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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 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 and philosophy through the School of Business, School of Education and Human Services, and the College of Liberal Arts. Each program has unique admissions requirements and curricula, described in the section on that program. In the field of business, the Mount offers the Master of Business Administration, Master of Health Administration, and Certificates in Project Management and Organizational Development. 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, Center for Professional and Continuing Studies, 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. (Fax– 301-447-5811)
- 3. Stop by the Registrar's Office** in person and fill out a registration form.

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.

MOUNT ST. MARY'S UNIVERSITY 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. 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. 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. 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 add/drop 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 add/drop 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.

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 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 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 (THOSE ENROLLED IN GRADUATE PROGRAMS FROM OTHER COLLEGES)

- 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 the program.

- 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) of secondary-level courses and grades, state or national examination results, and the appropriate diploma or certificate received in secondary school.
- Students requiring an I-20 form should request an application through the Registrar’s office: Registrar, Mount St. Mary’s University, 16300 Old Emmitsburg Road, Emmitsburg, MD 21727
Tel: (301) 447-5215, Email: registrar@msmary.edu

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 campus, and badge access to the Frederick campus.

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. Occasional office hours in Frederick are available.

EMERGENCY OR CLASS CANCELLATIONS

In the event of severe weather, students are expected to monitor www.msmary.edu/weather, 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.

VEHICLE REGISTRATION

When taking classes at the main Emmitsburg campus, please register your vehicle in person with Public Safety (small white building located at main entrance). There is no cost for vehicle registration. Although the Office of Public Safety is open around the clock, business hours are 9 a.m. to noon and 1 p.m. to 5:30 p.m., Monday through Friday.

Unless otherwise directed, commuting graduate students may park in lot 8, near the Apartments and the main campus entrance and across Annandale Road from the Office of Public Safety/Visitors' Center. Resident graduate students are permitted to park in lot 7 (Bicentennial Hall), lot 10 (Memorial Gym) or in the lot adjacent to the Graduate House on East Campus.

OBTAINING OFFICIAL MOUNT ST. MARY'S GRADUATE TRANSCRIPTS

The fee for each copy of a student's official transcript is \$5 per copy, which must be paid before the transcript can be sent or picked up. There is a \$25 fee for rush transcripts which are mailed via regular mail. OFFICIAL transcripts can be sent directly to a school, employer, or other agency or issued to the student, provided it remains sealed until sent to recipient. An official transcript will bear the official seal and signature of the University. UNOFFICIAL transcripts do not bear the official seal or signature of the University and can be sent to the student, employers, schools, or agencies.

There are two ways to request transcripts:

1) Fill out the downloadable transcript request form available online at www.msmary.edu/transcript or pick up a copy of the form in the Registrar's office. It must be filled out completely in order to be processed.

OR

2) Mail or fax a letter to the Registrar's office including all of the following information:

- Name at time of attendance
- Dates of attendance and/or year of graduation
- Social Security number, student I.D. number (if known) and birthdate
- Mailing address to which transcripts should be sent
- Your signature*
- Your contact information (email and/or phone and home address)

**Requests that do not contain the student's signature will not be processed.*

Please note that a minimum of three (3) working days should be allowed for the processing of official transcripts, and that the average processing time is five (5) days. A delay may be encountered

during the two weeks preceding and the two weeks immediately following the beginning and end of each semester. Additional time is needed during these periods to accommodate the process of adding degree statements and certification statements to transcripts.

As a result of the Family Education Rights and Privacy Act of 1974, transcript requests must be made in writing by the student (official transcripts may not be requested by parents, siblings, etc.); requests must include the student's signature; and requests must be received by mail, fax or in person.

Email requests will not be processed as the student's signature is required for the release of records. Finally, no transcript request will be honored until the financial account has been given clearance by the business and finance office.

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 (portal.msmary.edu) allows students to access enhanced services both inside and outside the Mount campus. Students can 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 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). 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 our 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.

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

LIBRARY

The 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 185,000 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.

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. The center is open 8 a.m. to 5 p.m.: the phone number is 301-447-5367. Evening "drop-in" hours are available in the Phillips Library Sunday through Thursday evenings.

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 in McGowan Hall.

Phone: 301-447-5202

Fax: 301-447-5243

Email: career-center@msmary.edu

LEARNING SERVICES

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

Study Skills

Students participate in workshops on such topics as time management, organization, note taking, test taking and learning and memory strategies. Students can also meet individually with a learning specialist who will assess individual strengths and needs. Students practice study techniques using notes and textbooks from their current classes.

Peer Tutoring

As a supplement to regular class work, students may elect to work with trained, faculty-recommended peer tutors. 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

Students may purchase textbooks in several ways.

- **By phone:** 301-447-5271
- **By 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 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 Information Systems
- Bachelor of Science in Sport Management
- Master of Business Administration



PROGRAM OBJECTIVES

The specific objectives of the MBA program are:

- To apply technical knowledge and skills to business situations and problems in domestic and global settings.
- To develop situational awareness to anticipate problems.
- To analyze complex problems, apply appropriate problem solving methodologies, and make appropriate recommendations.
- To gather, process, interpret and effectively communicate the meaning of data.
- To complete tasks competently and responsibly to meet the needs of the community.
- To acquire the capacity for leadership to make contributions to one's organization and to the broader society.
- To work effectively in teams and demonstrate leadership to achieve organizational goals.

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

Director of Graduate and Adult
Business Programs: Deborah Powell,
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Emmitsburg, MD 21727

📞 301-447-5326

301-447-5335 fax

- To apply ethical standards in the decision-making process and understand the role of business in the broader society.
- To communicate effectively through written and spoken word using appropriate technologies.
- To demonstrate capacity for lifelong learning, personal development, leadership, career growth and effective citizenship in a dynamic, global environment.

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 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 11 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 29

All MBA students are required to complete 3 credits of undergraduate or graduate level business law. Students who have not previously taken a course in business law may satisfy this requirement by enrolling in MBA 511 Contemporary Business Law as an elective course in the MBA program.

Students should also 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 (2012-13 ACADEMIC YEAR)

MBA \$523 per credit

MBA Mini courses \$343 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.

- 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 MBA 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 21 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: The students must complete an additional six credits of electives.

MBA Concentrations

Students may choose a concentration in finance, marketing, or management. 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.

Students who are required to enroll in MBA 511 should note that this course satisfies one of the two required electives for a general MBA degree; however, it does not count toward any concentration. If a student wishes to pursue a concentration, a total of two electives in the specified area in addition to MBA 511 are required, bringing the total number of credits to 40.

MBA Concentration Courses

Please refer to course descriptions beginning on page 21 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 21 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 518	Management and Information Technology (3 credits)
MBA 519	Strategic Analysis and Integrated Decision Theory (4 credits)*

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

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.

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. Prerequisite: none.

- 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 28).
- 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 28).
- 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. Prerequisite: none.
- 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 28), 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 28), 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. Prerequisites: none.
- 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. Prerequisite: 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.

Elective and Concentration Courses

- 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.
- 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.

- 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 MBA 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 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 MBA 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

John W. Balch

B.S., University of Virginia
M.S., Georgetown University; C.P.A. (Md., Va., and Pa.)

Michael P. Barry

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

Donald E. Butt

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

Alejandro Cañadas

B.A., M.A., Catholic University (Buenos Aires, Argentina)
M.B.A., University of Dayton
Ph.D., The Ohio State University

D. Kirk Davidson

B.A., Princeton University
M.B.A., Harvard Graduate School of Business
Ph.D., Golden Gate University

Dr. Edward A. Dolan, Director

Master of Health Administration Program, Mount St. Mary's University
D.D.S., University of Maryland
Oral & Maxillofacial Surgery, Duke University Medical Center
MBA, MHA, Pfeiffer University

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M.S., University of Maine
Ph.D., Lehigh University

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M.A., University of Chicago
Ph.D. University of Texas at Austin

Corinne Farneti

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

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

Cyd Maubert

B.S., University of Tennessee
M.B.A., Virginia Tech

Deborah Powell

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

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
C.P.A. (Md.)

Sandra Sjoberg

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

Raymond Speciale

B.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

EMERITI

M. Dunbar Ashbury

B.A., University of Virginia
M.B.A., Loyola College
C.P.A. (Md.)

Charles A. Beitz, Jr.

B.A., LaSalle University
M.B.A., Ohio State University
M.A., Pepperdine University
D.P.A., University of Southern California

Robert J. Gerard

M.S., Shippensburg University
M.S., Monmouth College
Ph.D., Penn State University

John R. Hook

B.S., United States Military Academy
M.S., Purdue University
D.P.A., University of Southern California

Raymond R. Lauer

B.S., Mount St. Mary's University
M.S., D.A., Lehigh University

Sister Mary J. Nusbaum

B.S., Mary Manse College
M.A., University of Detroit
Ph.D., University of Toledo

Thomas Ryan

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

Master of Health Administration Program

OVERVIEW

Our Master of Health Administration (MHA) program prepares graduates to deal with 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 will contain Lean Six Sigma methodology to train and prepare students to become a Lean Six Sigma Green Belt.

Healthcare is a business and needs excellent health service managers to plan, direct, coordinate and supervise the delivery of healthcare. Future medical and health service managers will be called upon to improve efficiency and quality of healthcare across a broad spectrum of interrelated services from preventative to acute and long-term care.

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 which 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 community.

The Master of Health Administration degree requires the successful completion of 36 credit hours, including a practicum.

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 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 or brief statement, in essay form, describing your professional experience and career objectives.

RICHARD J. BOLTE, SR.
SCHOOL OF BUSINESS

Dean: Karl W. Einolf, PhD
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Director of MHA Program:
Dr. Ed Dolan
dolan@msmary.edu

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

✉ 16300 Old Emmitsburg Road,
Emmitsburg, MD 21727

☎ 301-447-5326
301-447-5335 fax

- 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 11 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.

Students should also have a working knowledge of Microsoft Office.

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. See page 29.

MHA TUITION (2012-13 ACADEMIC YEAR)

\$523 per credit

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, including a practicum.
- 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 – 9:30 p.m., over 8 weeks. Students must complete the program in 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 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 21 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 Field Practicum (3 credits)

MHA COURSE DESCRIPTIONS

- MHA 500 Contemporary Issues in Health Care Administration (3)**
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, 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 understanding the target market, market research analysis, the competitive

landscape, and consumer behavior to plan and implement strategic marketing initiatives in the contemporary competitive health care industry and building an organizational environment that places all workers in a marketing role.

- 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. *(Prerequisite required)**
- 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. *(Prerequisite required)**
- 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. *(prerequisites: MHA 500, 502, 505, and 506)*
- 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. *(prerequisite: 24 credits)*

- MHA 510 Health Care Operations (3)**
This course is comprised of special topics in health care administration and delivered by practitioners. Topics include quality measurements, management of human resources, vendor relationships, and emerging industry trends. Processes including the efficiency of patient flow, data transfer, and patient outcomes are examined utilizing Lean Six Sigma technology. (*prerequisite: 24 credits*)
- MHA 511 Health Care Field Practicum (3)**
This course permits the student to develop an independent project utilizing Lean Six Sigma methodology. The student project is under the direct supervision of expert faculty certified in Lean Six Sigma Black Belt. Upon completion of their project, the student will receive Green Belt Certification. (*prerequisite: 24 credits*)

MASTER OF HEALTH ADMINISTRATION FACULTY

Dr. Karl W. Einolf, Dean

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

Dr. Edward A. Dolan, Director

Master of Health Administration Program, Mount St. Mary's University

D.D.S., University of Maryland

Oral & Maxillofacial Surgery, Duke University Medical Center

MBA, MHA, Pfeiffer 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

William J. Ward

Director, Master of Health Administration Program

Faculty Director, Summer Scholars Leadership Program,

Bloomberg School of Public Health, Johns Hopkins University

MBA, Loyola 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

Richard P. Miller

President & CEO

Virtua Hospital Healthcare System

MBA, Southern Illinois University

Laura Better

B.A., University of Denver

J.D., Western New England College School of Law

Cpt. Daniel Bowen

Chief, Readiness Development Headquarters, Air Force Office of the Surgeon General

MBA, Webster University

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

Dr. Garland Christopher

B.A., Pepperdine

MBA, University of California, Berkeley

Ph.D., University of California, Berkeley

Harry C. Coffey

Senior Advisor, Henry C. Jackson Foundation, U.S. Army Medical Research Materiel Command

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

Dr. Daniel Freeman

Management Consultant, Corporate Governance Solutions
General Medicine University of Ghana Medical School
MPH, Boston University School of Public Health
MBA, Kenan - Flager Business School UNC - Chapel Hill

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Lean Six Sigma Master Black Belt at USAMRMC
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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

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Ph.D., University of Michigan

Cyd Maubert

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MHA, Saint Joseph's University

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Vice President & Chief Information Officer
Greater Baltimore Medical Center
MAS, The Johns Hopkins University

Charles H. Strite

Medical Logistics Analyst, Office of D f M
MBA, Regis University

Colin Ward

Executive Director of the Greater Baltimore Health Alliance, Greater Baltimore Medical Center
M.H.S., The Johns Hopkins University Bloomberg School of Public Health

Barbara S. Zolbrod

Senior Consultant, National Market Research, Kaiser Permanente of the Mid-Atlantic States
MBA, American 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 School of Education and Human Services 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, Instructional Leadership, 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 Professional Education Unit recognizes the diversity of experiences brought to our programs by these entering graduate students and complements those experiences by advancing the university tradition of liberal arts education in a Catholic setting. To this end, the unit 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

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✉ GradEducation@msmary.edu

🌐 www.msmary.edu/education

OUTCOMES

Mount St. Mary's develops educators who are able to:

1. demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient).
2. examine learning to shape their practice (reflective).
3. demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical).
4. demonstrate leadership as active participants in the education community (leading).
5. 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. The Master of Education with a concentration in Instructional Leadership leads to MSDE Certification as Administrator I and II.

Review of programs is the responsibility of the School of Education and Human Services 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 program director.

- 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 Education and Human Services 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 program director.

No foreign language or comprehensive examination is required.

ACCREDITATION

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

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 (2012-13 ACADEMIC YEAR)

M.Ed./MAT	\$428 per credit
Internship I Fee	\$200
Internship II Fee	\$250
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:

- completed application
- nonrefundable \$35 processing fee
- 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.

For the Instructional Leadership program, a record of three years of prior successful teaching experience is required.

Master of Arts in Teaching Admission Requirements

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

- completed application
- nonrefundable \$35 processing fee
- 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) and for secondary candidates only PRAXIS II Content Knowledge Maryland passing scores, and
- 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 School of Education and Human Services 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, B+, A- or A 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 applying for admission, using the application procedure described in the application 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 School of Education and Human Services 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 three full-time school of education and human services 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.

The M.Ed. Degree in Instructional Leadership for Catholic Educators

This program is designed for certified teachers who seek to become a school principal or president.

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 Concentration in Reading: Reading Specialist K-12

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 528	Processes and Acquisition of Reading	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

Master of Education in Instructional Leadership for Catholic Educators

The Master of Education for Instructional Leadership for Catholic Educators is for teachers and administrators interested in becoming principals, presidents, or associate principals in religious, private, and public schools. This program is designed to provide candidates with the tools to become reflective professional educators. Candidates must complete 36 credit hours of coursework, including 6 practicum credits.

Required Courses

MEDUC 524	Fundamentals of Educational Research	3 cr.
MEDUC 525	Research Thesis	3 cr.
MEDUC 620	Catholic School Heritage	3 cr.
MEDUC 621	Principles of School Leadership and Administration	3 cr.
MEDUC 622	Strategic Planning and Leadership	3 cr.
MEDUC 623	Curriculum, Instruction, and Assessment	3 cr.
MEDUC 624	Improving Instructional Practice through Supervision	3 cr.
MEDUC 625	Managing Catholic School Finances	6 cr.
MEDUC 626	Education Policy and School Law	3 cr.
MEDUC 627	Philosophy and Theology for Catholic School Leaders	3 cr.
MEDUC 628	School Leadership Practicum I	3 cr.
MEDUC 629	School Leadership Practicum II	3 cr.
Total Credits		36 cr.

Study Option #4

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 #5

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 School of Education and Human Services no later than March 15.

Study Option #6

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 School of Education and Human Services no later than March 15.

Study Option #7

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 state of Maryland 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 social studies; MEDUC 560 for Foreign Languages)	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 School of Education and Human Services no later than March 15.

Study Option #8

Master of Arts in Teaching with Initial Certification in Art Education (Grades Pre-kindergarten-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 state of Maryland 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 School of Education and Human Services no later than March 15.

Study Option #9

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 state of Maryland 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 School of Education and Human Services no later than March 15.

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

Is 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.

Instructional Leadership for Catholic Educators

Gateway 1: Entrance

Occurs for M.Ed. candidates at the time they make initial application to the M.Ed. program.

Gateway 2 Pre-Practicum

The candidates will complete required assessments through identified coursework and maintain a GPA of 3.0.

Gateway 3 Transition

Candidates must receive scores of 2.0+ on Dispositions Assessment for Practicum I and maintain a GPA of 3.0+.

Gateway 4 Program Completion

Candidates will complete practicum with Assessment Data Analysis Strategic Plan (with a rubric score of 2.0+). Candidates will also complete a research thesis and defense (2.0 or better), and all program requirements.

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, MSMU 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” (http://www.msmary.edu/School_of_education_and_human_services/department-of-education/resources/thesis.html)

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.

SCHOOL OF EDUCATION AND HUMAN SERVICES 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, MEd 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 program director.

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 program 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 School of Education and Human Services.

Academic Sessions

Both 16-week and 8-week courses are offered. Sessions are offered on a year-round basis, with eight academic sessions per year.

Fall Semester: Full semester (16 weeks), Fall I Session (8 weeks) and Fall II Session (8 weeks)

Spring Semester: Full semester (16 weeks), Spring I Session (8 weeks) and Spring II Session (8 weeks)

Summer Semester: Summer I Session (5 weeks) and Summer II Session (5 weeks)

FIELD 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. It is possible, but not mandatory, that early field experiences take place in one of our PDS sites. However, the standards for Maryland PDSs hold that all teacher candidates are 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 PDSs. 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. Education programs use 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.

Internships

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.

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 a minimum of 4 of 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 Praxis II Content Knowledge 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 accompanying 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 a minimum of 4 of 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 Praxis II Content Knowledge 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 a minimum of 4 of 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. Accompanying courses are 514, 527, 536 (alternate Art: 530, Music: 540, Social Studies: 550, Foreign Languages: 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 accompanying 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 (Technology Facilitation, Reading, and Instructional Leadership) culminate their program of study with a practicum. A practicum provides prospective reading specialists/technology facilitators/principals with scaffolded opportunities to experience the multiple roles of the reading/technology specialist/principal. With an experienced reading/technology specialist/principal as 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/International Society for Technology in Education (ISTE) Standards for Technology Facilitation/Educational Leadership Constituents Council (ELCC) and Maryland Instructional Leadership Framework (MILF) for Instructional Leadership. 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 University 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 completer portfolio.

PROGRAM COMPLETER STATUS AND CERTIFICATION

Only program completers may obtain teacher certification. A program completer is the teacher candidate who has completed all program requirements, including the submission of official passing Praxis II scores (Content and Pedagogy) for the state of Maryland. It is imperative that students designate Mount St. Mary's University and the Maryland State Department of Education as score recipients. For specific details about seeking Maryland certification, consult the Maryland State Department of Education Certification Branch (<http://certification.msde.state.md.us>).

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. The educator therefore 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—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. 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
7. Shall not use professional relationships with students for private advantage.
 8. 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—

9. 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.
10. Shall not misrepresent his/her professional qualifications.
11. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
12. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
13. Shall not assist a non-educator in the unauthorized practice of teaching.
14. 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.
15. Shall not knowingly make false or malicious statements about a colleague.
16. 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. Students 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. A field component is required (summer semester). Prerequisites: MSPED 510 and MEDUC 512. This course is for students who are part of the Elementary/ Special Education Program.

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. Prerequisite: None. Fall.

- 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. Three half-day field observations in a classroom setting are required. Prerequisite: None.
- 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. Prerequisite: none. For M.Ed. students only. Offered in even years.
- 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. Prerequisite: None.
- 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.
- 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.* Prerequisite: None. Lab fee.
- 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.* Prerequisite: None. Lab fee.
- 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. Prerequisite: None.

- MSPED 509 Elementary Education Curriculum Design and Adaptation (3)**
Teacher candidates learn how to modify school curricula to accommodate differences in their students' learning styles. Theoretical bases for curriculum adaptation as well as practical application will be discussed. A field component is required. Prerequisite: MEDUC 512. This course is for students who are part of the Elementary/ Special Education Program.
- 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. Prerequisites: MEDUC 528 and 532. MSDE approved.
- 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. *Field experience requirement.*
- 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.
- 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.
- 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. 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. 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. 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. 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. Prerequisite: None. 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. 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. Prerequisite: None. MSDE approved.

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.

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. Prerequisite: none. MSDE approved.

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.

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.

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.

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.

MEDUC 598 Independent Study: MAT (3)

Topic varies. Requires permission from the instructor and Coordinator of Teacher Education.

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 Coordinator of Teacher Education. (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.

- 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.
- 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.
- 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.
- 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.
- 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.
- MEDUC 610 Foundations of Instructional Technology (3)**
Examines theoretical frameworks and current research on instructional technology and considers the influence of competing entities on technology's use and decision making in the classroom. Prerequisite: None.
- 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. Prerequisite: None.

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.

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. An emphasis will be placed on using technology tools to collect and interpret data for the purpose of instructional planning. Prerequisite: MEDUC 612.

MEDUC 614 Assistive and Adaptive Technology (3)

In this course teachers plan, implement and evaluate student uses of adaptive and assistive devices. Prerequisite: None.

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.

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.

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.

MEDUC 620 Catholic School Heritage (3)

Acquaints the student with the historical and sociological foundations of American Catholic education in the context of education in general as it has evolved through the centuries. The course will examine the ministry and contributions of Catholic educators through mission, tradition, history, and current practice as well as their role in evangelization and building a school community. The course will include a study of the various documents of the Catholic Church related to Catholic education.

MEDUC 621 Principles of School Leadership and Administration (3)

This course introduces the student to the principles of administration for Catholic education. Topics covered include governance, the principal as spiritual leader, Catholic identity, a Catholic vision of education, leadership self assessment skills, the Catholic school and non-Catholic students, and the central role of parents in education. Special emphasis will be placed on the development of the spiritual and professional needs of administrators.

MEDUC 622 Strategic Planning and Leadership (3)

The viability and sustainability of a Catholic school rests on two major factors: effective strategic planning and sound leadership. In this course students will be introduced to the fundamental principles of strategic planning that incorporate the role of a leader in recruiting the school community in a collaborative process that charts the future direction of a Catholic school. Students will be acquainted with the tools for the development of a mission statement, creation of appropriate goals, management of human resources, collection and use of data for decision making and the execution of the vision.

MEDUC 623 Curriculum, Instruction, and Assessment (3)

In this course strategies for curriculum design, implementation and assessment are developed and evaluated in response to political, social, economic, legal, and cultural contexts. Specific attention will be given to instructional outcomes and content standards, technology integration, and differentiated instruction. School leaders will develop strategies for assessment and analysis

MEDUC 624 Improving Instructional Practice through Supervision (3)

This course examines theory and research on teacher formation, the role of the school leader in professional development, models of supervision, and human resources management. School leaders will learn the competencies and skills of supervision such as observation, conferencing, evaluation and communication to improve instructional practices, classroom environment, and school culture. Helping school personnel attend to needs of the whole learner is the responsibility of the school leader.

MEDUC 625 Managing Catholic School Finances (3)

Central to a Catholic school's longevity is its financial security. The school leader must exercise good stewardship in assuring that the fiscal well-being of a school is maintained. In this course the student will learn the essential elements in developing a sound and workable budget. The student will be exposed to the budget language and the use of a chart of accounts in budget planning, the function of technology in monitoring a budget, and the inclusion of institutional advancement in thorough budget preparation.

MEDUC 626 Educational Policy and School Law (3)

This course offers the student an overview of the current legal framework in which the school administrator works. Topics covered are the application of civil law to public and non-public schools, Canon law and the Catholic school, governance structures, and how the law impacts the school policy and operations.

MEDUC 627 Philosophy and Theology for Catholic School Leaders (3)

This course provides the basic theological and philosophical framework for the Catholic administrator. Topics covered include an introduction to Catholic educational philosophy, the primary sources for Catholic tradition, the infusion of Catholic teaching and identity across the curriculum and school program, and the spiritual formation of students, staff, and administrators.

MEDUC 628 School Leadership Practicum I (3)

This course is the first stage of the full-year practicum. This course provides practical experience to apply what has been learned about communication, leadership, and Catholic faith tradition. Experiences will include management of non-profit organizations, effective leadership skills, and the use of technical skills to support teacher development. Candidates will also have the opportunity to deal with the day-to-day issues while working in tandem with a Catholic school administrator.

MEDUC 629 School Leadership Practicum II (3)

This course is the second stage of the full-year practicum. In this stage students continue to develop and apply their skills in understanding the role of the Catholic leader while working in a Catholic school with their assigned administrator. In addition to experiences in management of non-profit organizations, effective leadership skills, and the use of technical skills to support teacher development, students will also focus on applicable legal issues, managing school finances, supervision, and curriculum development and assessment. Additionally, students will address the day-to-day needs that arise within the school. Students will complete a portfolio that showcases their experiences as they relate to relevant national and state standards. *This practicum follows the successful completion of 628 (Practicum I).*

MEDUC 698 Independent Study: M.Ed. (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 PROGRAMS FACULTY

Stacey Brown-Hobbs

Accreditation Coordinator

PDS Liaison

Ph.D., Notre Dame of Maryland University

B.S., Mount St. Mary's University

M.A., Hood College

Carolyn Cook

B.A., Washington Bible College

M.Ed., Shippensburg University

Ph.D., Pennsylvania State University

Caroline Eick

B.Ed., McGill University

M.A., Loyola College

Ph.D., University of Maryland

Laura Corbin Frazier

Coordinator of Teacher Education

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

Elizabeth Monahan

Director of the Center for Catholic School Excellence

B.A., The College of Notre Dame of Maryland

M.S., The Johns Hopkins University

Angela Mucci

B.A., University of St. Francis

M.A., University of South Florida

Ph.D., University of South Florida

Barbara Martin Palmer

Dean, School of Education and Human Services

B.A., Frostburg University

M.S., Hood College

Ph.D., University of Maryland

Patrick Ryan

B.A., University of Pennsylvania

M.A., University of Virginia

Ph.D., University of Florida

Emeriti

Jack Campbell

B.S., Mount St. Mary's University

M.Ed., University of Delaware

Ed.D., Pennsylvania State University

Judy Ramoy Johnstone

B.A., American University

M.Ed., Ph.D., University of Maryland

M.Ed. IN INSTRUCTIONAL LEADERSHIP PROGRAM FACULTY

Monsignor Steven P. Rohlfs

Vice President/Recotr of the Seminary
S.T.D., The Pontifical University of St. Thomas Aquinas
Pastoral Formation

Fr. James Donohue

Chair, Theology Department
Ph.D., The Catholic University of America
Theology

William Collinge

Professor of Theology
Ph.D., Yale University
Theology and Philosophy

Daniel F. Curtin

Former Executive Director of the Chief Administrators of Catholic Education
National Catholic Educational Association
M.A., University of Notre Dame
M.Ed., George Mason University
Catholic School Leadership

Regina M. Haney

Executive Director of the Department of Boards and Councils
National Catholic Educational Association
Ed.D., University of Dayton
Educational Leadership and Administration

Ray Speciale

Associate Professor of Business
J.D., Pace University School of Law
Legal Issues and Accounting

Steven Smith

Associate Professor of Sacred Scripture
Ph.D., Loyola University of Chicago
Sacred Scripture

Master of Arts in Philosophical Studies Program

OVERVIEW

The Master of Arts in Philosophical Studies (MAPS) is an opportunity for advanced study of philosophy. It places emphasis on both the history and major topical areas of philosophical inquiry, with attention to how these inform and are informed by the Catholic intellectual tradition.

The MAPS program is designed to be compatible with the philosophical education included in the pre-theology program of the Mount's seminary, but the program is not intended only for seminary students. Any student who meets the eligibility requirements may apply.

The Mount's philosophy faculty are committed to developing students' appreciation of the Catholic intellectual tradition, and they 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 degree requires evidence of competence in logic and one foreign language, and successful completion of 32 credit hours comprising 30 credit hours in course work and one credit each for a comprehensive exam and a qualifying paper.

PROGRAM OBJECTIVES

Students who complete the MAPS program should:

- Have a substantial grasp of the history and major areas of philosophical inquiry
- Understand the relationship of philosophy to theology and appreciate the role of philosophy in the Catholic intellectual tradition
- Be competent in a major philosophical language other than English
- Be competent in philosophical logic
- Be able to interpret, analyze, criticize, and synthesize advanced philosophical texts
- Display skill in philosophical research and sustained written and oral argument

MAPS ADMISSION REQUIREMENTS

Candidates for admission into the MAPS program must satisfy the following criteria:

1. Possess a Bachelor's degree or the equivalent from an accredited college.
2. Give evidence of academic ability. This requirement is normally met by an undergraduate GPA of 3.0 or higher.

Seminary students, in addition to the above criteria, must have the permission of the seminary academic dean, who will confirm the approval of the student's formation advisor and the permission of his diocese.

COLLEGE OF LIBERAL ARTS

Dean: Dr. Joshua P. Hochschild

Director of MAPS program:

Dr. Christopher Anadale

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MAPS TUITION (2012-13 ACADEMIC YEAR)

MAP \$428 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.

DEGREE COMPLETION REQUIREMENTS

To receive the MAPS degree, candidates must show proficiency in philosophical logic and a foreign language, complete 30 hours of MAPS coursework with a GPA of at least 3.0, and pass both an Oral Examination and a Qualifying Paper.

Candidates must complete all degree requirements within three years of completing MAPS coursework, or within five years of matriculation, whichever comes first. Extensions may be granted at the sole discretion of the Program Director.

Logic Proficiency

Candidates must show proficiency in philosophical logic. This requirement may be met by earning a grade of C or higher in PHIL 201 or PHIL 202 or their equivalent. Alternately, this requirement may be met by passing a logic proficiency exam. 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.

Language Proficiency

Candidates must demonstrate reading proficiency in a foreign language in which there is a substantial body of philosophical literature. This requirement may be met by coursework or by examination.

Course Work

Candidates complete 30 credit-hours of course work, not including the credits for the oral examination and qualifying paper. It is expected that courses will be distributed across historical periods and themes. Typically the curriculum will include:

MAP 501	Ethics/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	Epistemology/Philosophy of Knowledge (3 credits)
MAP 521	Metaphysics (3 credits)
MAP XXX	Elective (3 credits)

Students who already have significant background in one or more of these areas may, in consultation with the MAPS director, substitute an appropriate alternative elective course.

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

Oral Examination

Soon before or after completing the course work, MAPS candidates will, in consultation with a faculty advisor, develop five philosophical theses in various historical and topical areas. The examination consists of a one hour oral defense of some or all of the theses before a committee of three faculty members. (One credit)

Qualifying Paper

This is a research paper of 20–30 pages. The topic will be developed in consultation with a faculty advisor and evaluated by three faculty members. Ordinarily, MAPS candidates will complete the proposal for the qualifying paper by the end of the spring semester of the second year of course work, and will submit the qualifying paper by the end of the first year after completing required course work. However, the qualifying paper may be submitted up to three years after completion of the course work. (One credit)

TRANSFER OF GRADUATE CREDITS

No more than 6 course credits may be accepted in transfer toward this degree. The MAPS program director will only consider for transfer those credits taken at a graduate level, or taken in excess of B.A. degree requirements. The director's decision is final, and transfer credits will be noted on the transcript by the university registrar's office.

- 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.
- Students interested in transferring credits should speak to the MAPS 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. (Fall and 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)
- 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)
- 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? (Fall, even years)
- 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)**
This course takes religious belief seriously, and will investigate the philosophical foundations for religious commitments. In addition to studying various arguments for and against God’s existence, written by medieval, modern and contemporary authors, we will also explore the nature of religious experience, examine the relationship between faith and reason, and attempt to understand several divine attributes. The course should be of interest both to those who believe in God and want to understand what they believe better, and those who understand what is said about God but want to investigate if they should believe. (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)**
This course, at the intersection of philosophy and literature, will explore the following four topics in the hopes of gaining deeper insight into the nature of moral wisdom: 1) The War between Philosophy and Poetry; 2) The Turn to Narrative in 20th Century Ethics; 3) The Novel: Shaping the Moral Imagination; and 4) Can Virtue Be Taught? In the first section, we will try to make sense of Socrates/Plato’s announcement of the age old war between philosophy and poetry. In the second section, we will explore how and why certain 20th century moral philosophers have begun to shift their attention to the novel/drama/epic poetry. In the third section, we will read several pieces of literature as we think through how narratives structure our experience and emotions, provide us with

the rich language necessary for making sense of the world, and shape our moral vision. Finally, in the fourth section, we will consider two very old philosophical questions in light of the insights that arise from thinking about the relationship between ethics and literature: Can virtue be taught, and how is virtue acquired? Along the way, we will read works by Plato, Aristotle, Sophocles, Dante, Iris Murdoch, Martha C. Nussbaum, Robert C. Roberts, Cora Diamond, Jane Austen, Leo Tolstoy, Flannery O'Connor, and Hans Georg Gadamer.

- 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)**
This course will explore five Catholic responses to the radical shifts in intellectual, religious, social, and moral life inaugurated by Modernity. We will read intellectual histories by Henri DeLubac, Pope Paul VI, Joseph Cardinal Ratzinger, Alasdair MacIntyre, and Charles Taylor. Each of these works, in its own unique way, is an example of "philosophical argument in the form of historical narrative." The class essentially will be an exercise in coming to terms with our own intellectual tradition in the modern West—the good, the bad, and the ugly—from a diversity of Catholic perspectives. Arguably, we cannot know ourselves unless we understand the ways in which our western cultural and intellectual heritage has shaped us in our modern and even post-modern world. Therefore, we will pursue self-understanding through five different historical

narratives that trace the sources of our modern identity and shine a light on our contemporary predicament. (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 598 **Comprehensive Exam (1)**

The examination is designed to measure both the candidate's mastery of a body of philosophical knowledge and the ability to synthesize concepts and arguments. Typically candidates register for the one-credit exam in the last semester of coursework having previously developed the theses.

MAP 599 **Research Thesis (1)**

The qualifying paper is an opportunity to demonstrate research of and sustained argument about a specific philosophical topic. It is more substantial than a typical term paper, and should show some engagement with relevant primary sources and secondary scholarship. It may, but need not, involve revising and extending a paper originally developed for a class assignment.

MAP 698 **Independent Study (1-3)**

Various topics. Requires approval of the Program Director. (As needed)

MAPS PROGRAM FACULTY

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M.A., Ph.D. Emory University

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B.A. Loyola University of Chicago

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