classroom and how to apply assessment information to classroom instruction. For M.Ed. students only.

MEDUC 504 Technology for Learning (3)

Emphasizes an analysis of the application of technology for learning, including problem solving and assessment. Hands-on experience is emphasized in the exploration of the use of computer hardware and software, digital photography and the Internet. Copyright laws are also reviewed. One half-day of field observations in a classroom setting is required (3 hours total). *Spring.*

MEDUC 505 Management of the Curriculum (3)

Provides an examination of the aims, processes, content and organization of curriculum within secondary school instruction. Particular focus will be given to the interface between student learning and teacher instruction, through a study of classroom management strategies. Theories of student learning in the middle and high grades, and the tools teachers need to connect instruction to learning, will be explored. Basic competencies in lesson and curriculum planning will be developed. Emphasis is placed upon the notion of discipline as integrating subject knowledge with certain teacher-student behaviors and classroom environments for that knowledge to translate into learning. For MAT Secondary only. *Summer.*

MEDUC 506 Mathematics in the Integrated Curriculum (3)

Teacher candidates learn how to assist their pupils as they construct an understanding of mathematics. Focus will be given to teaching math skills within the context of problem solving, communication, connections and reasoning using many tools including manipulatives, technology, children's literature and journaling. Taken concurrently with MEDUC 507 in the fall semester. *Ten full days or 20 half days of field experience are required. Lab fee. Fall.*

MEDUC 507 Science in the Integrated Curriculum (3)

Presents modern methods for elementary science instruction via inquiry and Constructivist teaching principles. Teacher candidates will explore methods to stimulate children to wonder, to use process skills and to construct meaning of scientific principles and concepts. Taken concurrently with MEDUC 506 in the fall semester. *Ten full days or 20 half days of field experience are required. Lab fee. Fall.*

MSPED 508 Students with Special Needs and Diverse Learning Styles (3)

Explores the academic, behavioral and socio-emotional characteristics of students having special needs. Specific handicapping conditions will be described, and behavioral management and classroom inclusion strategies will be presented. Additionally, the learning and response styles of students of diverse ethnicities will be presented. Field observations in a classroom setting are required (5 hours total). *Fall.*

- MSPED 509 Elementary Education Curriculum Design and Adaptation (3)**
Explores ways to modify school curricula to accommodate differences in students' learning styles. Theoretical bases for curriculum adaptation as well as practical application will be discussed. Teacher candidates will develop an awareness of assistive and adaptive technologies and their role in meeting the needs of all learners. A field component is required (6 hours total). *Offered during May.*
- MSPED 510 Reading Assessment and Intervention (3)**
Assists teacher candidates in becoming proficient consumers and users of classic based assessments and assessment data. Instruction will focus on: building knowledge of the purposes of the assessment; types of assessment tools; how to administer and use several valid, reliable, well researched formal and informal assessments of reading; related skills of how to effectively interpret the results of assessments; and how to communicate assessment results in a variety of contexts. Teacher candidates will show that they can use assessment data to guide instructional decisions. Teacher candidates will demonstrate their abilities by selecting, administering, and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing and outcome measurement. Two Field observations are required (Two 3-hour blocks total). Prerequisites: MEDUC 528 and 532. MSDE approved. *Fall.*
- MSPED 511 Management for Inclusive Settings (3)**
Focuses on the study of teaching methods and classroom management techniques that facilitate the learning of students with special needs. Prerequisites: MEDUC 501, 502 and MSPED 508. This course is for teacher candidates who are part of the Elementary/ Special Education Program. Two half-days of field observations in a classroom setting are required (6 hours total). *Fall.*
- MEDUC 512 Instruction of Reading (3)**
Provides the teacher candidate the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, teacher candidates will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models, and reviewing the research support available for those approaches. Taken concurrently with MEDUC 513 in the spring semester. *Ten full days or 20 half days of field experience are required.* Prerequisites: MEDUC 528 and 532. MSDE approved. Lab fee. *Spring.*
- MEDUC 513 Social Studies in the Integrated Curriculum (3)**
Topics in multicultural education, history, geography, economics, political science, social science and current events are presented and integrated into the curriculum to enhance critical thinking and problem solving skills. Teacher candidates will have the opportunity to make literacy connections for each topic presented. Attention is given to a variety of strategies that include, but are not limited to, multiple intelligences, case study, concept formation, primary sources and values formation. Taken concurrently with MEDUC 512 in the spring semester. *Ten full days or 20 half days of field experience are required.* Prerequisite: None. Lab fee. *Spring.*
- MEDUC 514 Secondary Educational Assessment and Measurement (3)**
The theory and practice of formal (i.e., achievement, aptitude, etc.) and informal assessment (i.e., portfolio and outcome-based, etc.) are studied. Emphasis is placed on how to assess within the classroom and how to apply assessment

information to classroom instruction. *This course is taken concurrently with MEDUC 527 and 536 or 530 or 540 or 550 or 560 during Internship I.* MSDE approved. *Spring.*

MEDUC 518 Teacher Internship: Elementary (10)

Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in nearby elementary schools. Open only to teacher candidates enrolled in the MAT Elementary Program. Prerequisite: successful completion of all professional and content courses. Internship begins in August and ends in December with attendance daily. *Fall.*

MSPED 519 Elementary/ Special Education Internship (10)

Designed to provide the teacher candidate the opportunity to participate in a three-tiered internship setting (regular classroom, inclusive classroom and resource room) under the mentorship of a special educator, a classroom teacher and a university supervisor. Prerequisite: Successful completion of all professional and content courses. Internship begins in August and ends in December with attendance daily. *Fall.*

MEDUC 520 Teacher Internship: Art or Music (10)

Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in nearby schools. Open only to teacher candidates enrolled in the MAT Art or Music Program. Prerequisite: successful completion of all professional and content courses. Internship begins in August and ends in December with attendance daily. *Fall.*

MEDUC 521 Teacher Internship: Secondary (10)

Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in nearby secondary schools. Open only to teacher candidates enrolled in the MAT Secondary Program. Prerequisite: successful completion of all professional and content courses. Internship begins in August and ends in December with attendance daily. *Fall.*

MEDUC 523 Teacher Research Seminar (3)

This course is designed to engage the teacher candidate in an understanding of the basics of educational research and the value of research for the beginning teacher. Specific attention is given to problem definition, data collection and methods of analysis related to instruction. Similarly, teacher candidates are helped to develop their proficiency in “reflective practice” as a key dimension of successful classroom instruction. An individual reflective inquiry project will be planned, undertaken and documented. Where applicable, approval by the Mount’s Institutional Review Board will be required for this project. Prerequisites: MEDUC 502 and 504. For MAT students only. Taken concurrently with Internship II. *Fall.*

MEDUC 524 Fundamentals of Educational Research (3)

This course is designed to introduce students to research methods and ethical standards used in educational research. Students develop a research proposal for the M.Ed thesis, consulting with faculty in the area of concentration, and draft the Institutional Review Board application. Proposals must be approved for students to advance into MEDUC 525. *Fall.*

MEDUC 525 Research Thesis (3-6)

Students who have been given permission to advance to MEDUC 525 become part of a cohort of researchers under the guidance of one instructor. In this course they are guided in the data collection process, revisions of the literature review,

analysis of data, and discussions of findings toward the final production of the thesis. The written thesis and its oral defense are evaluated by a faculty committee. Prerequisite: MEDUC 524. *This course must be taken within the last 9 credits in the program.* For M.Ed. students only. *Spring.*

MEDUC 526 Reading in Secondary Content Areas I (3)

Provides teacher candidates with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction and affecting dimensions of reading. MSDE approved. Field observations in a classroom setting are required (3 hours total). *Fall.*

MEDUC 527 Reading in Secondary Content Areas II (3)

Expands on MEDUC 526, enabling teacher candidates to apply theories, strategies and practices daily in classroom instruction. *This course is taken concurrently with MEDUC 514 and 536 or 530 or 540 or 550 or 560 during Internship I.* MSDE approved. *Spring.*

MEDUC 528 Processes and Acquisition of Reading (3)

Assists teacher candidates in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research. Field observations in a classroom setting are required (three 1-hour blocks total). MSDE approved. *Spring.*

MEDUC 530 Art Methods (3)

Teacher candidates will become acquainted with the various media, techniques and principles of art. The course is designed to provide a basis for understanding, evaluating and developing students' artistic abilities in grades pre-kindergarten through 12. *This course is taken concurrently with MEDUC 514 and MEDUC 527 during Internship I.* Prerequisites: MEDUC 501 and MEDUC 502. *Spring.*

MEDUC 532 Materials for Teaching Reading (3)

Assists teacher candidates in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Teacher candidates should leave this course with an understanding of research-supported programs, approaches and methods so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent and independent readers. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading both inside and outside of school. Field experience is required (three 1-hour blocks total). MSDE approved. *Fall.*

MEDUC 536 Content Area Pedagogy (3)

Explores models of instruction and teaching methods that guide and support adolescent and young adult learning. Emphasis will be given to lesson and unit planning, communication and assessment strategies across the curriculum, and the use of instructional resources. Field experiences are discipline-specific,

extend teacher candidate knowledge of teaching and learning. *This course is taken concurrently with MEDUC 514 and MEDUC 527 during Internship I.* Prerequisites: MEDUC 501, 502. Spring.

MEDUC 540 Music Methods (3)

Provides preparation and support for the variety of musical teaching opportunities within the elementary and secondary school classrooms. Teacher candidates will experience and evaluate a broad survey of methods and materials, from which they will begin to formulate original concepts and teaching philosophies and consider methods for inclusion in their present teaching situations as appropriate. Such concepts include the fundamental approaches of Emile Jacques-Dalcroze, Zoltan Kodaly and Carl Orff, as well as the modern philosophy of Edwin Gordon. The implementation of such important documents as the various state-mandated Standards of Learning and the National Standards of Music Education will be addressed as well as fundamental musical concepts, literature and professional development. *This course is taken concurrently with MEDUC 514 and MEDUC 527 during Internship I.* Prerequisites: MEDUC 501 and MEDUC 502. Spring.

MEDUC 550 Methods of Teaching Languages in Schools (3)

This course addresses the needs of teacher candidates who are preparing to teach a foreign language in the 7-12 school settings. The content of the course examines past and current theories of second-language acquisition, the national and state standards for language learning, techniques for designing unit and daily lessons, the use of technology in the delivery of instruction, and theories and practices for the design of performance-based assessment in the language classroom. Throughout the course students will receive practice in applying the theories examined both in simulation and in the field experience. *This course is taken concurrently with MEDUC 514 and MEDUC 527 during Internship I.* Prerequisites: MEDUC 501, 502. Spring.

MEDUC 560 Teaching Social Studies in Secondary Schools (3)

Provides a foundation for classroom methodology and the development and delivery of NCSS and VSC standards-based instructional activities, lessons, and assessments for secondary school learners. Teacher candidates will engage in discussion regarding the reasons for social studies in a democratic nation and an increasingly diverse country and world. They will examine issues, trends and research topics related to social studies education. Teacher candidates will develop a working knowledge of differentiated instruction for students of all abilities, cultures, and learning styles during the accompanying field experience of Internship I, and they will learn about the importance of serving as role models and leaders who continue to grow professionally. *This course is taken concurrently with MEDUC 514 and MEDUC 527 during Internship I.* Prerequisites: MEDUC 501, 502. Spring.

MEDUC 598 Independent Study: MAT (3)

Topic varies. Requires permission from the instructor and chair of Education dept.

MEDUC 599 Special Topics: MAT (1-3)

Supplements the department offerings by permitting the pursuit of special subjects of thematic or interdisciplinary interest. Prerequisite: Permission of the Chair of the Education department. (As needed)

MEDUC 600 Roles of the Reading Specialist (3)

Addresses the multiple roles that reading specialists play in K-12 schools. Through course readings, discussions and projects, students will develop the skills to summarize research studies, to plan and deliver research-based professional

development workshops for colleagues, and to communicate data-driven decisions with K-12 learners, their parents, colleagues and policy makers. *Fall, even years.*

MEDUC 601 Advanced Processes and Acquisition of Reading (3)

Examines the theory and research of beginning reading and skilled reading as a backdrop for studying the processes and acquisition of reading for English language learners and individuals with learning disabilities. *Fall, odd years.*

MEDUC 602 Teaching Reading to English Language Learners (3)

Emphasizes the prevention of and intervention for reading difficulties in emergent and early readers, including the appropriate placement, program planning and ongoing assessment of English language learners. The course advocates a literacy program of graphophonics, semantics and syntactics in teaching reading. *Summer, odd years.*

MEDUC 603 Teaching Reading in the Content Area for English Language Learners (3)

Through this course the prospective reading specialist will identify and develop an understanding about strategies and skills required to read successfully in various content areas in middle and high schools. Methods of teaching reading while building content knowledge are examined as are ways to deliver inservice training about particular methods. Adapting materials and instructional activities for the English language learners is the focus of the in-school experience. *Spring, odd years.*

MEDUC 604 Reading Assessment Seminar (3)

Provides prospective reading specialists an overview of formal and informal reading assessments for the K-12 learner. Through case study analysis students will gain skill in selecting and administering appropriate assessments and making recommendations for instruction to meet individual student needs, including second language learners and those with reading disabilities. Emphasis will be on the evaluation of commercial instruments, the uses of assessment data from state, local and classroom assessments, and the communication of assessment results to parents and school personnel. *Spring, even years.*

MEDUC 605 Reading Specialist Practicum (6)

Provides prospective reading specialists with the opportunity to participate on a school-based literacy team and teach K-12 students in a Frederick County Public School Summer Academy. Emphasis will be on using assessments to develop and deliver reading interventions to individuals and small groups of students, and designing and providing reading workshops for other professionals, paraprofessionals and parents.

Emphasis will be placed on developing sound approaches and procedures to solve statistical problems. In addition, producing correct interpretation of results and clear reporting of analysis are of primary importance. Understanding the concepts and procedures developed and applying and interpreting them correctly are the primary goals of the course.

Theoretical analysis will be kept to a minimum; however, understanding of techniques will be emphasized. It will be assumed that the student can perform basic algebraic calculations. *Fall.*

MEDUC 610 Foundations of Instructional Technology (3)

Examines theoretical frameworks and the influence of historical events on the development of the field of instructional technology. It examines current research to understand the role of technology in education reform, in today's classroom, and in educational decision making. *Fall, odd years.*

MEDUC 611 Computer Graphic Design (3)

Covers the essential software, concepts and skills to develop quality graphics, layout and media products with an emphasis on multimedia and desktop publishing. Students learn to use state-of-the-art software for graphic designs, which are the foundations of Web-based delivery systems and all forms of instructional media. The skills developed through this course will be used in subsequent project-based courses where students develop hypermedia products and author educational web pages. *Spring, even years.*

MEDUC 612 Instructional Design and Development (3)

Uses a learning theory approach to instructional design. Students will evaluate web- and media-based learning systems and use instructional design principles to create an electronic learning environment that requires the learner's active, constructive and reflective involvement. Prerequisite: MEDUC 611. *Summer, odd years.*

MEDUC 613 Integrating Technology in Teaching and Learning (3)

Focuses on methods and management strategies for teaching with technology and assessing both student-generated and teacher-generated technology products. Students will use technology tools to collect and interpret data for the purpose of instructional planning. Prerequisite: MEDUC 612. *Spring, odd years.*

MEDUC 614 Assistive and Adaptive Technology (3)

In this course teachers plan, implement and evaluate student uses of adaptive and assistive devices. *Summer, even years.*

MEDUC 615 Distance Education (3)

Students explore relevant concepts and issues in distance education through exploration of existing practices and theoretical foundations. In this course, students will collaboratively develop a distance education module and team teach/facilitate an asynchronous learning environment. Prerequisite: MEDUC 610. *Fall, even years.*

MEDUC 616 Role of the Technology Facilitator (3)

Addresses the multiple roles of the technology facilitator in K-12 schools. Through course readings, discussions and projects, students will develop the skills to summarize research studies, to plan and deliver research-based professional development workshops, to prepare a school technology plan, to engage in facilities planning, and to address issues of security and legal and ethical uses of technology in schools. Prerequisites: MEDUC 613, 614, 615. *Spring, even years.*

MEDUC 617 Practicum in Instructional Technology (6)

Provides prospective technology facilitators the opportunity to participate on a school-based technology team. Partnered with an experienced technology facilitator or specialist, the prospective facilitator will engage in the daily tasks associated with using technology to enhance student learning, K-12. Prerequisite: MEDUC 524, 616. *Fall.*

MEDUC 698 Independent Study: M.Ed. (1-3)

Topic varies. Requires permission from the instructor and graduate director.

MEDUC 699 Special Topics: M.Ed. (1-3)

Supplements the department offerings by permitting the pursuit of special subjects of thematic or interdisciplinary interest. Prerequisite: Permission of department chair. *As needed.*

M.ED. AND MAT FACULTY

Barbara Martin Palmer

B.A., Frostburg University
M.S., Hood College
Ph.D., University of Maryland

Elizabeth Monahan

B.A., The College of Notre Dame of Maryland
M.S., The Johns Hopkins University

Stacey Brown-Hobbs

B.S., Mount St. Mary's University
M.A., Hood College
Ph.D., Notre Dame of Maryland University

Carolyn Cook

B.A., Washington Bible College
M.Ed., Shippensburg University
Ph.D., Pennsylvania State University

Laura Corbin Frazier

B.A., University of Delaware
M.Ed., Mount St. Mary's University
Ed.D., Towson University

Barbara A. Marinak

B.A., Temple University
M.Ed., Penn State University
Ph.D., University of Maryland

Angela Mucci

B.A., University of St. Francis
M.A., University of South Florida
Ph.D., University of South Florida

Patrick Ryan

B.A., University of Pennsylvania
M.A., University of Virginia
Ph.D., University of Florida

Ernest Solar

B.S., George Mason University
M.Ed., George Mason University
Ph.D., George Mason University Master of Arts in Philosophical Studies Program

Master of Arts in Philosophical Studies Program

OVERVIEW

The Master of Arts in Philosophical Studies (MAPS) is a graduate degree program of Mount St. Mary's College of Liberal Arts. It provides an opportunity for advanced study of philosophy, emphasizing both the history of philosophy and major topical areas, with attention to how these inform and are informed by the Catholic intellectual tradition.

The Mount St. Mary's philosophy faculty share a common vision of the compatibility of faith and reason and the integrity of philosophy as a truth-seeking discipline distinct from theology.

The MAPS program is designed to be compatible with the philosophical education included in the two-year pre-theology program of Mount St. Mary's Seminary, but the program is not limited to seminary students. Any prospective student who meets the eligibility requirements may apply.

PROGRAM OBJECTIVES

Students who complete the MAPS program will:

- Possess a master's level grasp of the history of philosophy and major subject areas in philosophy.
- Understand the relationship between faith and reason in the Catholic intellectual tradition.
- Be skilled in philosophical research and sustained written argument.

MAPS ADMISSION REQUIREMENTS

Applicants to the MAPS program must:

- Possess a Bachelor's degree or the equivalent from an accredited college or university.
- Give evidence of academic ability, normally an undergraduate GPA of 3.0 or higher.

Seminary students, in addition to the above criteria, must have the written permission of the seminary academic dean.

MAPS TUITION (2014-15 ACADEMIC YEAR)

MAP \$447 per credit

APPLICATION PROCESS

Application forms are available from, and should be returned to, the program director. The application deadline for non-seminarians to begin classes in the Fall is August 1; in the Spring, December 1.

COLLEGE OF LIBERAL ARTS

Dean: Dr. Joshua P. Hochschild

Director of MAPS program:
Dr. Christopher Anadale

✉ 16300 Old Emmitsburg Road,
Emmitsburg, MD 21727

☎ 301-447-5368

✉ maps@msmary.edu

🌐 www.msmary.edu/maps

DEGREE COMPLETION REQUIREMENTS

To receive the MAPS degree, candidates must show proficiency in philosophical logic, complete 31 credits of MAPS coursework with a GPA of at least 3.0, and pass both a Preliminary Paper and a Qualifying Paper.

Candidates must complete all degree requirements within three years of completing course work, or within five years of matriculation, whichever comes first. The program director may grant extensions in extraordinary circumstances.

Logic Proficiency

Candidates must show proficiency in philosophical logic. They may do so by earning a grade of C or higher in PHIL 201 or PHIL 202 or their equivalent, or passing a logic proficiency exam. The logic course does not count toward the required MAPS credit hours. The program director may waive this requirement for candidates who have earned a grade of C or higher in a substantially similar logic course at another institution.

Coursework

Candidates complete 31 credits of course work, including one credit for the Qualifying Paper. Courses should be distributed across historical periods and themes. A typical curriculum will include:

MAP 501	Moral Philosophy (3 credits)
MAP 505	Natural Theology (3 credits)*
MAP 506	Philosophical Anthropology (3 credits)*
MAP 511	Ancient Philosophy (3 credits)
MAP 512	Medieval Philosophy (3 credits)
MAP 513	Modern Philosophy (3 credits)
MAP 514	Contemporary Philosophy (3 credits)
MAP 518	Philosophy of Knowledge (3 credits)
MAP 521	Metaphysics (3 credits)
MAP 5XX	Elective (3 credits)
MAP 599	Research Thesis (1 credit, Pass/Fail)

*Non-seminary candidates may substitute other MAP electives for MAP 505 and MAP 506.

Candidates must maintain a grade point average of 3.0 or higher in MAPS course work. Falling below that level will trigger probation and withdrawal from the program.

Preliminary Paper

During the second semester enrolled in the program, candidates write a Preliminary Paper of ten to fifteen pages. This paper is written as part of course work, typically MAP 501 Moral Philosophy. After being graded, the paper is evaluated on a MAPS graduate writing rubric. Candidates must complete the Preliminary Paper with acceptable rubric marks before submitting a Qualifying Paper proposal.

Qualifying Paper

The Qualifying Paper is a research paper of twenty to thirty pages. Candidates usually develop a proposal during the final semester of course work, and write the paper during the year following completion of course work. Each candidate will work with a MAPS faculty advisor and two faculty readers. Candidates must enroll in the one credit pass-fail course MAP 599 during the semester in which they plan to submit the Qualifying Paper.

TRANSFER OF GRADUATE CREDITS

Up to six credits may be accepted in transfer toward this degree, at the program director's discretion. The program director will consider for transfer only those credits taken at the graduate level, or taken in excess of bachelor's degree requirements. Non-academic courses (seminars, workshops, symposia) are not acceptable for transfer credit. Students must have earned a grade of at least B in each transferred course. Grades earned in transferred courses are not calculated in the student's grade point average. Transfer courses must be compatible with the graduate program curriculum. Students interested in transferring credits should speak to the program director.

MAPS COURSE DESCRIPTIONS

- MAP 500 Topics in Philosophy (3)**
An investigation of several approaches to a major issue in philosophy. This course can be taken for credit more than once as long as the topic studied varies. *As needed.*
- MAP 501 Moral Philosophy (3)**
An inquiry into the nature of the moral good, the structures of moral agency and the proper criteria for making choices that bear on human beings and their well-being. *Spring*
- MAP 505 Natural Theology (3)**
This course examines the truths about God that can be known through reason. It focuses principally on the natural theology of St. Thomas Aquinas and concludes with a discussion of contemporary approaches to natural theology. *Fall, seminarians only.*
- MAP 506 Philosophical Anthropology (3)**
This course introduces students to the philosophy of the human person, tracing the development of philosophical anthropology through the writings of major philosophers, and culminating in the personalism of Pope John Paul II. *Spring, seminarians only.*
- MAP 508 American Philosophy (3)**
An exploration of specifically American perspectives on philosophical problems through the works of thinkers such as James, Dewey, Peirce and Santayana. *As needed.*
- MAP 510 Great Figures (3)**
An investigation of the thought of a selected major figure (e.g., Plato, Aristotle, Plotinus, Augustine, Aquinas, Descartes, Locke, Leibniz, Hume, Kant, Husserl, Heidegger, Wittgenstein, Rawls) in the history of philosophy. This course can be taken for credit more than once as long as the figure studied varies. *As needed.*
- MAP 511 Ancient Philosophy (3)**
An investigation of the development of Western philosophy from the Pre-Socratic period through Plato and Aristotle to Neo-Platonism. *Fall.*
- MAP 512 Medieval Philosophy (3)**
An investigation of the development of Western philosophy from the early Middle Ages to the Renaissance. *Spring.*
- MAP 513 Modern Philosophy (3)**
An investigation of the development of Western philosophy in the 17th and 18th centuries. *Fall.*

- MAP 514 Contemporary Philosophy (3)**
An investigation of the development of contemporary philosophy through selected topics and readings. *Spring.*
- MAP 515 Nineteenth-Century Philosophy (3)**
An investigation of selected topics and readings in 19th-century philosophy. *As needed.*
- MAP 517 Philosophy of Mind (3)**
How should we understand what is special about the “first-person perspective” on one’s thoughts, desires, and actions? How are these things different from affective states like feeling and sensing? What is the relationship between the specialness of the first-person perspective and our status as creatures who are responsible for the things we think, want, and do? And what does all this reveal about the nature of the mind, and about what it is to be a person? *As needed.*
- MAP 518 Philosophy of Knowledge (3)**
An investigation of the nature of knowledge and its properties, namely truth, certitude and probability. Readings representative of different historical periods will be studied. *Spring*
- MAP 521 Metaphysics (3)**
An investigation of the nature of beings; topics examined include the one and the many, being and nonbeing, the nature of substance, monism versus dualism and causality. Readings representative of different historical periods will be studied. *Fall*
- MAP 522 Philosophy of Religion (3)**
An investigation of the nature of religious experience and the relation between faith and reason. *As needed.*
- MAP 523 Political Philosophy (3)**
An investigation of the nature of political society through an examination of the concepts of political authority, civil obligation, state neutrality, equality and just distribution. *Spring, even years.*
- MAP 524 Philosophy and Literature (3)**
An investigation of the philosophical questions inherent in literature and literary criticism, e.g., the “truth” of literature, the problem of interpretation, the social role of literature, and the problems of text and inter-textuality. *As needed.*
- MAP 526 Philosophy of Law (3)**
An investigation of theories of the sources and nature of law, and of central legal concepts such as rights, obligation, punishment and unjust laws. *Spring, odd years.*
- MAP 529 Existentialism (3)**
An exploration of major issues considered by 19th- and 20th-century existentialists, such as Kierkegaard, Nietzsche, Heidegger, Camus, Sartre and Marcel. *As needed.*
- MAP 533 Environmental Philosophy (3)**
An exploration of philosophical problems concerning our human obligations to nature and its inhabitants. *As needed.*

- MAP 535 Islamic Philosophy (3)**
An examination of the writings of prominent Islamic philosophers from the classical period and the issues and questions raised in these texts, such as those concerned with the created world, the nature of God, the existence of the soul and human freedom. *As needed.*
- MAP 537 The Death Penalty (3)**
An in-depth interdisciplinary study of the death penalty through an analysis of philosophical, theological, sociological, political, and historical texts. Theories of punishment, accounts of retributive and restorative justice, and arguments for and against the death penalty will be explored. The primary focus of the course will be a critical examination of arguments regarding the current practice of the death penalty in contemporary American society. A segment of the course will emphasize Catholic Social Teaching on the Death Penalty. This course is cross-listed in Philosophy, Sociology and Theology. *As needed.*
- MAP 544 Intercultural Dialogue (3)**
An investigation of the philosophical issues arising from the attempt to understand other cultures, especially the possibility of intercultural dialogue, and an exploration of these issues as manifested in current exchanges between Western and non-Western cultures. *Fall, even years.*
- MAP 546 Contemporary Catholic Philosophy (3)**
An exploration of the distinctive contributions and challenges to contemporary philosophy by philosophers within the Catholic intellectual tradition. *As needed.*
- MAP 575 Mysticism East and West (3)**
An investigation of major figures or schools in Hindu, Buddhist, Islamic and Christian mysticism, with reference to the Greek philosophical mysticism of Neo-Platonism, and of the philosophical questions concerning the nature of mystical experiences. *As needed.*
- MAP 599 Research Thesis (1)**
To be taken in the semester in which the Qualifying Paper is submitted. Pass/Fail. *Fall and Spring*
- MAP 698 Independent Study (1-3)**
Various topics. Requires approval of the Program Director. *As needed.*

MAPS PROGRAM FACULTY

Joshua P. Hochschild, Dean, College of Liberal Arts

B.A. Yale University

Richard Buck, Philosophy Department Chair

B.A. Loyola University of Chicago

M.A., Ph.D. University of Kansas

M.A., Ph.D. University of Notre Dame

Christopher Anadale, MAPS Program Director

B.A. Salisbury University

M.A., Ph.D. Emory University

William Collinge

B.A. Georgetown University

M.Phil., Ph.D. Yale University

Gertrude Conway

B.A. College of New Rochelle

M.A., Ph.D. Fordham University

Paige E. Hochschild

B.A. University of King's College

M.A. Dahousie University

Ph.D. (Theology) University of Durham

Jessy Jordan

B.A. Grand Canyon University

M.Div. Truett Seminary

M.A., Ph.D. Baylor University

Michael Miller

B.A. University of Notre Dame

M.A., Ph.D. Boston College

Thane Naberhaus

B.A. Rice University

M.A. University of Memphis

Ph.D. Georgetown University

David Rehm

B.A. Oberlin College

M.A., Ph.D. University of Chicago

Angela Schwenkler

B.A. College of the Holy Cross

M.A., Ph.D. University of Notre Dame

John Schwenkler

B.A. The Catholic University of America

M.A. University of Notre Dame

Ph.D. University of California, Berkeley

Stuart Swetland

B.S. Naval Academy

B.A., M.A. Oxford University

M.Div., M.A. Mount St. Mary's Seminary

S.T.L., S.T.D. Pontifical Lateran University

Master of Science in Biotechnology and Management

OVERVIEW

The Master of Science in Biotechnology and Management (MBM) program prepares graduates to successfully navigate the terrains of both science and business. The traditional research-focused M.S. or Ph.D. degree may not adequately prepare the scientist for a career in product development, marketing, and personnel management. Likewise, individuals who solely hold degrees or experience in business may not have the knowledge-base to participate in discussions of rational product design and the experimental processes that are required prior to taking a product to market. The MBM program at Mount St. Mary's University is designed for aspiring leaders in biotechnology who are poised for greater managerial responsibilities and are interested in advancing their careers.

The Mount's dedication to teaching is emphasized in the MBM program; close student-faculty relationships are formed in and out of the classroom. This course of study will offer training focused on developing advanced scientific skills as well as professional skills, including: project management, accounting and finance, organizational management, product development, knowledge of regulatory affairs, and an understanding of the ethical framework in which the business of biotechnology is situated.

The Master of Science in Biotechnology and Management degree requires the successful completion of 36 credit hours, including a capstone project.

PROGRAM OBJECTIVES

Students who complete the MBM program should:

- Demonstrate advanced knowledge in the fields of biotechnology and business, including the scientific processes; mechanisms of biotechnology research and development; and regulatory aspects of biotechnology management, accounting, and finance.
- Establish a working knowledge of a variety of laboratory research techniques, analyze complex problems in biotechnology, and apply appropriate problem solving methodologies (including design of experiments, data collection, and results analysis).
- Communicate effectively in oral and written form in formats appropriate to biotechnology and business with technologies appropriate to these fields.
- Demonstrate an understanding of the integration of functions within an enterprise and the ability to assess risk.
- Recognize and respond to the essential ethical questions in the biotechnology industry.

MBM ADMISSION REQUIREMENTS

Candidates for admission in the MBM program must have completed a Bachelor's degree in biology or a related field from an accredited college or university. If applicant does not hold a Bachelor's degree, prerequisites may be required. Contact program director for additional information.

COLLEGE OF NATURAL SCIENCE AND MATHEMATICS

Dean: Dr. Jeffrey Simmons

Director of MBM program:
Dr. Matthew Rittler

✉ 5350 Spectrum Drive
Frederick, MD 21703

☎ 301-682-5247

✉ rittler@msmary.edu

🌐 www.msmary.edu/biotech

Application Process

Applications for admission are accepted year-round and reviewed on a rolling basis. The MBM program is run as a cohort, meaning that classes are taken in sequence. Students take 8-week courses that meet one night per week from 6:00 to 9:30 p.m. at the Frederick campus. New cohorts begin in August and in some years, January. Please plan to apply **at least** four weeks before the cohort begins

- Complete application for admission (available online at msmary.edu/biotech).
- Include application fee of \$35 U.S. dollars (nonrefundable); make checks payable to *Mount St. Mary's University*.
- Request copies of official transcripts from all schools attended after high school.
- Attach two letters of recommendation.
- Application fee, transcript(s), and letters of recommendation should be mailed to:

Biotechnology & Management Program
 Mount St. Mary's University
 School of Natural Science & Mathematics
 214 COAD Science Building
 16300 Old Emmitsburg Road
 Emmitsburg, MD 21727

Admission Status

- **Full Admit:** Applicants who satisfy the above-stated criteria are granted full admission to graduate study.
- **Provisional Admit:** A student who does not fulfill all of the admission requirements (e.g., GPA), but shows promise as a graduate student may be granted a provisional admission. This status allows the student to complete up to nine graduate credits, and full admission is awarded upon the successful completion of those nine graduate credits with a grade of “B” or better in each course.

UNDERGRADUATE PREREQUISITES

Prerequisite competence in Accounting I & II is required for course MBA 503 Financial Reporting and Control. This requirement may be satisfied by documentation of undergraduate study or completion of mini-courses in this discipline.

If you have not completed these prerequisites or desire a “refresher,” the Bolte School of Business at the Mount offers 4-week “mini-courses” to meet your needs. See page 36.

MBM TUITION (2014-15 ACADEMIC YEAR)

MBM	\$569 per credit
MBA Mini-Course	\$372 per credit

TRANSFER OF GRADUATE CREDITS

Students may transfer a maximum of nine semester hours of graduate-level credit from another institution, subject to approval by the program director. A maximum of three transfer credits may be applied toward a certificate.

- Transfer courses should be compatible with the graduate program curriculum.
- Students must have earned a grade of at least “B” in each course being considered for transfer credit.
- Non-academic courses (seminars, workshops, symposiums, etc.) are not acceptable as graduate transfer credit.
- Grades earned in transferred courses are not calculated in the student’s grade point average.

How to Request Transfer Credit

- Request an application for transfer credit from the School of Natural Science and Mathematics office.
- Request official transcripts from the institution(s) from which you earned the credits.
- Submit an official catalog course description and/or syllabus for course(s) you wish to be considered.

DEGREE REQUIREMENTS

Students are responsible for ensuring that all of the following graduation requirements have been satisfied:

- Completion of all undergraduate prerequisites and the 36 graduate hours required in the MBM curriculum.
- A cumulative GPA of at least 3.0 in the graduate program.

COURSE WAIVERS

If a student has a strong undergraduate background or significant professional experiences in a field, he or she may request to have a core course waived by the director. A waiver is not an award of credit, but it permits the student to substitute an approved higher-level course in place of the core requirement. Waivers are awarded to strengthen a student’s academic program. Students interested in pursuing a course waiver may request an application for waiver from the program director.

ACADEMIC SESSIONS

Each academic semester comprises two parts, Session I and Session II. MBM Sessions occur on a year-round basis, with six academic sessions per year. Courses are offered on an accelerated basis, meeting in the evenings from 6:00 to 9:30 p.m. over 8 weeks. Students must complete the program as part of a cohort.

- Fall Semester:** Fall I Session and Fall II Session
Spring Semester: Spring I Session and Spring II Session
Summer Semester: Summer I and Summer II Session

Due to the accelerated nature of the courses, classes require readings or assignments to be completed before the first class meeting.

MBM REQUIRED COURSES (36 CREDITS)

Refer to course descriptions for prerequisites.

- | | |
|---------|--------------------------|
| MSB 510 | Protein Biochemistry (3) |
| MSB 520 | Molecular Genetics (3) |
| MSB 530 | Bioinformatics (3) |

MSB 610	Research Methods (3)
MSB 620	Biotechnology and FDA Regulations (3)
MSB 630	Ethics in Biotechnology Research (3)
MSB 640	Drug Discovery - Molecular Targets (2)
MSB 650	Drug Discovery - Product Development (2)
MSB 690	Capstone Experience (2)
MBA 516	Organizational Theory and Management (3)
MBA 503	Financial Reporting and Control (3)
MBA 518	Management and Information Technology (3)
MBA 550	Introduction to Project Management (3)

COURSE DESCRIPTIONS

MSB 510 Protein Biochemistry (3)

This course explores the structure-function relationship of biologically important proteins. The role of proteins in cell structure, metabolism, transport, and signal transduction will be examined. Specific topics include: protein biosynthesis, protein structure, protein folding, protein-protein interactions, receptor-ligand binding, GTP-binding proteins, enzymes, and signal transduction. Prerequisites: undergraduate B.S. or B.A. degree in biological science

MSB 520 Molecular Genetics (3)

This course explores the expression and regulation of genes at the molecular level, focusing on gene structure and function as well as transcriptional and translational control of gene expression. Special emphasis will be placed on understanding how molecular biology has revolutionized the understanding of human gene function and the molecular basis of disease. Prerequisites: undergraduate B.S. or B.A. degree in biological science

MSB 530 Bioinformatics (3)

This course explores the theory and practice of bioinformatics, genomics, and proteomics. Students will acquire basic knowledge and practical skills in biological database searching and analysis. Topics will include: computer analytical methods for gene identification, assembly of genomic sequences, genome databases, comparative genomics, gene discovery, metabolic pathway discovery, promoter analysis, and functional genomics. Students will become familiar with common bioinformatic analysis software including GCG, Vector NTI, Entrez, BLAST. Prerequisites: MSB 510, MSB 520

MSB 610 Research Methods in Biotechnology (3)

This is a laboratory course designed to integrate the content covered in the Molecular Genetics and Protein Biochemistry courses by teaching students basic laboratory techniques relevant to both courses. Students will be evaluated on their ability to execute experiments, collect data, and critically evaluate experimental results. Students will gain extensive hands-on experience with: plasmid purification, polymerase chain reaction (PCR), generating recombinant molecules, cell culture, microscopy, electrophoresis of nucleic acids and proteins, and protein purification and analysis. Prerequisites: MSB 510, MSB 520

MSB 620 Biotechnology and FDA Regulations (3)

This course introduces students to the laws governing FDA-regulated industries with particular focus on the pharmaceutical and medical device industries. Students will gain an understanding of how to navigate through the process of FDA approval of potential new therapeutics and will gain an appreciation of general business law, and FDA and ICH regulations and guidelines. Prerequisites MSB 510, MSB 520, MBA 516, MBA 550

MSB 630 Ethics in Biotechnology Research (3)

This integrative course will focus on a variety of issues stemming from both business and scientific research areas. Specific topics of business ethics will include: fair and unfair competition, conflict of interest, and the responsibilities of senior management toward employees and to society as a whole. Specific topics of scientific research ethics will include: the ethical aspects of research study design (subject selection, conflict of interest, data acquisition and management, publication/authorship standards, scientific misconduct), and ethical issues surrounding human experimentation (informed consent, decision-making capacity, risk, vulnerable populations, disclosure of information, privacy). This course will provide students with a forum for discussing ethical issues, and encourage a commitment to act morally in the workplace. Prerequisites: MSB 510, MSB 520, MSB 530, MSB 610, MSB 620, MBA 516, MBA 503, MBA 518, MBA 550

MSB 640 Drug Discovery -- Molecular Targets (2)

This course will investigate rational drug design for cellular targets of human disease. Mechanism-based design (signal transduction pathways) and structure-based design (computer-assisted modeling) will be covered, as well as screening methodologies and assays and in vitro and in vivo testing of potential drugs. Prerequisites: MSB 610

MSB 650 Drug Discovery -- Product Development (2)

This course provides an extensive overview of the process of pharmaceutical development by a biotechnology company, from discovery to successful commercialization. Topics will include: the economics of drug development, the clinical trial process, cost/benefit issues in clinical development, patents, and marketing. The course emphasizes the importance of intellectual property and the interaction between a biotechnology company and the FDA. Prerequisites: MSB 620

MSB 690 Capstone Experience (2)

In this course students work independently to explore and propose a solution to an issue encountered in biotechnology. Students will work with local biotechnology companies and laboratories to identify a current problem. Students will research the problem and use the knowledge accumulated through the previous coursework to understand the problem and develop a solution. The culmination of this professional experience will be a written paper and formal oral presentation of the project outcomes to the sponsoring company/laboratory and members of the community. Pre-requisites: MSB 510, MSB 520, MSB 530, MSB 610, MSB 620, MBA 516, MBA 503, MBA 518, MBA 550

Required Business Courses

MBA 516 Organizational Theory and Management Practice (3)

An intensive study of the development of organization and management theory, the functions of management, and the systems approach to organization and management. Emphasis is placed on the external environment of the business organization, the total organization and its subsystems, leadership, management, decision making, leading and managing change, and corporate social responsibility and business ethics. Case studies supplement and amplify theoretical concepts.

MBA 503 Financial Reporting and Control (3)

Accounting is the primary channel for communicating the economics of any business. Managers must understand the concepts and language of accounting in order to use this critical tool effectively for communication, monitoring and resource allocation. Financial Reporting and Control is not a comprehensive course in accounting. Rather, it provides a broad view of how accounting contributes to an organization and how managers can make the best use of accounting information, accounting records, systems, and accountants as internal resources for the purpose of making effective financial decisions. This course is designed to help students use accounting-based information to aid in managerial decision making. Case study analysis combined with written and oral case study

presentation will be used extensively. Prerequisites: Undergraduate accounting I and accounting II or MBAP 001 and MBAP 002

MBA 518 Management and Information Technology (3)

This course provides an overview of the essential role of information and its management in the modern organization. It is a survey course in the sense that it does not explore any issues in depth, but it instead provides an introduction to a variety of important issues. Understanding the crucial role of information requires an understanding of the nature of information systems (IS). While an information system need not be computer-based, most modern IS applications that add value to an organization incorporate the use of technology. The audience for this course is managers in an organization; the course is not designed for information technology (IT) workers. The primary focus of the course will be on how building and improving IS can create a competitive advantage for the firm, improve efficiency and ultimately add value to the firm.

MBA 550 Introduction to Project Management (3)

This course provides students with the basic concepts of effective project management, including planning, managing, and executing projects. The course uses a life-cycle framework that follows best practices established by the Project Management Institute. Students use Microsoft Project to accomplish Project Management tasks.

MBM FACULTY

Jeffrey Simmons, PhD, Dean

B.A., University of Rochester
Ph.D., Cornell University

Matthew Rittler, Ph.D., MBM Director

B.S., McDaniel College
M.S., Virginia Tech
Ph.D., Virginia Tech

Kathryn Dye, Ph.D.

B.A. Augustana College
Ph.D. Loyola University Chicago

Christine McCauslin, Ph.D.

B.S. Indiana University of Pennsylvania

M.S. Hood College

Ph.D. George Washington University

Jennifer Staiger, Ph.D.

B.S. University of Delaware
Ph.D. Uniform Sciences University of Health Science

Michael Turner, Ph.D.

B.S. Brigham Young University
M.S., Ph.D. Yale University

Dana Pirone Ward, Ph.D.

B.S. Mount St. Mary's University
Ph.D. Georgetown University

Accreditation

Mount St. Mary's is accredited by the Commission on Higher Education Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, 215-662-5606, as well as the Maryland Higher Education Commission.

Mount St. Mary's University has specialized accreditation for its education programs through the National Council for the Accreditation of Teacher Education. The following programs are accredited by NCATE and MSDE through 2014: Master of Education; Reading and Technology Facilitation; Certificate of Advanced Study in Reading; Master of Arts in Teaching; Elementary Education, Elementary/Special Education, Secondary Education (business, English, mathematics, social studies, foreign languages, art education, and music education).

Mount St. Mary's University has specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE: Bachelor of Science in Accounting; Bachelor of Science in Business; Bachelor of Science in Economics; Bachelor of Science in Information Systems; Bachelor of Science in Sports Management; Master of Business Administration.

The provisions of this publication are not to be regarded as a contract between the student and Mount St. Mary's University. The university reserves the right to change courses, schedules, calendars, and any other provisions or requirements when such action will serve the interest of the college or its students. Students are responsible for acquainting themselves with the regulations pertinent to their status. The university reserves the right to modify its regulations in accordance with accepted academic standards and to require observance of the modifications.

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It is the policy of Mount St. Mary's University to comply with the provisions of the Americans with Disabilities Act in making its programs and facilities accessible. If you need special provisions made, please contact the admissions office at 877-982-2329.