



# GRADUATE CATALOG

2018.2020

## Graduate Programs 2018-2020

### Doctor of Education in Educational Leadership\*

Curriculum & Instruction  
Educational Instructional Technology  
Higher Education Leadership  
PK12 Leadership

### Master of Arts

Teaching  
Elementary, 1-6\*\*  
Secondary, PreK-12

### Master of Business Administration

(online)  
Business Analytics  
Health Care Management  
Management

### Master of Education

Curriculum and Instruction\*  
Educational Technology  
National Board Certification  
Teacher Leadership  
The STEM Elementary Teacher  
Educational Leadership\*  
Interdisciplinary\*  
Literacy Education\*  
School Counseling\*  
Special Education\*

### Master of Science

Applied Computer Science  
Applied Ecology and Conservation Biology  
Counseling Psychology  
Nursing (online)  
Administration Track  
Education Track  
Nursing (hybrid)  
Family Nurse Practitioner  
Psychiatric & Mental Health Nurse Practitioner  
Recreation and Parks Management (online)  
Wildlife/Fisheries Biology

\* Offered at both FSU and USM-Hagerstown

\*\* Offered only at USM-Hagerstown

## For Visits and Further Information

You are welcome to visit the university. Whenever possible, make an appointment in advance with the person you wish to meet. Administrative offices are generally open from 8:00 a.m. to 4:30 p.m., Monday through Friday. To write, use the specific office name, Frostburg State University, 101 Braddock Road, Frostburg, Maryland 21532-2303. You may also inquire by e-mail to [gradservices@frostburg.edu](mailto:gradservices@frostburg.edu).

Inquiries by telephone should be directed as follows:

SUBJECT OF INQUIRY	OFFICE	TELEPHONE
Academic regulations and general graduate information	Graduate Services	301.687.7053 FAX 301.687.4597
Admission for graduate students	Graduate Services	301.687.7053
Assistantships	Graduate Services	301.687.7053
Books and supplies	University Store	301.687.4341
Financial aid, scholarships	Financial Aid	301.687.4301
FSU at USM at Hagerstown	32 W. Washington St. Hagerstown, MD	240.527.2741 240.527.2708
International Students	Center for International Education	301.687.4714
Library materials	Library	301.687.4395
On-campus housing	Residence Life Office	301.687.4121
Registration, student records transcripts, scheduling	Registrar	301.687.4346 FAX 301.687.4597
Student health, counseling, career info	Student Services	301.687.4311
Telephone numbers	Information	301.687.4000
Tuition, fees, refunds, bills	University & Student Billing	301.687.4321
Veteran's information	Veterans Center	301.687.4234

### DEGREE PROGRAM INFO

#### Doctor of Education

#### COORDINATOR

#### TELEPHONE

Dr. Heather Hurst 301.687.4757

#### Master of Arts

Teaching: Elementary  
Teaching: Secondary

Dr. Kris McGee 240.527.2730  
Dr. Jennifer Bishoff 301.687.3169

#### MBA

Dr. Eyad Youssef 301.687.3173

#### Master of Education

Curriculum & Instruction  
Educational Leadership  
Interdisciplinary  
Literacy Education  
School Counseling  
Special Education

Dr. Jennifer Rankin 301.687.7010  
Dr. John Stoothoff 240.527.2736  
Dr. William AuMiller 301.687.4374  
Dr. Kris McGee 240.527.2730  
Dr. Joyce Henderson 301.687.4422  
Dr. Jamelyn Tobery-Nystrom 240.527.2708

#### Master of Science

Applied Computer Science  
Applied Ecology/Conservation Biology  
Counseling Psychology  
Nursing – Admin. & Education Concentrations  
Nursing – Family Nurse Practitioner  
Nursing – Psychiatric & Mental Health NP  
Recreation and Parks Management  
Wildlife/Fisheries Biology

Dr. David Xinliang 301.687.3197  
Dr. Thomas Serfass 301.687.4171  
Dr. Trina Redmond Matz 301.687.4197  
Dr. Kara Platt 301.687.4791  
Dr. Kelly Rock 301.687.4893  
Jill Buterbaugh 301.687.3471  
Dr. Natalia Buta 301.687.4458  
Dr. Thomas Serfass 301.687.4171



**Inside paper: Rolland Enviro 100** - 100% recycled (100% PCW),  
processed chlorine free, FSC Certified

**Cover: Chorus Art** - 50% recycled (25% PCW)

# GRADUATE CATALOG

2018-2020



FROSTBURG STATE UNIVERSITY  
101 BRADDOCK ROAD  
FROSTBURG, MARYLAND 21532-2303

**[WWW.FROSTBURG.EDU](http://WWW.FROSTBURG.EDU)**

Published for the Division of Academic Affairs by the FSU Office of Publications  
Frostburg State University is a constituent institution of the University System of Maryland.

The provisions of this catalog are not to be regarded as an irrevocable contract between the University and the student. The University reserves the right to change any provisions of requirement at any time, but its practice is to not make changes in degree and admission requirements retroactive. Other regulations and procedures and course offerings may change during the period of your enrollment. Whenever possible, such changes will be published in official University publications such as the Graduate Catalog and Registration Guidelines, and on the University website, with prior notice of changes provided. However, if circumstances require, such changes may be made without notice.

NOTE: Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees and other charges at any time such changes are deemed necessary by the University and the University System of Maryland Board of Regents.

FSU is committed to making all of its programs, services and activities accessible to persons with disabilities. To request accommodation through the ADA Compliance Office, call 301.687.4102 or use a Voice Relay Operator at 1.800.735.2258.

Frostburg State University is an Affirmative Action/Equal Opportunity institution. Admission as well as all policies, programs and activities of the University are determined without regard to race, color, religion, sex, national origin, status as a veteran age or handicap.



# Welcome to the Frostburg State University Graduate Program



**Ronald Nowaczyk, Ph.D.**  
President of Frostburg State University

Congratulations on your decision to take this next step in your education. I'm sure you are already aware that as the workplace continues to adapt to a changing economy, advanced degrees and certificates are more of a necessity. And while economic opportunity drives many to pursue an advanced degree, your academic program should – and will – mean much more.

Whether your undergraduate education has just ended or is several years behind you, the program you are about to start will challenge you to deepen your understanding of your core discipline, act on opportunities and further your personal and professional goals. Take advantage of this time to challenge yourself, reach out to the excellent faculty who will be guiding you and explore the possibilities that will open up with your advanced study from Frostburg State University.

Use this catalog as your road map to our academic programs as you progress toward your degree. We are constantly working to meet the unique needs of graduate students and adapt as those needs evolve. We recognize that employment and family commitments must often be considered as you plan to continue your education. We work to accommodate the demands of full- and part-time students through convenient class times and schedules, relevant program design, and courses offered in Frostburg, Hagerstown, and online.

We are so glad you have chosen Frostburg State University to take you on this journey. Welcome to our academic community.

Dr. Ronald Nowaczyk, President

# Academic Calendar 2018-2019

For all deadlines: action must be completed by 4:30 p.m. on the date specified.

## Fall 2018

### Regular Semester (August 27 – December 18)

April 2	Fall 2018 Registration Begins
August 7	Last Day to Register without Late Fees. Payment must be received in Billing Office
August 8	Late Payment Fee Assessed - All Continuing Students
<b>August 27</b>	<b>Classes Begin</b>
August 27 – 31	Drop/Add Period and Late Registration. <b>Late registration fee assessed</b> (PAWS and Academic Departments)
<b>September 3</b>	<b>Labor Day – Offices Closed, No Classes</b>
October 5	Last Day to Withdraw from Courses with a "W"
<b>November 21 – 25</b>	<b>Thanksgiving Recess</b>
November 26	Classes Resume
December 10	Last Day to Withdraw from Courses with a "WF"
December 10	Last Day for students to remove "I" grades for Spring 2018 & Summer 2018
<b>December 10</b>	<b>Last Day of Classes</b>
December 11	Reading Day
December 12 – 18	Final Exams
<b>December 19</b>	<b>Commencement</b>

### 7-Week Online Session 1 (August 27 – October 12)

<b>April 2</b>	<b>Registration Begins</b>
August 7	Last Day to Register without Late Fees for Continuing Students. Payment must be received in Billing Office
August 8	Late Payment Fee Assessed for Continuing Students
August 26	Last Day to Register without Late Fees for New Students
<b>August 27</b>	<b>Classes Begin</b>
August 27 – 29	Drop/Add Period. <b>Late registration fee assessed.</b> (PAWS and Academic Department)
<b>September 3</b>	<b>Labor Day – Offices Closed, No Classes</b>
September 14	Last Day to Withdraw from Courses with a "W"
October 12	Last Day to Withdraw from Courses with a "WF"
<b>October 12</b>	<b>Last Day of Classes</b>
December 10	Last Day for students to remove "I" grades for Spring 2018 & Summer 2018
<b>December 19</b>	<b>Commencement</b>

### 7-Week Online Session 2 (October 18 – December 10)

<b>April 2</b>	<b>Registration Begins</b>
August 15	Recommended Continuing Student Registration Deadline – Courses with low enrollment in Session 2 may be cancelled after this date
September 27	Last Day to Register without Late Fees for Continuing Students. Payment must be received in Billing Office
September 28	Late Payment Fee assessed for Continuing Students
October 17	Last Day to Register without Late Fees for New Students
<b>October 18</b>	<b>Classes Begin</b>
October 18 – 22	Drop/Add Period. <b>Late registration fee assessed.</b> (PAWS and Academic Department)
November 7	Last Day to Withdraw from Courses with a "W"

### November 21 – 25 Thanksgiving Recess

November 26	Classes Resume
December 10	Last Day to Withdraw from Courses with a "WF"
December 10	Last Day for students to remove "I" grades for Spring 2018 & Summer 2018
<b>December 10</b>	<b>Last Day of Classes</b>
<b>December 19</b>	<b>Commencement</b>

## Intersession 2019

### January 2- 25

#### October 29, 2018 Registration Begins

December 4	Intersession Payment must be received in Billing Office (Payment is due or enrollment in an approved payment plan)
December 10	Deregistration for Non-Payment Begins
December 18	Cancellation Date for Courses with insufficient enrollment
December 18	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by January 2

#### January 2, 2019 Classes Begin

January 3	Last Day to Withdraw with a Refund
January 3	Last Day to Add a Course / Last Day to Drop Course without "W"
January 11	Last Day to Drop a Course with a "W"

#### January 21 M.L. King Holiday – No Classes, Offices Closed

#### January 25 Last Day of Classes

## Spring 2019

### Regular Semester (January 28 – May 22)

#### October 29, 2018 Spring 2019 Registration Begins

January 2, 2019	Last Day to Register without Late Fees for Continuing Students. Tuition Payment must be received in Billing Office
-----------------	--

#### January 2 Spring Tuition Payment Due

#### January 3 Late Payment Fee Assessed – Continuing Students

#### January 21 M.L. King Holiday – Offices Closed

#### January 28 Classes Begin

January 28 – Feb 1	Drop/Add Period and Late Registration. <b>Late registration fee assessed.</b> (PAWS and Academic Departments)
--------------------	---

#### March 8 Last Day to Withdraw from Courses with a "W"

#### March 16 – 24 Spring Break – No classes

#### March 25 Classes Resume

#### May 14 Last Day to Withdraw from Courses with a "WF"

#### May 14 Last Day for to remove "I" grades for Fall 2018 & Intersession 2019

#### May 14 Last Day of Classes

#### May 15 Reading Day

#### May 16 – 22 Final Exams

#### May 23 Commencement

**7-Week Online Session 1 (January 28 – March 15)**

<b>October 29, 2018</b>	<b>Registration Begins</b>
January 2, 2019	Last Day to Register without Late Fees for Continuing Students. Tuition Payment must be received in Billing Office
January 3	Late Payment Fee Assessed for Continuing Students
January 27	Last Day to Register without Late Fees for New Students
<b>January 21</b>	<b>M.L. King Holiday – Offices Closed</b>
<b>January 28</b>	<b>Classes Begin</b>
January 28 – 30	Drop/Add Period. <b>Late registration fee assessed</b> (PAWS and Academic Department)
February 15	Last Day to Withdraw from Courses with a “W”
March 15	Last Day to Withdraw from Courses with a “WF”
<b>March 15</b>	<b>Last Day of Classes</b>
May 14	Last Day for students to remove “I” grades for Fall 2018 & Intersession 2019
<b>May 23</b>	<b>Commencement</b>

**7-Week Online Session 2 (March 27 – May 14)**

<b>October 29, 2018</b>	<b>Registration Begins</b>
January 7, 2019	Recommended Continuing Student Registration Deadline – Courses with low enrollment in Session 2 may be cancelled after this date
<b>January 21</b>	<b>M.L. King Holiday – Offices Closed</b>
February 27, 2019	Last Day to Register without Late Fees for Continuing Students
March 5	Tuition Payment must be received in Billing Office
March 6	Late Payment Fee Assessed for Continuing Students
March 26	Last Day to Register without Late Fees for New Students
<b>March 27</b>	<b>Classes Begin</b>
March 27 – 29	Drop/Add Period. <b>Late registration fee assessed</b> (PAWS and Academic Department)
April 16	Last Day to Withdraw from Courses with a “W”
May 14	Last Day to Withdraw from Courses with a “WF”
May 14	Last Day for students to remove “I” grades for Fall 2018 & Intersession 2019
<b>May 14</b>	<b>Last Day of Classes</b>
<b>May 23</b>	<b>Commencement</b>

---

**Summer 2019****4-Week Session 1 (May 28 – June 21)**

<b>April 1</b>	<b>Registration Begins</b>
May 6	Registration Deadline (without late fees - Payment is due by the due date or enrollment in an approved payment plan)
May 13	Deregistration for Non-Payment Begins
May 20	Cancellation Date for Courses with insufficient enrollment
May 20	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by May 28
<b>May 27</b>	<b>Memorial Day - Offices Closed</b>
<b>May 28</b>	<b>Classes Begin</b>
May 29	Last Day to Add Courses / Last Day to Withdraw with 100% tuition refund
June 11	Last Day to Withdraw from Courses with a “W”
June 21	Last Day to Withdraw from Courses with a “WF”
<b>June 21</b>	<b>Last Day of Classes</b>

**4-Week Session 2 (June 24 – July 19)**

<b>April 1</b>	<b>Registration Begins</b>
June 3	Registration Deadline (without late fees - Payment is due by the due date or enrollment in an approved payment plan)
June 10	Deregistration for Non-Payment Begins
June 17	Cancellation Date for Courses with insufficient enrollment
June 17	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by June 24
<b>June 24</b>	<b>Classes Begin</b>
June 25	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
<b>July 4</b>	<b>Independence Day – Offices Closed, No Classes</b>
July 9	Last Day to Withdraw from Courses with a “W”
July 19	Last Day to Withdraw from Courses with a “WF”
<b>July 19</b>	<b>Last Day of Classes</b>

**4-Week Session 3 (July 22 – August 16)**

<b>April 1</b>	<b>Registration Begins</b>
July 1	Registration Deadline (without late fees - Payment is due by the due date or enrollment in an approved payment plan)
July 8	Deregistration for Non-Payment Begins
July 15	Cancellation Date for Courses with insufficient enrollment
July 15	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by July 22
<b>July 22</b>	<b>Classes Begin</b>
July 23	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
August 5	Last Day to Withdraw from Courses with a “W”
August 16	Last Day to Withdraw from Courses with a “WF”
<b>August 16</b>	<b>Last Day of Class</b>

**6-Week Session 1 (May 28 – July 5)**

*Note: Online MBA and Recreation & Parks Management follow 6-Week summer schedule (May 28 – July 5)*

<b>April 1</b>	<b>Registration Begins</b>
May 6	Registration Deadline (without late fees - Payment is due by the due date or enrollment in an approved payment plan)
May 13	Deregistration for Non-Payment Begins
May 20	Cancellation Date for Courses with insufficient enrollment
May 20	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by May 28
<b>May 27</b>	<b>Memorial Day - Offices Closed</b>
<b>May 28</b>	<b>Classes Begin</b>
May 30	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
June 19	Last Day to Withdraw from Courses with a “W”
July 5	Last Day to Withdraw from Courses with a “WF”
<b>July 5</b>	<b>Last Day of Classes</b>

**6-Week Session 2 (July 8 – August 16)**

*Note: Online MBA and Recreation & Parks Management follow 6-Week summer schedule (July 8 – August 16)*

<b>April 1</b>	<b>Registration Begins</b>
June 14	Registration Deadline (without late fees - Payment is due by the due date or enrollment in an approved payment plan)
June 21	Deregistration for Non-Payment Begins

June 28	Cancellation Date for Courses with insufficient enrollment
June 28	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by July 8
<b>July 4</b>	<b>Independence Day – Offices Closed</b>
<b>July 8</b>	<b>Classes Begin</b>
July 10	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
July 31	Last Day to Withdraw from Courses with a “W”
August 16	Last Day to Withdraw from Courses with a “WF”
<b>August 16</b>	<b>Last Day of Classes</b>

## 12-Week Session (May 28 – August 16)

<b>April 1</b>	<b>Registration Begins</b>
May 6	Registration Deadline (without late fees Payment is due by the due date or enrollment in an approved payment plan)
May 13	Deregistration for Non-Payment Begins
May 20	Cancellation Date for Courses with insufficient enrollment
May 20	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by May 28
<b>May 27</b>	<b>Memorial Day - Offices Closed</b>
<b>May 28</b>	<b>Classes Begin</b>
May 30	Last Day to Add a Course / Last Day to Withdraw with 100% tuition
<b>July 4</b>	<b>Independence Day – Offices Closed, No Classes</b>
July 15	Last Day to Withdraw from Courses with a “W”
August 16	Last Day to Withdraw from Courses with a “WF”
<b>August 16</b>	<b>Last Day of Classes</b>

<b>September 2</b>	<b>Labor Day – Offices Closed, No Classes</b>
September 13	Last Day to Withdraw from Courses with a “W”
October 11	Last Day to Withdraw from Courses with a “WF”
October 11	Last Day of Classes
December 9	Last Day for students to remove “I” grades for Spring 2019 & Summer 2019
<b>December 18</b>	<b>Commencement</b>

## 7-Week Online Session 2 (October 17 – December 9)

<b>April 1</b>	<b>Registration Begins</b>
August 15	Recommended Continuing Student Registration Deadline – Courses with low enrollment in Session 2 may be cancelled after this date
September 26	Tuition Payment must be received in Billing Office
September 27	Late Payment Fee Assessed for Continuing Students
October 16	Last Day to Register without Late Fees for New Students
<b>October 17</b>	<b>Classes Begin</b>
October 17 – 21	Drop/Add Period (late registration fee assessed (PAWS and Academic Department)
November 6	Last Day to Withdraw from Courses with a “W”
<b>November 27 – Dec 1</b>	<b>Thanksgiving Recess</b>
December 2	Classes Resume
December 9	Last Day to Withdraw from Courses with a “WF”
December 9	Last Day for students to remove “I” grades for Spring 2019 & Summer 2019
December 9	Last Day of Classes
<b>December 18</b>	<b>Commencement</b>

## Fall 2019

### Regular Semester (August 26 – December 17)

<b>April 1</b>	<b>Fall 2019 Registration Begins</b>
August 7	Last Day to Register without Late Fees. Payment must be received in Billing Office
August 8	Late Payment Fee Assessed - All Continuing Students
<b>August 26</b>	<b>Classes Begin</b>
August 26 – 30	Drop/Add Period and Late Registration. Late Registration fee assessed. (PAWS and Academic Departments)
<b>September 2</b>	<b>Labor Day – Offices Closed, No Classes</b>
October 4	Last Day to Withdraw from Courses with a “W”
<b>November 27 – Dec 1</b>	<b>Thanksgiving Recess</b>
December 2	Classes Resume
December 9	Last Day to Withdraw from Courses with a “WF”
December 9	Last Day for students to remove “I” grades for Spring 2019 & Summer 2019
December 9	Last Day of Classes
December 10	Reading Day
December 11 – 17	Final Exams
<b>December 18</b>	<b>Commencement</b>

### 7-Week Online Session 1 (August 26 – October 11)

<b>April 1</b>	<b>Registration Begins</b>
August 7	Last Day to Register without Late Fees for Continuing Students - Payment must be received in Billing Office
August 8	Late Payment Fee Assessed - All Continuing Students
August 25	Last Day to Register without Late Fees for New Students
<b>August 26</b>	<b>Classes Begin</b>
August 26 – 28	Drop/Add Period. Late Registration fee assessed. (PAWS and Academic Department)

*For all deadlines: action must be completed by 4:30 p.m. on the date specified. Calendar subject to change without notice.*

# The University

## The Mission of the University

### Summary Mission Statement

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

*Approved by the Board of Regents of the University System of Maryland and the Maryland Higher Education Commission.*

## Accreditation

Frostburg State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

### Accreditors Approved by the U.S. Secretary of Education:

- BSN in Nursing: Commission on Collegiate Nursing Education (CCNE)
- MS in Nursing: Administration and Education tracks Accredited by the Commission on Collegiate Nursing Education (CCNE)
- Teacher Education Programs: National Council for Accreditation of Teacher Education (NCATE)

### Other Accreditors:

- BS in Athletic Training: Commission on Accreditation of Athletic Training Education (CAATE)
- College of Business programs: AACSB International (Association to Advance Collegiate Schools of Business)
- MS in Counseling Psychology: Master's in Psychology and Counseling Accreditation Council (MPCAC)
- BA/BS program in Mechanical Engineering, in collaboration with the University of Maryland College Park: Engineering Accreditation Commission of ABET, Inc.
- BS in Recreation and Parks Management: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)
- BS in Exercise and Sport Science: Accredited by the Commission on Accreditation of Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Exercise Sciences.
- BA/BS in Social Work: Council on Social Work Education (CSWE)
- Teacher Education Programs: Also approved by the Maryland State Department of Education (MSDE) as consistent with the Maryland Redesign of Teacher Education
- Brady Health Center: Accreditation Association for Ambulatory Health Care (AAAHC)
- Counseling and Psychological Services: International Association of Counseling Services

## Graduate Institutional Learning Goals

Frostburg State University *Graduate Institutional Learning Goals* reflect the mission of the university with a focus on preparing leaders to meet the challenges of a complex and changing global society. This is accomplished through five specific areas of student learning.

Graduate programs will provide opportunities, where appropriate, for you to attain the skills and dispositions identified by the University essential to graduate education.

### 1. Demonstrate breadth and depth of knowledge in the field of study.

Graduate students should understand the current and historical theories, concepts, and models of the discipline. They should possess the ability to access and evaluate the literature of the discipline and understand the major issues in the current state of knowledge. In addition to knowing the specific content of the discipline, students should be able to understand and appropriately use the methods and techniques of advancing knowledge in the field of study.

#### You will

- Access and evaluate the literature in the discipline.
- Understand the current and historical theories and concepts within the field.
- Use different methods of inquiry to gather information to understand and advance knowledge in the field of study.
- Demonstrate advanced knowledge and skills appropriate to the discipline.

### 2. Effectively communicate knowledge in the field of study.

Graduate students should possess the ability to write and speak about the current issues of the discipline to peers, practitioners, and the public. They should be able to articulate and demonstrate knowledge of the discipline and write and present scholarship to professionals.

#### You will

- Demonstrate competency in scholarly writing.
- Demonstrate competency in oral and written communication skills (in face-to-face and online environments).

### 3. Demonstrate the ability for analytical thinking in the field of study.

Graduate students should be able to identify and understand critical issues in the discipline. They should possess the ability to challenge and evaluate information, as well as synthesize and integrate knowledge in the discipline.

#### You will

- Demonstrate technical and analytical skills that are appropriate to the field of study.
- Demonstrate ability to address complex challenges that arise in the field.
- Critically interpret data and information in written and oral forms.
- Demonstrate competency in inquiry and research to advance the discipline.



#### 4. Exhibit the best practices, values, and ethics of the profession.

Graduate students should understand and demonstrate the professional standards for responsible conduct of research in the discipline and understand the values and ethics of practicing the profession in society.

##### You will

- Identify best practices, values, and ethics among practicing professionals in the field.
- Demonstrate the highest ethical standards required or expected in the field.
- Demonstrate cultural awareness and importance of global interconnectivity within the field of study.
- Understand and demonstrate the professional standards for responsible conduct of research in the discipline.

#### 5. Apply knowledge and skills in the discipline.

Graduate students should possess the ability to apply knowledge in the discipline to solve sophisticated problems and to interpret technical issues.

##### You will

- Demonstrate understanding of current and relevant knowledge in the discipline to critique, synthesize, and analyze complex issues and demonstrate problem solving skills.
- Demonstrate use of specialized vocabulary for professional discourse in the discipline.
- Demonstrate abilities to collect, synthesize, analyze, and apply appropriate theories and research.
- Apply classroom learning and technical skills through reflective practice and/or practical experience in the field.

## The Campus and Its Surroundings

Frostburg State University is located in the Appalachian highlands (elevation 2,000 feet) of western Maryland. The main campus covers 260 acres within the town limits of Frostburg (population 7,500). The University also offers programs at the University System of Maryland at Hagerstown, Anne Arundel Community College Regional Higher Education Center at Arundel Mills, Cecil College, Garrett College and online.

The local region is rich in both history and outdoor activities. Students can visit nearby recreational areas—Rocky Gap, New Germany and Deep Creek Lake State Parks—which offer camping, boating, swimming, hiking and skiing.

### Facilities

The University buildings and grounds, set on 260 acres, make learning, living and working on our campus a special pleasure. Nature easily enters into the daily lives of students: buildings are set around grassy quads; varieties of plants and the surrounding woods change with the seasons.

#### The Main Campus

Our classroom buildings include the Gira Center for Communications and Information Technology, Compton Science Center, Dunkle, Fine Arts, Framptom, Gunter, Lowndes, Old Main, Pullen and the Guild Human Resources Center. Students also attend classes in the Performing Arts Center and the Cordts Physical Education Center.

In addition to specialized departmental labs in all departments, science facilities include a planetarium, greenhouse, live animal rooms, centrifuge, herbarium, arboretum, biotechnology center and electron microscope. The Appalachian Laboratory of the USM Center for Environmental Studies also provides research facilities for FSU students and faculty, as does the new research park.

Our students live on campus in 11 residence halls (Allen, Annapolis, Cambridge, Cumberland, Diehl, Frederick, Frost, Gray, Simpson, Sowers and Westminster), and Edgewood Commons, a privately owned apartment-style community.

Student meals are served in the Chesapeake Dining Hall, the Appalachian Station in the Lane University Center, and at Subway in Sowers Hall.

Pullen Hall houses most student services offices: Graduate Services, Financial Aid, Registrar, University & Student Billing, the Center for Academic Advising & Retention (CAAR), Tutoring, Disability Support Services, TRiO Student Support Services, Residence Life, Career & Professional Development, Leadership & Experiential Learning, Substance Abuse Facts & Education, and the Frostburg Community Coalition.

Counseling & Psychological Services is located on the ground floor of Cumberland Hall and Brady Health Center is located on the northeast side of campus, near Compton Science Center.

Additionally, the Veteran's Center is located at 150 Park Avenue. Upward Bound and the Regional Math/Science Center are located at 7 American Avenue, adjacent to campus along Center Street.

## Specialized Facilities

### The Library

The Lewis J. Ort Library provides a wealth of research and reference materials for student and community use.

- OneSearch, the library's discovery tool for thousands of books, articles, information databases and online resources available at <http://www.frostburg.edu/lewis-ort-library/>
- Consortium of 17 libraries within the University System of Maryland and Affiliated Institutions (USMAI), which provides access to additional research materials
- ILLIAD interlibrary loan services to request research materials from other libraries beyond the USMAI libraries with a 24-hour response for most article requests through RapidILL
- Thousands of electronic books (e-books) covering all academic subjects and accessible 24/7 using the Library's online catalog at <http://catalog.umd.edu/F/> or OneSearch
- Reference assistance onsite or online through Maryland AskUsNow chat reference or Ask a Librarian email at [www.frostburg.edu/lewis-ort-library/asklib](http://www.frostburg.edu/lewis-ort-library/asklib). Individual Research Consultations are also available at [www.frostburg.edu/lewis-ort-library/userserv/research-consultation-services/](http://www.frostburg.edu/lewis-ort-library/userserv/research-consultation-services/)
- Over 700 reference resources available online via Credo and Gale Virtual Reference Library at <http://libguides.frostburg.edu/az.php>
- Circulating art prints, DVDs, CDs, VHS tapes and teacher materials
- Microfilm reader/printer/scanners available for historic newspaper and periodical collection
- Selective depository for print and electronic U.S. and Maryland government documents and maps
- Special collections and archives with emphasis on Western Maryland, including the public papers of two U.S. Senators from Maryland – J. Glenn Beall and J. Glenn Beall, Jr.
- Individual and group instruction in information literacy/fluency in the use of the library's resources
- 100 Internet work stations including 12 iMacs, a 32-station electronic instruction center, public scanners and wireless Internet access
- Individual study rooms, five small group computer rooms and a smart multimedia room for practicing group oral presentations

Visit the Lewis J. Ort Library website at [www.frostburg.edu/lewis-ort-library](http://www.frostburg.edu/lewis-ort-library).

### Performing Arts Center

Students studying theatre and dance, music and communication studies can flourish in the Performing Arts Center. The center contains three state-of-the-art performing spaces: the 338-seat Drama Theater, the 175-seat F. Perry Smith Studio Theater and the 458-seat Pealer Recital Hall. It is complete with scenic and costume shops, a box office, practice rooms, faculty and staff offices, dressing rooms, two separate dedicated computer labs and other production facilities. Campus and community audiences are welcome at a wealth of concerts and performances. For more information, contact the director of the Performing Arts Center at 301.687.3037.

### Lane University Center

The Lane University Center is the hub for student activities and was built and operates with student fees. It contains a fitness center, computer lab, a state-of-the-art smart lounge featuring the latest gaming stations, student organization offices, the University Store, The Appalachian Station food court, Moe's, The Loft and Starbucks.

### Cordts Physical Education Center

Students with valid University identification can use the extensive indoor and outdoor facilities of the Harold J. Cordts Physical Education Center:

- Three gymnasiums for basketball and other sports
- Swimming pool
- Weight rooms with Matrix and Life Fitness cardio-vascular equipment, Hammer Strength free weights and Tuff Stuff machines
- Racquetball courts
- Indoor climbing gym
- Outdoor tennis courts and all-weather track
- For information on availability, contact the director at 301.687.4462

### Office of Information Technology (OIT)

The Office of Information Technology is committed to providing meaningful and successful experiences with technology to support teaching, learning, and core university business units. Resources are available for providing technical assistance as well as advocacy for campus-wide technology initiatives.

There are many departments within the OIT, offering a wide range of services, software, and support for FSU. For complete and up-to-date information about these resources, visit the Office of Information Technology website at [www.frostburg.edu/oit](http://www.frostburg.edu/oit). Also, the Chief Information Officer and the Office of Information Technology can be reached at 301.687.7177.

### IT Help Desk

The IT Help Desk provides assistance for any technical issue including accounts, password management, Canvas, PAWS, email, internet connectivity, etc. Technical support is also provided for classes conducted through the University System of Maryland's Interactive Video Network (IVN). This network provides an opportunity for faculty and students to learn and interact with other universities within the state of Maryland and beyond. The FSU IT Help Desk can be reached at 301.687.7777 or visited in room 123 of the Gira Center for Communications and Information Technology.

### Computer Labs

Students have access to a rich computing environment that includes specialized department labs housed in various campus buildings as well as the main University Computer Labs located on the first floor of the Gira Center. The University Computer Labs offer:

- Apple and Windows workstations connected to the campus network and the internet.
- Scanning and printing facilities.
- Standard software including the Microsoft Office Suite, internet browsers, graphics design and production, and other specialized software.

- Access to statistics packages, programming languages, and database programs through academic servers.
- Operational support for the 24 hour/7 days a week lab located in Gira Center 133 (access via student ID only).

### Instructional Design and Technology

The Instructional Design & Technology Department, located in Gira Center 121, is committed to providing support and resources for online, blended, and face-to-face courses. The department supports the principal mission of education at FSU: to enhance student access to university academic programs. Support is provided for the university's Learning Management System (LMS) and other related systems, pedagogical best practices, instructional design of courses, training and professional development for faculty, and other eLearning technologies.

Frostburg State University's online courses and programs, taught by certified faculty, are open to all eligible students who are prepared to learn in an online environment. Online learning allows FSU students to pursue their degree requirements outside of the traditional classroom setting and can accelerate or enhance their time to degree. FSU's online courses are especially important to Graduate students who are working professionals seeking an advanced degree in their fields and to those students who cannot attend on-site classes because of work or family obligations. An additional and equally important benefit of online learning is that it helps students develop the technical skills and online learning strategies they need to pursue their future educational and professional goals. Most course materials (other than textbooks) are available electronically through the internet, using the LMS as the primary means of communication. More information about online learning at FSU is available at [www.frostburg.edu/online/](http://www.frostburg.edu/online/).

---

## The University System of Maryland at Hagerstown

The University System of Maryland at Hagerstown (USMH) is a regional higher-education center located in downtown Hagerstown that offers upper-division undergraduate and graduate academic programs of the universities within the USM at a state-of-the-art facility. While Frostburg State University is the managing institution for USMH, six institutions offer degrees at USMH: Coppin State University; Frostburg State University; Towson University; University of Maryland, College Park; University of Maryland University College and Salisbury University. USMH undergraduate and graduate programs are premier offerings of the USM educational institutions, chosen because they meet the needs of the Washington County business community and of prospective students from Hagerstown and Frederick community colleges and the wider tri-state region.

USM institutions currently offer 13 undergraduate and seven graduate degrees onsite. FSU offers bachelor's programs in business administration, early childhood/elementary education, liberal studies and psychology, master's programs in business administration, education, elementary teacher certification and the Ed.D. in educational leadership at USMH.

USMH offers access to on-site academic advising, computer labs and a full-service library to meet student needs and is open Monday through Thursday, 8:30 a.m. to 9:00 p.m.; Friday, 8:30 a.m. to 5:00 p.m.; and Saturday, 9:00 a.m. to 2:00 p.m..

For further information, contact the USMH at 240.527.2060, or the FSU office at USMH at 240.527.2741.

---

## Online Programs

Graduate programs delivered online include: Master of Business Administration, Master of Science in Recreation and Parks Management, Master of Science in Applied Computer Science and Master of Science in Nursing.

## Diversity and Equal Opportunity

Frostburg State University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Fostering diversity and respect for difference is a fundamental goal of higher education, ranking among the highest priorities of this institution.

In this spirit, Frostburg State University is committed to a policy of equal opportunity and to the elimination of discrimination in both education and employment on the basis of race, color, national origin, ethnic background, gender, sexual orientation, age, genetic information, creed, political or religious opinion or affiliation, disability, veteran's status or marital status, in conformity with all pertinent Federal and State laws on non-discrimination and equal opportunity.

The following policies guide the University in meeting its aims of diversity and equal opportunity. Copies of these policies are available in the ADA/EEO and Immigration Compliance Office (301.687.4102) and Office of Gender Equity (301.687.4733).

- Affirmative Action/Equal Employment Opportunity (PN 1.002)
- Gender-Based Harassment and Violence Policy (PN 1.004)
- Policy on Diversity (PN 1.006)

- Policy of Non-Discrimination/Equal Opportunity (PN 1.008)
- Policy on Compliance with Disability Discrimination Laws (PN 3.073)
- Policy On Reasonable Accommodations for Disabilities Due to Pregnancy (PN 3.119)
- Americans With Disabilities Act

Frostburg State University does not discriminate on the basis of disability in admissions or in access to any of its programs or activities.

It is committed to full compliance with the Americans with Disabilities Act (ADA). The ADA requires that all University programs, services, and activities be accessible to qualified individuals with disabilities. If a program or service is inaccessible to disabled persons, the University maintains responsibility for providing reasonable accommodation to ensure accessibility. This includes, but is not limited to, access to classes, lectures and all campus-sponsored events, on-campus housing, and all facilities used by students and visitors. To request accommodation through the ADA Compliance Office, call 301.687.4102 or use a Voice Relay Operator at 1.800.735.2258.

## FSU's Teacher Education Report Card

### Contextual Information

Total number of students admitted into teacher preparation, all specializations	353
Average number of clock hours required prior to student teaching	40
Average number of clock hours required for student teaching	700
Number of full-time equivalent faculty in supervised clinical experience during this academic year	14
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE & PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	142

*Student teaching varies by program with most being 20 weeks in the school.*

### Aggregate and Summary Institutional-level Pass-rate Data:

#### Regular Teacher Preparation Program

Academic Year: 2016-2017

Number of Program Completers: 96<sup>1</sup>

Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rates <sup>5</sup>	87	85	98%	98%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

See College of Education website for detailed report: [www.frostburg.edu/colleges/coe](http://www.frostburg.edu/colleges/coe) - click on "Unit Assessment Reporting."

# Graduate Study at FSU

Graduate study allows you to advance your education under the direction of discipline specialists. You should carefully select a field of study that provides you with the opportunity to acquire the understandings, skills, and values needed for advancement in your chosen field and for continuing self-education.

Graduate programs are designed to extend your academic, professional and personal competence; to familiarize you with the research in your field of study; and to enable you to apply relevant research to contemporary issues in your specialty.

The doctoral and master's degrees confer upon recipients recognition as leaders within the fields of study. Therefore, as a graduate student, you are expected to reflect not only superior academic achievement, but also the commitment, values and leadership skills necessary for you to assume a leadership role in your specialty area.

---

## Graduate Mission Statement

Frostburg State University Graduate Studies encourages lifelong learning, development of intellectual curiosity, the capacity for scholarship and applied research and mastery of subject matter in advanced professional programs. The University is committed to excellence in preparing students to engage in the challenges of a technologically complex and pluralistic society. The programs enhance and enrich the academic environment of the University while seeking to meet the needs of the region and the larger global community.

---

## Graduate Program Governance/ Administration

The Graduate Council, a committee of the Faculty Senate, functions as the major policies and procedures body for graduate programs. The full range of the council's responsibilities can be found in its charter.

School deans are responsible for overseeing the administration of the graduate programs under their jurisdiction. Each graduate program coordinator is responsible for administering his or her graduate program.

---

## Students' Rights and Responsibilities and Standards of Personal and Group Conduct

As a student, you enjoy the basic rights of any citizen of our society as you pursue your graduate education, but there is often confusion between the rights of students as citizens and the assumed rights of students as students. Established at the University are clear behavioral guidelines along with the consequences for acts outside these guidelines.

A publication, *Community Standards Policy Statements*, available on FSU's website, includes enumeration of students' rights and responsibilities, identifies the University's standards of personal and group conduct and explains the University Judicial System.

## Admission Requirements

Admission to graduate studies is based on the academic qualifications of the applicant and is granted without regard to race, color, religion, sex or disability.

Regardless of the purpose for which you plan to take graduate courses, you must file an application for admission to graduate studies. A formal letter indicating your admission status is issued when your application is completed and an admission decision is rendered. File your application with the Office of Graduate Services early during the semester immediately preceding actual enrollment in graduate classes. Please note that some programs have application deadlines which are outlined in the respective program pages of this catalog.

You may submit the application for admission online at [www.frostburg.edu/grad](http://www.frostburg.edu/grad) or download and mail the pdf version of the application to FSU Office of Graduate Services, 101 Braddock Rd., Frostburg, MD 21532. It should be understood, however, that if you seek a degree and have not been fully admitted, or have not developed an approved study plan (in programs where study plans are required), there is no guarantee that the courses taken prior to admission will be accepted into the master's program. You must complete the admission process in its entirety prior to completing the first semester of courses or you will not be permitted to register for additional courses.

Your admission is valid for the entire time of graduate study provided you register for at least one course during an 18-month period. Should 18 months elapse since you registered for a course, you must submit a request to the Office of Graduate Services to be readmitted before you may register again. However, programs that are designed and delivered as a cohort program, where students enter and exit at the same time, do not allow leave of absence without the approval of the program coordinator. Students in a cohort program should request a leave of absence in writing to the program coordinator and copy the Graduate Office for the request and decision to be filed in the student's official admission file.

Applicants for graduate study are assigned to one of the following categories: degree program admission, provisional status or non-degree status.

## Degree Program Admission

You may be granted degree program admission if you have a strong undergraduate academic record and appear to have potential for successful completion of a graduate program. Degree program admission is based on the following criteria:

1. Each graduate program has specific admission requirements, which are detailed in the sections of this catalog devoted to these programs.
2. Completion of an application for admission to graduate study as a degree program student.
3. Submission of official transcripts of all previous graduate work and a transcript certifying the completion of a baccalaureate degree. This official transcript must be sent directly to the Office of Graduate Services from the degree-granting institution.
4. If you have previously completed a graduate degree, but have not taken the GMAT (Graduate Management Admissions Test), GRE (Graduate Record Examination) or MAT (Miller Analogies Test), you may be eligible to have this requirement waived. These tests may be waived if you have successfully completed a graduate degree with a 3.0 cumulative grade point average. The graduate program coordinator of the program to which you are applying will determine the relevance of previous graduate degrees in making the decision to waive the GMAT, GRE or MAT requirements.

## Provisional Status

Provisional status allows you to enroll in graduate courses to qualify for admission to a degree program.

You may be granted provisional status if denied unconditional admission due to (1) less than the minimum grade point average required for admission to the program to which you are applying, (2) baccalaureate degree not from a regionally accredited

college or university or (3) undergraduate course deficiencies. Provisional admission decisions are made by the program coordinator on a case-by-case basis.

If you are assigned provisional status, you must construct a special study plan of 9-15 credits approved by your program coordinator. After completing the 9-15 credits (or 9 credits within your first semester) and you achieve a minimum cumulative grade point average of 3.0, your provisional status will be discontinued. You will continue in the program in good standing as long as you are able to meet the 3.0 GPA requirements and any individual program requirements that are outlined in the program's admission and progression criteria in the program pages in this catalog.

### Non-Degree Status

You may be assigned non-degree status if you wish to apply for graduate study but do not wish to work toward a graduate degree. This category usually includes students who wish to take courses for professional development, for transfer to another institution or for maintaining certification in the field of education. Non-degree status is based on the following requirements:

1. Completion of the baccalaureate degree at a regionally accredited institution of higher education.
2. Submission of an official transcript certifying the completion of a baccalaureate degree. This official transcript must be sent directly to the Office of Graduate Services from the degree-granting institution.

## Enrollment of Undergraduates in Graduate Courses

Undergraduates may take no more than 7 credits in graduate courses for graduate credit prior to completion of the bachelor's degree requirements. To enroll in a graduate course, you must be a senior with at least a 2.5 grade point average and must have the recommendation of your advisor and approval of the Graduate Office.

If you are a full-time undergraduate student taking a graduate course during the academic year, you will not be required to pay tuition for the graduate course since you will pay tuition and fees as a full-time undergraduate.

Credit earned in a graduate course may be considered only as graduate credit and may not be used as undergraduate credit for the baccalaureate degree. The credit, although technically graduate credit, may not be used for a graduate degree at Frostburg State University unless it later becomes part of your graduate requirement and meets time limitation policies.

Exceptions to these policies are made only for students who are admitted to a *combined baccalaureate-master's* program or who are part of an approved *pathway* across programs at Frostburg State University.

An approved combined bachelor's/ master's program is an articulated curriculum combining an existing undergraduate program and an existing master's program, usually resulting in shorter time to degree and decreased total credit hours (no less than 150 total). An approved pathway allows students to take a specified number of graduate credits that can be double-counted toward the undergraduate requirements for a bachelor's degree and toward the master's degree. A pathway may not necessarily provide shorter time to degree or a decrease in total credits. In both cases, usually 9 credits are shared unless the master's program requires substantially more than 30 credit hours. All requirements of the bachelor's program and of the master's program must be completed to receive the two degrees. See the degree program listings for descriptions and selection criteria of currently approved combined programs.

## Senior Citizen

### Golden Identification Card

Senior citizens may qualify for admission and a Golden Identification Card. Participants in the Golden Identification Card program may register for up to three courses each semester for credit—on a space-available basis—without paying tuition. They may enroll only at late registration. Although the late registration fee is waived for senior citizens, they must pay all other fees. To qualify for the Golden Identification Card, the prospective student must meet the following criteria:

- Be a resident of Maryland
- Be a U.S. citizen or produce a Resident Alien card (formerly an Alien Registration card)
- Be 60 years of age by the beginning of the term for which you are applying
- Not be employed more than 25 hours a week

Individuals who qualify for the Golden Identification Card may obtain applications from the Office of Admissions. For further information about these qualifications, call 301.687.4201.



## International Student Admission

If you are a foreign national and have been awarded the baccalaureate degree (or its equivalent) from any institution other than a U.S. regionally accredited institution of higher education, you must do the following before you can be considered for admission to graduate study:

1. Submit a completed Application for Graduate Study to the Office of Graduate Services, Frostburg State University, Frostburg, MD 21532-2303, U.S.A.
2. If your native language is not English, you are required to demonstrate English language proficiency. Students can validate their proficiency by earning an acceptable score on the TOEFL, IELTS or other approved examinations. The University requires a minimum TOEFL score of 79 iBT or a minimum IELTS score of 6.0. Comparable scores on the TOEFL paper or computer-based test will be accepted as well. In addition, students can also present English language certification through TLC, LADO, iTEP, Inlingua or ELS. All international students will be required to demonstrate English language proficiency with the possible exceptions:
  - (a) Non-native speakers of English who have graduated from secondary institutions or who transfer from post-secondary institutions in English-speaking countries, provided they have spent a minimum of 2 years in successful full-time study and the language of instruction was English.
  - (b) Students from approved countries where English is the first language or the language of instruction in the educational system.
3. Submit official copies of transcripts showing all university and college work. These transcripts must show the subjects taken, grades for the subject and degrees awarded. Official copies must bear the seal of the issuing institution and the actual signature of the college or university registrar.
4. Have a transcript evaluation for institutions other than American institutions translated and evaluated by an approved evaluation service. The professional evaluation should be a course-by-course evaluation with GPA that will determine your academic level within the American system of education. The final report should be forwarded to the Office of Graduate Services. No action will be taken on your application for admission until the evaluation has been received.
5. Complete the International Student Certification of Financial Support form and submit it to the Office of Graduate Services. This form attests that your sponsor is aware of the educational and living expenses and is prepared to provide the necessary funds. Students must work with the Office of University and Student Billing to meet all financial obligations at the time of registration.
6. Complete the Health Insurance Acknowledgment Form and submit it to the Office of Graduate Services. You are required to maintain adequate health insurance to continue as an active FSU graduate student and as a valid F-1 visa holder.
7. Fulfill program admission requirements.

## International Student Application Deadlines

The application and other required documents must be received by the Office of Graduate Services according to the following schedule:

Semester Planning to Enter FSU	Deadline for Submitting Complete Application*
Fall Semester	June 1
Spring Semester	Oct. 15
Summer School	Jan. 15

*\*Refer to application guidelines listed in specific degree programs.*

FSU will not grant you an I-20 until we have received all your required information.

If you are an international student residing outside the United States, you should not come to Frostburg State University before receiving a formal letter of admission and an I-20. For complete instructions, contact the Office of Graduate Services, Frostburg State University, Frostburg, MD 21532-1099, U.S.A.

## International Students at FSU

Each semester Frostburg State University hosts a number of international students from all over the world. In addition to providing services in dealing with the U.S. Citizenship and Immigrations Service (UCIS), academic counseling and organizing a number of social events and excursions, the Center for International Education also oversees the awarding of a number of scholarships to international students attending Frostburg State University. Awards are available both to incoming and returning international students in F or J status.

For further information, call the Center for International Education at 301.687.4714 or visit the CIE online at: [www.frostburg.edu/studyabroad](http://www.frostburg.edu/studyabroad).

# Expenses, Financial Aid & Scholarships

## Expenses

This information applies to the academic year 2018-2019 only. Please see appropriate Registration Guidelines for 2019-2020 rates. Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees and other charges at any time such changes are deemed necessary by the University and the University System of Maryland Board of Regents.

### Graduate Tuition & Fees 2018-2019\*

#### Tuition (per credit hour)

Master's Program Maryland Residents**	\$433
Master's Program Out-of-State Residents	\$557
Nurse Practitioner Maryland Residents**	\$485
Nurse Practitioner Out-of-State Residents	\$660
Nurse Practitioner Regional Rate***	\$545
Doctoral Program Maryland Residents**	\$597
Doctoral Program Out-of-State Residents	\$747

#### Semester Fees (per credit hour)

Athletic Fee+	\$52
Auxiliary Facilities Fee+	\$26
Student Union Operating Fee+	\$22
Technology Fee	\$17
Transportation Fee	\$2
Sustainability Fee+	\$2

#### Semester Fees

Activities Fee (optional)	\$27
---------------------------	------

#### Other fees & expenses *See detailed explanation at right.*

Application Fee (one time only, waived for FSU graduates)	\$45
Career Services Credentials	\$20
4-Pay Payment Plan	\$45 per semester
Duplicate Copy	\$3
Late Registration Fee	\$30
Late Payment Fee	\$30
Lost ID Card	\$20
Private Music Fee	\$200 per credit
Returned Check Fee	\$30
Vehicle Registration (day parking permit)	\$40 per year
Student Teaching Internship	\$350
MSN Courses	\$8 per credit hour
Reissue Check Fee	\$30

*During the summer, you will be required to pay a University fee for the administration of summer school.*

\* See Graduate Schedule Booklet for 2019-2020 rates.

\*\* See Policy for Student Residency Classification, policies chapter of this catalog.

\*\*\* See Policy for Regional Rate eligibility

+ You are not required to pay these if you are enrolled at an off-campus site or online.

**Note:** Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees and other charges at any time such

changes are deemed necessary by the University and the University System of Maryland Board of Regents.

## Tuition

Tuition, evening, or summer, for master's students is \$433 per credit hour for Maryland residents, and \$557 per credit hour for non-residents.

Tuition, evening, or summer, Nurse Practitioner Graduate students is \$485 per credit hour for Maryland residents, \$660 per credit hour for non-residents, and \$545 per credit hour for regional rate students.

Tuition, evening, or summer, for Physician Assistant's Graduate is \$516 per credit hour for Maryland residents, \$750 per credit hour for non-residents, and \$616 per credit hour for regional rate students.

Tuition for doctoral students is \$597 per credit hour for Maryland residents and \$747 per credit hour for non-residents.

Students taking courses for pass/fail or courses without credit designation will receive assigned equivalency credit hours for tuition and fee purposes.

## Fees

The following paragraphs explain how the University uses the fees that students pay. For information on other fees and expenses related to summer and undergraduate programs, refer to the respective catalogs and bulletins.

**Activities Fee:** An optional activities fee of \$27 per semester is collected to support student publications, the campus radio station, social activities, student government and a balanced program of cultural events. To be billed for the activities fee, write to the University and Student Billing Office to indicate the number of credits for which you are registered.

**Application Fee:** Applicants pay a \$45 non-refundable application fee when they apply to the University. This one-time only fee is sent directly to University and Student Billing at the same time the application is mailed to the Office of Graduate Services. This fee is waived for FSU graduates.

## Main Campus Fees

*You are not required to pay the following fees if you are enrolled at an off-campus site.*

**Athletic Fee:** A non-refundable athletic fee of \$52 per credit hour for graduate students is used to support the University's program in intercollegiate and intramural athletics.

**Auxiliary Facilities Fee:** An auxiliary facilities fee of \$26 per credit hour for graduate students is assessed for construction expenses of the auxiliary facilities.

**Student Union Operating Fee:** Graduate students are charged a student union operating fee of \$22 per credit hour for operating expenses of the Lane University Center.

**Transportation Fee:** \$2 per credit hour is charged for graduate students, allowing students to ride Allegany Transit Authority buses by showing a student ID.

**Sustainability Fee:** \$2 per credit hour is assessed to fund green initiative projects and programs on campus. Projects will be recommended by the President's Advisory Council for Sustainability that includes faculty, staff and student representatives.

## Fees charged to all students:

**Technology Fee:** Graduate students are charged \$17 per credit hour to fund technology initiatives for student enhancement.

## Other Fees and Expenses

**Late Payment Fee:** A late payment fee of \$30 is charged for payments received after the established payment deadline.

**Late Registration Fee:** A late registration fee of \$30 is charged for not registering as prescribed.

**Private Music Fee:** Music students desiring private study of organ, piano, other instruments or voice are charged \$200 per credit hour.

**Duplicate Copies:** A \$3 fee is charged for each duplicate statement of fees (or other receipt) requested. A \$20 fee is charged for each duplicate ID card.

**Returned Payment Fee:** A \$30 fee is charged whenever a check given in payment of any obligation is returned by the bank. Article 27, Section 142 of the Annotated Code of Maryland states that anyone who obtains money, etc., by bad check is subject to prosecution. All checks returned to the University by the bank as "unpaid" (this includes checks on which payment has been stopped and electronic transactions) must be paid within 7 days of the University's notification to the student.

**Motor Vehicle Registration:** A \$40 motor vehicle registration fee is charged for students registering a vehicle. Permits are issued for the academic year.

## Room and Board

Graduate students may choose to live in University residence halls. Rooms are assigned on a space-available basis. Room contracts are binding for one academic year (fall and spring semesters). All students living in the residence halls are required to purchase a meal plan for the University dining hall.

### Residence Hall Damage Deposit

You are charged a \$50/year, \$25/semester damage fee. You will be charged for damages or services to your room on your student account.

## Payment of Fees

Make all checks or money orders payable to Frostburg State University for the exact amount on the bill you receive. All fees must be paid prior to the beginning of each semester or before the date shown on the statement of fees. Students will not be admitted to classes until all bills have been paid or they have made approved arrangements with the University & Student Billing Office and they may not register for the next semester. Failure to meet the due date may result in the cancellation of the student's schedule.

FSU accepts online payments via PAWS or [www.frostburg.edu/admin/billing](http://www.frostburg.edu/admin/billing). Two forms of payment are accepted: ACH (electronic check) and credit card (MasterCard, VISA, American Express and Discover). ACH payments available only through PAWS. Additionally, all credit card transactions charge a convenience fee for usage.

### Payment Plan

FSU is partnered with CashNet to offer a payment plan. The plan is an interest-free, debt-free way to spread tuition payments over a number of months. To enroll in our payment plan, login to your PAWS student center and click view e-bill. The payment plan option is in the section below view e-bill.

**4-Pay Plan:** Enrollment in the 4-Pay Plan is for one semester. The total billed amount, less anticipated financial aid, is divided by four to split the payments over four months. The cost of the plan is \$45/semester.

**Fall due dates:** Aug. 1, Sept. 1, Oct. 1 and Nov. 1

**Spring due dates:** Jan. 1, Feb. 1, March 1 and April 1

All students with a balance due who are not enrolled in a payment plan, who have a third-party payment or have financial aid will be assessed an additional late fee ten days after registration ends.

You may request information about this payment plan directly from University and Student Billing, 301.687.4321, or toll free: 1.888.689.1628.

## Charges for Collection of Unpaid Bills

If a student's account is not promptly paid, the University will turn it over to the Maryland State Central Collection Unit and a 17 percent collection fee will be added to the bill. If further collection action is needed, an outside agency will be retained and those charges will also be billed to the student. The state may also withhold any refund due to the student from the Maryland State Income Tax and apply it to the overdue account.

## Identification Card

You should obtain an FSU identification card, which is required for access to certain facilities and equipment and will admit you to University-sponsored activities and events. You must have an ID card to check books out of the University library. ID cards are processed and obtained in the ID Office located in room 101 Pullen Hall. The hours are 9 a.m.-1 p.m. and 2-4 p.m. daily.

Online students should contact the ID office to make arrangements for an ID.

## Refund Policy

The following regulations govern refunds available upon withdrawal from the University or when other changes of status take place. To withdraw from the University, you must complete an official withdrawal card and file it in the Office of Registration and Records before you are entitled to any refund. Because refund amounts change depending upon when you file, the date used to determine refunds will be the date on which you submit the final filing or change of status to the Office of Registration and Records.

- For Intercession, refunds of tuition are provided up to and including the last day of registration.
- Students dismissed for disciplinary reasons are not entitled to any tuition or fee refund.

## Student Refund Policy For Title IV Recipients

See page 11 of this catalog for information regarding the Student Refund Policy for Title IV recipients.

## Refund Schedules

### Fall and Spring Semesters (15 weeks)

- Before the end of each registration period ..... 100% tuition refunded
- Before the 15th calendar day after the official start of classes for that session..... 80% tuition refunded
- From the 15th day until the end of third week after the official start of classes..... 60% tuition refunded
- During the 4th week after the official start of classes..... 40% tuition refunded
- During the 5th week after the official start of classes..... 20% tuition refunded
- At the end of the 5th week after the official start of classes ..... 0% tuition refunded

### Fall and Spring Semesters (7 weeks)

- Before the end of each registration period ..... 100% tuition refunded
- Before the 8th calendar day after the official start of classes for that session..... 80% tuition refunded

- Before the 11th calendar day until the end of third week after the official start of classes .....60% tuition refunded
- Before the 14th calendar day after the official start of classes .....40% tuition refunded
- Before the 17<sup>th</sup> calendar day after the official start of classes .....20% tuition refunded
- Beginning the 17<sup>th</sup> calendar day after the official start of classes ..... 0% tuition refunded

#### Fee Refund Schedule (including summer session)

- Application fee ..... 0% refund
- Board fee..... Up to mid-semester: prorated on a weekly basis plus 1 week
- After mid-semester:..... 0% refund

#### Summer Sessions

- Before the end of the summer registration period .....100% tuition refunded
- Before the end of 1/5 of the length of the session, but in no case beyond the 7th calendar day of the session ...80% tuition refunded
- Before the end of 2/5 of the length of the session .....40% tuition refunded
- At the end of 2/5 of the length of the session, but in all cases beginning with at least the 15th calendar day of the session . 0% tuition refunded

In the case of special courses of short duration (i.e., 1 week or less), this policy will be applied on a pro rata basis in a manner consistent with the policy.

#### Non-refundable Fees

The following fees are non-refundable after the end of each registration period, including the summer session and Intersession:

- Activities Fee
- Athletic Fee
- Auxiliary Facilities Fee
- Class Fees
- Course Fees
- Internship Fee
- Private Music Fee
- Recreation and Parks Orientation Fee
- Student Teaching Fee
- Student Union Operating Fee
- Sustainability Fee
- Technology Fee
- Transportation Fee
- University Fee
- Vehicle Registration Fee

## Financial Aid

#### Office of Financial Aid

114 Pullen Hall: 301.687.4301

Fax 301.687.7074

The University's financial aid office helps students who have limited financial resources. Every effort is made to aid qualified students in need of financial assistance through loans, scholarships and part-time employment.

The Financial Aid Office operates with an open-door policy and provides financial aid information to assist students with the application process.

#### Application Process

All students applying for financial aid through the University must complete the **Free Application for Federal Student Aid (FAFSA)**. The application is available on the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). By submitting this form, graduate students will be considered for federal, state and institutional aid.

#### Student Loans

Federal Direct loans are the major form of financial aid available to graduate students. Students must be enrolled for at least 6 credit hours per semester to be eligible for student loans. The loans are made available through the federal government and instructions for applying will be sent to eligible students via paper and or email.

A student must complete a FAFSA form to receive Federal Stafford Loans. Graduate students are eligible to obtain Federal Direct Unsubsidized Loans and GRAD PLUS loans.

Federal Direct Unsubsidized Loans and GRAD PLUS loans are loans where the borrower is charged interest from the time the loan is disbursed until it is paid in full. If the borrower chooses not to pay the interest while in school, the interest will accumulate and capitalize on the principle of the loan.

**Note: If your interest is capitalized, it will increase the amount you have to repay.**

As a graduate student, the maximum loan amount allowed to borrow in a Direct Unsubsidized Loan is \$20,500 per academic year. An aggregate cap of \$138,500 is allotted to all graduate and doctoral students. Keep in mind, the aggregate limit includes any loans previously borrowed, including loans from undergraduate study. You may receive less if you receive other financial aid or resources (such as tuition waivers or scholarships) that are used to cover a portion of your cost of attendance.

The Federal GRAD PLUS loan has different eligibility requirements from the Federal Direct Unsubsidized Loan. GRAD PLUS loans require a credit check to be eligible to receive funds. Also, the interest rate is typically higher and currently varies from year to year. The maximum loan amount a student is allowed to borrow in an academic year is the published cost of education minus any other financial aid the student received.

*Important notes about financial aid, including Stafford loans:*

- Students must reapply for financial aid each year using the FAFSA form.
- Students must be enrolled for at least 6 credits and be pursuing a degree.

- Changes in eligibility (such as receipt of additional resources, changes in enrollment, etc.) may result in loan reduction or cancellation.
- Graduate students must maintain satisfactory progress standards as listed below.

## Satisfactory Academic Progress Standards for Graduate Students

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" for students who receive federal financial aid, including loans. As a result, the FSU Financial Aid Office is required to evaluate all recipients' progress toward obtaining a degree at the end of each enrollment period. Students who fail to meet these requirements will not be eligible to receive any federal Title IV financial aid. To meet satisfactory progress standards, students must meet all the following components:

1. Complete **at least 67 percent** of attempted credits throughout graduate enrollment.

**Example 1:** You enroll for 9 credits fall and only complete 6 of those credits satisfactorily (get an incomplete in three credits), then enroll for 12 credits in spring and complete 6 credits satisfactorily. You have attempted 21 credits (9 + 12) and completed 12 (6 + 6).

$$12/21 = 57 \text{ percent}$$

- You do not meet satisfactory progress standards.

Keep in mind, the above calculation will be determined by the number of semester hours for which the student is enrolled on the last day of the drop/add period of each semester.

2. Students must **maintain** a minimum cumulative grade point average of **3.0**.

3. Students' attempted hours must not exceed 60 credits (some majors are allowed more credits due to accreditation requirements).

Students should be aware that while academic probation may allow them to continue enrollment, they may not be eligible for financial aid. Please review the standards located on the FSU website.

*(\*Academic year includes all periods of the student's enrollment, including summer session/s.)*

### NOTES:

1. The following grade symbols will be considered as credits passed: A, B, C, P.
2. In addition to the grades listed as credits passed, the following grades will be calculated in credits attempted: W, WF, CS, NC, F, FX, N, I.
3. In addition to the policies listed above, students can only repeat previously passed courses one more time and still have the course credits count toward enrollment for financial aid purposes. Passing grades include A, B, C or D. Students may repeat courses with the following grades CS, NC, W or F until they receive a passing grade. If repeating a previously passed class is the only option, students would need to ensure they are registered for at least 6 additional credits to remain eligible for loans at a graduate level.
4. Each semester (including summer sessions) is counted as a semester/session attempted, regardless of whether or not the student was a financial aid recipient.
5. Reminder: GPAs do not transfer from one institution to another.
6. Satisfactory academic progress has no bearing on graduate assistantships.

### Appeal Process

All students have the right to appeal when notified that they are ineligible to receive financial aid due to not making satisfactory academic progress. The University makes every effort to notify ineligible students by first-class mail at his or her home address immediately following each semester. However, keep in mind it is the student's responsibility to recognize his or her ineligibility and actively pursue appeal procedures where mitigating circumstances exist.

Appeals should be based on mitigating circumstances, such as serious physical or emotional problems. All appeals must clearly state the student's special circumstances. In addition, the student is responsible for supplying documentation that supports his or her claim. For instance, a letter from a physician is required in the case of a physical problem. The appeal should also state the specific means by which a student intends to attain satisfactory academic progress in the future.

Students wishing to appeal must submit their appeals to the Financial Aid Office. The deadline for submitting appeals is normally within 2 weeks of the semester's end date. The Financial Aid Appeals Committee will review appeals and students are notified of the outcome via mail.

**Special Note:** Federal regulations require your written permission to deduct, from your financial aid on an annual basis, miscellaneous institutional charges such as library fines, etc. You must sign and complete a permission form, which will be available online. If at all possible, you should submit this permission form prior to billing. If you choose not to complete the permission form, you will be responsible for paying any miscellaneous obligations from personal funds by the bill payment deadline date. Note: The University **may not apply** your loan funds to any charges assessed to you in a prior award year.

## Return of Title IV Funds for Financial Aid Recipients

FSU is required to use the mandatory Return of Title IV Funds policy established by federal regulations. All Title IV financial aid recipients who officially and/or unofficially withdraw from the University are affected. Title IV aid included in this refund policy is Federal Direct Unsubsidized Loans, GRAD PLUS Loans and any other federal financial aid offered.

When a student withdraws from the University before 60 percent of the semester has elapsed, his or her Title IV financial assistance will be adjusted based on the amount of aid the student has earned up to the date of withdrawal. After the calculation has been performed, the amount of unearned aid will be returned to the various Title IV programs. The funds will be returned to the various programs in the following order:

- Federal Direct Unsubsidized Loans
- GRAD PLUS Loans
- Other Federal Financial Aid

Each student will be responsible for the remainder of his or her bill after Title IV funds have been returned. Therefore, a student contemplating withdrawal from the University should contact the Financial Aid Office about how financial aid will be adjusted as a result of withdrawal.

## Scholarships and Awards

Because Frostburg State University is firmly committed to academic excellence, a number of scholarship programs are available to graduate students. Several have been established through the Frostburg State University Foundation; others are made available by the state of Maryland, individual donors, businesses and corporations, and civic organizations.

The Financial Aid Office utilizes an online scholarship application process. A list of scholarships, instructions and the link to the application can be found at <https://frostburg.academicworks.com/>.



# Graduate Assistantships

Graduate assistantships are offered each year to outstanding students. Graduate assistantships represent an honor and distinction and are given only to high-quality students.

Graduate assistants receive a stipend in the amount of \$6,000 for the academic year. In addition, the graduate assistant receives a tuition waiver, which amounts to as much as \$11,820 to \$15,180 annually. Graduate assistants engage in research studies, projects, teaching or other activities that are usually related to their programs of study.

---

## Terms of Assistantship

Graduate assistants are expected to pursue and perform assigned activities for 20 hours each week during their assistantship for full-time positions and 10 hours each week for part-time positions. Normally, there are 15 weeks in the fall and spring semesters and 6 weeks in each of two summer terms. However, orientation for assistantships may require time during the week before classes start. Any deviation must be approved by the student's supervisor and the Office of Graduate Services.

## Sick and Emergency Leave

If the graduate assistant is sick or has an emergency, leave should be supported collegially and can be made up at the discretion of the supervisor. Notification and rescheduling are the responsibility of the graduate assistant who must work with the supervisor to gain the approval. Inability to work for extended periods or on a regular basis because of illness may be cause for termination of the assistantship.

## University Closures and Holidays

If the University is closed due to a scheduled holiday or inclement weather and it falls on a regularly scheduled work day, the GA will not be required to make up scheduled hours and it will be considered paid worked time.

## Vacation/Personal Leave

Paid leave of 20 hours will be provided to graduate students who have a full-time (20 hour per week) 12-month contract. All requests for time away from duty must be approved by the GA supervisor and department chair or dean with consideration given to the personal needs of the graduate assistant for such leave. Graduate assistants with less than a 12-month contract are not eligible for vacation/personal paid leave.

---

## Summer School Assistantships

Students who are graduate assistants during the previous academic year or semester may receive graduate assistantships during the summer if approved by the department. However, when a graduate assistantship position requires an occupant during the summer and no continuing graduate assistant is available, a new student may fill that position.

---

## Other Employment

Graduate assistant responsibilities combined with course work represent a full-time undertaking. Full-time graduate assistants are full-time students who are registered for 9 or more graduate credits and work 20 hours per week. Part-time graduate assistants must register for 3-6 credit hours and work 10 hours per week. Graduate assistants are not permitted to work for pay for more than 20 hours per week for the University. Special consideration can be given for additional on-campus employment

for up to 8 hours per week but it must be first approved by the Office of Graduate Services and the Provost's Office.

Graduate assistants may work additional part-time jobs provided they meet all three of the following:

1. The additional jobs do not interfere with their academic success.
2. The additional jobs do not interfere with the responsibilities or schedule assigned to their graduate assistantship.
3. The additional jobs do not take away opportunities for other students to gain financial assistance.

These additional part-time jobs do not include a second assistantship and must be approved by the student's graduate assistant supervisor, the Office of Graduate Services and Provost. Performance, both academic and job-related, will be monitored by the student's academic advisor/graduate program coordinator and the GA supervisor will sign each student's time sheet to indicate acceptable levels of performance. *This policy does not extend to international students, who are restricted to a 20-hour workweek by the U.S. Citizenship and Immigration Service (UCIS) guidelines.*

---

## Tuition Waiver

Tuition waiver is granted to graduate assistants. Normally, graduate assistants are provided tuition waiver for 9-12 credits per semester for full-time positions and 3-6 credits per semester for part-time positions, but may not exceed 30 credits for full-time and 15 credits for part-time over any 12-month period. Summer Assistantships are dependent upon funding availability. *The tuition remission waiver covers only courses required for the degree program, included on an approved study plan, and only during the semester and/or summer session for which the assistantship is granted.*

---

## Evaluation

The program coordinator/supervisor is responsible for providing feedback on performance to the graduate assistant. That feedback should identify strengths and weaknesses of the performance and offer constructive suggestions for improving performance where it is less than expected. The evaluation should be both oral and written, with the written portion retained in the file of the graduate assistant.

---

## Termination

Termination of the assistantship by the student prior to the end of the assistantship completion date requires 2 weeks of written notice to the program coordinator and the school dean or contract originator. In such cases, tuition waiver is voided, and the student is billed for the tuition owed for the semester. If the student works until the termination date, the stipend continues until that date.

Termination of the graduate assistantship by the University is the responsibility of the dean or contract originator. Graduate assistants can be terminated for cause only. Termination should be considered only as a last resort and after all other alternatives have been pursued. Grounds for termination shall be unsatisfactory performance (e.g., extended absenteeism or illness, violation of the terms of the contract or University policy). To ensure fairness and to protect the rights of the graduate assistant, the following process for termination has been developed.

- If the supervisor recommends that a graduate assistant be terminated, there must be adequate documentation substantiating the termination. This would include accurate documentation of the problem(s), demonstration of effort to assist the graduate assistant in correcting the problem(s) and a copy of at least one written warning to the graduate assistant. The graduate assistant has the right to appeal a termination decision of the department chair/program coordinator to the dean or contract originator.

- In severe cases where University policy is breached, the graduate assistant may be terminated without warning.
- If cause is established and termination of the graduate assistant results, payment of the stipend and voiding of the tuition waiver is the same as when the student terminates the assistantship.
- Request to appeal the termination should be made to the dean or contract originator by written request within 10 days of the termination.

If cause is established and termination of the graduate assistant results, payment of the stipend and voiding of the tuition waiver is the same as when the student terminates the assistantship.

---

## Eligibility and Enrollment

Eligibility for a graduate assistantship requires full admission to a master's degree program and 3.0 GPA (last 60 credits can be used to determine GPA).

Students who have begun study and have been admitted to a degree program must be in good academic standing and maintain a minimum grade point average of 3.0 in all semesters for which the student holds a GA position. In addition, graduate assistants must register for a minimum of 9 credits leading to the degree during every semester of the assistantship for full-time graduate assistants and 3-6 credit hours per semester for part-time graduate assistants. If awarded an assistantship for a summer session, the student must be registered for 3 credits for that session.

---

## Responsibilities

The performance of graduate assistants in their assigned responsibilities is expected to be of the highest quality throughout the term of the appointment. Specific responsibilities are assigned by the designated supervisor. Ordinarily, assignments will include research studies, projects, teaching and other activities directly related to the graduate assistant's program of study GA assignment.

---

## Reapplication

Current graduate assistants who are keeping their assistantship position for the subsequent academic year need not apply again but should initiate a request to fill position form with their supervisor and have it sent to the Graduate Services Office to indicate their reappointment.

---

## Processing Requirements and Procedures

For the contract to be executed (i.e., for you to work), all documentation paperwork must be completed. Additional documentation to be completed includes the Employee Withholding Exemption Certificate, the University of Maryland System Graduate Assistant Tuition Remission Form, Authorization to Release Information, Payroll Direct Deposit Authorization and an INS I-9 form. The first four forms are returned along with the contract; the I-9 form is returned in person to the Office of Payroll & Employee Services (318 Hitchens Administration Building) *no later than the date of hire*. When submitting the I-9, you will need to bring with you original government-issued identification documents such as driver's license and Social Security card or birth certificate.

---

## For more information

Contact the Office of Graduate Services for detailed information about graduate assistantships at 301.687.7053 or e-mail [gradservices@frostburg.edu](mailto:gradservices@frostburg.edu).

# Student Services

The University has a number of services available to you. Among these are counseling and testing, career services, health services, housing, and cultural activities.

Regulations pertaining to matters on student life are found in the online Community Standards Policy Statements, the Residence Hall Handbook and other bulletins issued by University officials.

---

## Health Services

**Required Medical History:** Once you receive your FSU user name and password, you can complete the medical history online at the Brady Connection web portal. Look for the site on the Brady Health web page or go to <https://bradyhealth.frostburg.edu>. A physical examination is not required unless you are an athlete or in the athletic training program.

**Immunization Records:** All new and transfer students must be immunized for measles, mumps, rubella, tetanus, diphtheria and pertussis and have documentation of these up-to-date immunizations on file in the Brady Health Center. If you were born before 1957, you are exempt from documentation for measles, mumps and rubella. Tuberculosis risk assessment is also required to be completed. All forms are available on the Brady Health web page under "Information for New Students."

Students who are enrolled in an online only program and who do not physically come to campus are exempt. Students who reside in on-campus housing need to be vaccinated against meningococcal disease, or if they choose not to be vaccinated, they must sign a waiver.

**Health Insurance and Fees:** Currently there is a \$15 fee for most visits to the health center; there are also miscellaneous charges for diagnostic tests, immunizations, treatments and prescription medications. Payments can be made at the center by cash, check or Bobcat Express, or the charges can be billed to the student's account. Health insurance is strongly recommended for lab work and other care required outside the health center.

**Services:** The Health Center is accredited by the AAAHC (Accreditation Association for Ambulatory Health Care). The services are available to all currently enrolled students. The health services program offers visits for common illness and minor injury, women's health, STI/HIV testing, allergy injections, immunizations and wellness programs. Referrals to community agencies, hospitals and specialists are provided as indicated. More detailed information regarding health center services can be found at the the Brady website ([www.frostburg.edu/brady](http://www.frostburg.edu/brady)).

---

## Counseling and Psychological Services

The Counseling Service (301.687.4234) offers a variety of counseling and developmental services to students and the University community. The services are accredited by the International Association of Counseling Services (IACS) and provided by experienced counselors, psychologists and supervised interns. There are no fees charged to FSU students.

**Individual Counseling:** Personal counseling is available to students who may wish to improve their personal or academic effectiveness, or who may be experiencing personal (relationships, anxiety, adjustment, depression, self-concept, etc.), social, career or academic concerns. Counseling sessions are private and confidential and do not become part of the student's academic record. Psychiatric consultation and evaluation is available as needed for established therapy clients.

**Group Counseling and Personal Development:** Counseling groups and developmental programs are available on topics such as depression, stress management, mindfulness, understanding self, social anxiety, healthy relationships, and other topics.

**Consultation and Outreach Training:** The Counseling Center staff consults with individual students, student organizations, faculty, staff, and other groups on helping skills, goal-setting, empathetic listening, team building, crisis prevention and other topics.

**Psychological Testing:** On a limited basis and in collaboration with the Office of Disability Support Services, the Counseling Center staff conducts extensive psychological testing to assess students for various learning disorders and Attention Deficit/Hyperactivity Disorder (ADHD).

**Appointments** may be made in person or by telephone Monday through Friday, 8 a.m. to 4:30 p.m., at 301.687.4234. Counseling and Psychological Services is located on the ground floor of Cumberland Hall.

---

## Career and Professional Development

The Office of Career and Professional Development Center offers a variety of programs and services for graduate and undergraduate students enrolled at Frostburg State University. This office assists students with entry into professional careers and encourages the development of job search skills that will facilitate mobility in these careers. Individual assistance is available in the form of career counseling, self-awareness and assessment, career exploration, career research, resume critiques, mock interviews and job search assistance.

Graduate students are eligible to enroll in our programs designed to promote the career development and job preparedness of our students.

The Career and Professional Development Center offers a computerized career guidance system, Career Beam: [http://cb.careersearch.net/login/?school\\_id=2244](http://cb.careersearch.net/login/?school_id=2244), you must register on this site. The Self-Assessment tool is in this site.

Additional programs offered include campus workshops, credential file services, on-campus recruitment and resume referrals. Alumni Expo is sponsored annually where alumni return to campus during the fall to speak to students regarding their career development and their current job responsibilities. Free access to the career development and job search ISP College Central Network is also available: [www.collegecentral.com/frostburg](http://www.collegecentral.com/frostburg).

Students may participate in Career and Internship Fairs in October and April, and a Teacher Education Job Fair is held in mid-April each year.

The Office of Career and Professional Development Center is open Monday through Friday, 8 a.m. to 4:30 p.m., and is located in 110 Pullen Hall, 301.687.4403.

---

## Disability Support Services

Disability Support Services assists students with disabilities by coordinating services that allow them an equal opportunity to participate in all aspects of the educational environment. The office collaborates with students, faculty and staff to create a welcoming campus that meets the needs of students with disabilities, fosters student independence and recognizes students on the basis of their abilities rather than their disabilities. Services include notetakers, electronic textbooks, scribe/reader services, testing accommodations, assistive technology and advocacy. Students must present documentation of their disability and meet with the director to qualify for services.

(301.687.4483; TTY/HCO 1-800-735-2258 – Maryland Relay)

## Policy on Compliance With Disability Discrimination Laws

Frostburg State University is committed to compliance with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), and the Americans With Disabilities Act of 1990. It is a priority of the University to ensure full participation in programs, employment and activities for all individuals.

Reasonable accommodations shall be provided, upon request, to employees, students and visitors to the University who are eligible to receive them.

All University publications and events announcements shall contain a statement informing persons with disabilities of the procedure for requesting accommodations. New construction projects and renovations shall comply fully with all federal, state and local codes, including the Americans With Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards.

The University is committed to ensuring nondiscrimination and to resolving any complaints related to disability in a prompt and equitable manner. The ADA/504 compliance officer shall attempt to resolve complaints following the University's internal grievance procedure.

---

## Alcohol/Drug Programs

Frostburg State University believes that members of the University community who use illegal drugs or misuse/abuse alcohol severely limit their educational and human potential and their ability to achieve educational, career and other personal goals. The Alcohol/Drug Education Director provides educational programs and activities for all members of the University community to increase their knowledge, awareness and understanding of alcohol and other drugs.

The University assists its members who seek rehabilitation by offering counseling and other support services. In addition, the University works closely with local agencies coordinating services with those of the University.

FSU provides alcohol/drug counseling information and services through the University Substance Abuse Facts and Education (SAFE) Office, located in 109 Pullen Hall.

---

## Office of Veterans Services

The Office of Veteran Services exists to serve the needs of individuals eligible for educational benefits either through the Department of Veterans Affairs (VA) or the Department of Defense (DoD - Tuition Assistance). The staff of the office is here to assist veterans, military service members, veteran's dependents and others eligible for educational benefits with concerns or questions regarding benefits, enrollment certification or other matters relating to VA or DOD benefits. The office is located in the Veterans Center at 150 Park Avenue and is open Monday through Friday from 8 a.m. to 4:30 p.m. The campus phone number is 301.687.4409.

It is advisable for new, re-entering or returning students, who are or may be eligible for VA benefits, to contact the Office of Veterans Services prior to registration to ensure that all necessary VA paperwork is properly initiated. Please remember, eligibility for educational benefits is determined by the VA or the DoD. Eligibility for VA or DoD educational benefits bears no relationship to an individual's indebtedness to Frostburg State University.

---

## Housing

Graduate students who have been admitted to the University and have been issued a seven-digit student ID number are invited to apply for on-campus housing; the ID number is included in the acceptance letter issued by the Office of Graduate Services.

It is important that you apply well in advance of the term in which you plan to begin graduate study. Graduate students will be assigned to on-campus housing as space remains available. Graduate students are most often assigned to single rooms in apartments at Edgewood Commons or to double rooms in our upper-class halls.

A limited number of assistantships are available for qualified graduate students to serve as live-in Resident Directors; in addition to compensation as a graduate assistant, Resident Directors also reside in a single apartment at no charge and receive an on-campus meal plan. Inquiries may be directed to [rlo@frostburg.edu](mailto:rlo@frostburg.edu).

All students choosing to live on campus sign a one school year (fall and spring semester) housing contract. Interested students may complete a housing application online at [www.frostburg.edu/applyhousing](http://www.frostburg.edu/applyhousing).

Students interested in living at Edgewood Commons, a privately-managed facility offering two- and four-bedroom apartments with single rooms, may apply at [www.edgewoodFSU.com](http://www.edgewoodFSU.com).

---

## Writing Services

Writing services are available to all students with writing concerns. Students can receive help with development of ideas; coherence and unity; overcoming wordiness, redundancy and vagueness; grammar and punctuation; and MLA, APA and other documentation styles.

The Tutoring Center is open Sunday, 5 to 9 p.m.; Monday through Thursday, 10 a.m. to 9 p.m.; and Friday, 10 a.m.- 4 p.m.

The Writing Center is located in 151 Pullen Hall and the phone number is 301.687.3077.

All writing appointments are appointment-based and made using our online scheduling software, TutorTrac. The link: <https://tutortrac.frostburg.edu/TracWeb40/Default.html>.

# Academic Regulations & Procedures

As a graduate student, you must assume the responsibility for obtaining the Graduate Catalog, becoming familiar with degree requirements and academic regulations as stated in the catalog and filing the necessary forms at the appropriate times.

## Basic Graduate Degree Requirements

To graduate from the University with a graduate degree, you must meet all the following requirements:

1. You must have been admitted into a degree program.
2. You must have been admitted to degree candidacy where required by the degree program.
3. Your program of study must include at least 30 credits for master's level and 60 credits at the doctoral level.
4. You must have a minimum grade point average of 3.0. The grade point average is determined by all courses taken excluding repeated ones where the most recent grade is used in the computation, passed courses where no grade is given and transferred courses.
5. All your course work for the degree must have been completed within six years or have an approved extension of the six year time limit.
6. You must have submitted your Application for Graduation to the Office of Graduate Services.
7. All tuition, fees and other financial obligations to the University must have been satisfied prior to graduation.

## Grading System

The course work of graduate students is evaluated according to the chart below.

The grade of F is the only grade lower than C and does not count toward the graduate degree.

The grade of I (incomplete) is assigned in exceptional cases if you are unable to complete the requirements of a course. An I grade may be removed and another grade substituted if you complete the course requirements to the instructor's satisfaction before the end of the following semester. If you fail to remove the incomplete within the prescribed period, the I will be replaced by an F on your permanent record.

A Superior (4.0)	I Incomplete
B Satisfactory (3.0)	P Pass
C Marginal (2.0)	NC No Credit
F Failure (0.0)	FX Unofficial Withdrawal (0.0)
W Withdrew	N Non Pass
WF Withdrew Failing (0.0)	CE Credit by Examination
NR Grades not supplied by instructor	
CS Continuing Study	

## Continuous Registration Grading Policy

For thesis and dissertation courses (i.e., BIOL 710, EDUC 710, PHEC 710, EDLP 912) the grade of CS (continuing study) may be given to students who are required to register for additional credits to complete their program requirements. Upon completion of all

program requirements, including the culminating experience, the faculty member will submit a grade change form with the appropriate grade (as designated in the course description) for the minimum number of credits required for the culminating experience. The continuous registration credits in excess of the minimum required will have the CS grade replaced with the grade of NC (no credit) or P (pass). If you do not successfully complete the final requirements of the courses for which CS is assigned and you do not remain continuously enrolled, you will be dismissed.

## Credit and Course Load

The normal course load as a full-time graduate student is 9 to 12 credits per semester or summer. Requests for a course load above 12 credit hours during any one semester or summer must be approved by your program coordinator. Graduate assistants are required to be enrolled in 9-12 credits per semester for full-time contracts and 3-6 credits for part-time contracts. Graduate assistants with summer contracts will be required to be enrolled in credits within the summer session of the summer contract period. Graduate assistants cannot receive tuition remission for more than 30 credit hours within a 12-month period for full-time and 15 credit hours for part-time positions.

## Course Numbering

Each department has one or more four-letter codes preceding the three-digit course classification number. The three-digit course number indicates the following levels:

500-699	Graduate courses available to all post-baccalaureate students (500-599 courses can be cross-listed with upper division undergraduate courses.)
700-709	Graduate capstone, Master's research paper/project
710	Master's thesis
711-899	Doctoral courses available only to admitted doctoral students
900-910	Doctoral capstone, practicum
911+	Doctoral dissertation

## Course Repetition

You are permitted to repeat a graduate course with the approval of your graduate program coordinator **only once** and up to a maximum of one course in which a grade of **C, F, FX or WF** was earned. If the most recent grade for the repeated course is an F, FX or WF, or if you fail a required course after you have repeated the maximum credit hours allowed, you will be dismissed from the University. - -

Please note: Based on the dismissal policy, "F" grades will result in dismissal. Course repeat policy only applies after a dismissal appeal is granted.

## Course Changes/Withdrawal

Changes in your course schedule are permitted only during the scheduled drop/add period identified for the semester or session within the semester. You may officially withdraw from a course without penalty during the periods identified in the academic calendar for each semester or session within the semester. If you withdraw from a course before the withdraw with a "W" deadline, a grade of "W" shall be assigned in such cases. After the deadline for withdraw with a "W", if you withdraw from a course but not from the University, you will be assigned a grade of "WF" (withdrew failing), except that a grade "FX" shall be assigned if you withdraw from the course without completing the proper drop procedure. To withdraw from a course after the first week of class, complete and submit a drop/add form available in Office of Graduate Services or the Registrar's Office or send written notification to the Office of Graduate Services or the Registrar's Office. Your signature is required in either situation. Please note that grades of F, FX or WF will result in dismissal. If withdrawal is due to extenuating circumstances such as illness, service deployment, etc., you should contact the Office of Graduate Services to discuss your withdraw options and procedures.

## Master's Thesis, Research Paper/Project or Dissertation Registration Procedures

To register for master's thesis credit (710) or for master's research paper/project (700), or dissertation credits (912), complete the following process:



1. Prior to registration for 700, 710, 912, submit to your graduate program coordinator a proposal of the study to be undertaken.
2. The proposal must contain your signature and the signatures of your major professor, graduate program coordinator and, where applicable, the members of your master's or dissertation committee.

While the nature and adequacy of the content of the proposal of the thesis/dissertation or master's research paper/project are matters for you and your committee to determine, it is suggested that the proposal include, as a minimum, the following elements: (1) date; (2) names of student and all committee members; (3) proposed title of study; (4) subject area and primary research questions; (5) expected contribution of the study; (6) methods, techniques, materials, etc.; (7) expected completion date; and (8) literature cited.

See the graduate program coordinator, department chair or major professor for registration procedures for capstone courses

### **Master's Thesis, Research Paper/Project, Practica, Internships Continuous Enrollment Requirement**

Ordinarily, when you complete the prerequisites, you should enroll in thesis (710), research paper/project (700), practicum/field experience (690) or internship. Your initial enrollment in the capstone course is for the minimum number of credits as established by the program/course requirements. Should you be unable to complete this capstone experience during the semester in which you initially enroll, you must register for a minimum of one continuous credit, as described in the program/course requirements, during each subsequent semester until the experience is completed. The instructor of the course, with your major professor (or advisor) and/or the graduate program coordinator, will determine the number of credits based on your progress and the number of credits required by your degree program. [Under exceptional circumstances, a grade of I (incomplete) may be awarded.]

## **Independent Study**

Independent study courses are designed to allow you to earn credit for extensive readings, research, practicum or other individualized learning projects in a specific area of study. These projects are carried out under the direct supervision of a faculty member after a written proposal is developed and approved prior to registration. Typically, the independent study course is not to be used as a substitute for other courses offered by the academic departments.

The following procedures apply to independent study courses:

3. Complete the "Proposal for Independent Study" form, available in departmental offices, and secure the approval of the faculty supervisor and department chair prior to registration.
4. Follow independent study regulations in the catalog with respect to credits per registration and total credits allowed.
5. If your proposal for independent study reflects an intent to gain credit for another course offered by a department, it may be approved under extenuating circumstances by the program coordinator.
6. The department chair and dean are responsible for final approval of your independent study proposal and for course rosters for independent study courses.
7. Faculty supervisors are responsible for assisting you in developing the proposal, granting initial approval of the proposal, assisting you in the independent study as necessary, evaluating the results of the study and submitting the final grade to the Office of the Registrar.
8. Individual departments may establish additional procedures for independent study courses.
9. Submit the independent study form to the Office of the Registrar for all registrations. Approved proposals are kept by the Office of the Registrar for

filing. Students should keep a copy of the independent study form and submit a copy to the program coordinator.

## **Academic Probation**

When your cumulative grade point average (GPA) falls below 3.0, you are placed on academic probation. You will be notified that your academic progress is unsatisfactory and you will be required to develop a study plan with your program coordinator for registration for the subsequent semester/s. You have a maximum of two semesters of graduate study to achieve a cumulative GPA of 3.0. If, after two semesters (including summer and intersessions) of graduate study you have not achieved a GPA of 3.00, you will be dismissed.

## **Dismissal**

If you earn two grades below the level of B within your first 6-9 credit hours or within your first two semester of study, you will be dismissed from the program.

If you earn a grade of F, FX or WF, you will be dismissed from the program.

If your academic progress is such that you cannot reach the 3.0 GPA requirement to earn the degree at any time during the program, you will be dismissed from the program.

If you do not complete the degree within six years from the time of completion of the first graduate course or if you do not complete the degree within six years after having been admitted as a degree-seeking student, you will be dismissed from the program. See the exceptions in the Time Limitations section.

Appeals will be considered by the Dean's Office if extraordinary circumstances exist. In such appeals, faculty recommendations will be considered as well as mitigating circumstances.

If you are dismissed from a graduate program for any reason, you may not reapply to the program of study from which you have been dismissed.

*Note: Individual degree programs may have additional academic probation and dismissal standards. See the appropriate degree program section of this catalog.*

## **Transfer Credit**

A maximum of 9 credit hours from a regionally accredited and certain non-regionally accredited institutions, with a grade of B or better, may be accepted for transfer if the courses are appropriate to your plan of study. Grades from courses transferred are not computed into your FSU grade point average.

Credit earned at degree-granting higher education institutions that are not regionally accredited but that hold national or specialized accreditation recognized by the U.S. Department of Education, and at non-degree granting institutions that are approved by the Maryland State Department of Education, the Maryland Higher Education Commission or a state or local government agency authorized to approve curricula, will be considered for transfer only if an articulation agreement exists between Frostburg State University and the other institution or, at student request, on a case-by-case basis. Graduate students requesting consideration for transfer credit must provide the FSU Office of Graduate Services with a copy of the institution's graduate catalog with course description and a copy of the course syllabi for the course(s) for which transfer credit is desired.

Transfer credit may not be given for graduate-level courses completed in fulfilling baccalaureate degree requirements.

Graduate students who have completed a degree program at Frostburg State University may request a maximum of 9 credit hours to be transferred toward the completion of a second graduate degree at Frostburg State University. The decision to accept previous course work lies with the graduate program coordinator of the most

recent program of study. Usually the six-year time limit will be applied (*see Time Limitations below*). A grade of B or better is also required for courses transferred between programs at Frostburg State University.

FSU will not accept transfer credit from another institution for a graduate course previously taken at FSU.

---

## Inter-Institutional Enrollment

Graduate students with full program admission may be approved to enroll in course work at other institutions of the University System of Maryland. If you intend to enroll inter-institutionally and have the graduate course work applied to your degree requirements, you must secure the approval of your graduate program coordinator, department chair and school dean at FSU. Your program of study must include this graduate course work for it to be applied to degree requirements. The title of the course, number of credit hours and the grade earned become part of your academic record. The grade earned in such course registration will be calculated in your cumulative GPA. Graduate credits earned through inter-institutional enrollment are not considered transfer credits.

Frostburg State University graduate students will pay tuition and fees to Frostburg. Graduate students from other institutions of the University System of Maryland will pay tuition and fees at their home institution.

A complete description of applicable regulations governing this type of enrollment and the form may be obtained in the Office of Graduate Services.

---

## Time Limitations

You will be dismissed from the University if you do not complete all your degree requirements within any of the following time limitations:

- Within six years from the time of completion of the first graduate course
- Within six years after having been admitted as a degree-seeking student

The only exception will be if you received an approved extension on the time limit from your graduate program coordinator and the director of the Office of Graduate Services.

You should also be aware that if you have not enrolled for a period of 18 months, you must reapply for acceptance into the program, and if accepted, enter under the catalog in place at the time of reapplication.

## Appeals

Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes (*including admission and graduate assistantships*), regulations and procedures are directed to the appropriate graduate program coordinator and then to the appropriate college dean or university unit.

Appeals regarding interpretation of, or exceptions to, degree requirements (*including transfer credit, changes in the catalog year under which your program of study falls*) are directed to the Graduate Council.

Some programs have additional appeals procedures. Please consult with the Office of Graduate Services on the appeals process.

## Retention of Student Records

When you complete your master's degree program, your file folders will be kept for five years. If you have been admitted but do not register, or if you do not complete a program, your file folder will be kept for six years after the last course completed. If you do not complete the application process, your file folders will be kept for one year. Transcripts of courses taken at Frostburg State University are a part of your permanent record and will be maintained indefinitely by FSU.

---

## Graduation

Degrees are conferred three times in a calendar year: in May, August and December. Apply for graduation through your student PAWS account. You may also apply by obtaining a paper application from the Office of Graduate Services. You must apply for graduation to receive your diploma and/or participate in commencement ceremonies.

### Schedule of Application for Graduation

Diploma to be received in	Apply for graduation by	Where required, thesis submitted to graduate program coordinator by
May	February 1	March 30
August	May 15	July 20
December	September 1	November 1

---

## Transcripts

Instructions on how to request a transcript can be found on the registrar's website.

# Doctor of Education in Educational Leadership

## Levels of Specialization

- **PK12 Leadership**
- **Curriculum and Instruction**
- **Educational Instructional Technology**
- **Higher Education Leadership**

## Program Purpose

The applied doctorate in Education is designed to provide an avenue for practitioners to complete a terminal degree in the profession. The program is rooted in authentic experiences, case studies, problem based learning activities, and an integrated practicum, in addition to the requisite theory and knowledge base commensurate with the terminal degree. The target audience includes individuals aspiring to be educational leaders, including administrators, supervisors, master teachers, policy specialists, and other educational professions at all levels.

The delivery design of the program is to integrate leadership as a theme throughout the selected area of specialization: Curriculum and Instruction, Higher Education Leadership, PK-12 Leadership and Educational Instructional Technology. Program delivery is via the cohort model spanning two years of study with the practicum and dissertation completed in the third year. Course load and sequencing is designed to be attainable for the practitioner. Content mastery and research will require an authentic connection between theory and practice.

## Special Admission Criteria

Successful applicants must hold a master's degree from a recognized accredited institution and have earned a GPA of 3.0 or above in master's study. Applicants must submit three (3) letters of professional recommendation, statement of purpose, and resume. Applicants will also be asked to submit to an oral interview and complete a written problem-solving prompt.

Cohorts of not more than 25 are admitted in the summer semester and will be admitted no more frequently than alternate years per site at the FSU campus or University System of Maryland at Hagerstown.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Heather Hurst  
Department of Educational Professions  
301.687.4757  
hlhurst@frostburg.edu

## Program Curriculum

(60 credits)

The program consists of a minimum of 60 hours of graduate study in the following areas:

### Educational Leadership Core (33 credits)

EDLP	714	Introduction to Educational Leadership	Doctoral Studies (3)
EDLP	715	Introductory Seminar in Educational Leadership (3)	
EDLP	716	Organizational Change and Leadership Theory (3)	
EDLP	781	Educational History, Politics and Policy of American Education (3)	
EDLP	785	Educational Assessment (3)	
EDLP	801	Leadership in a Diverse Educational Environment (3)	
EDLP	806	Educational Research I (3)	
EDLP	807	Educational Research II (3)	
EDLP	808	Applying Theory and Research to Practice (3)	
EDLP	840	Strategic Planning & Data-Informed Decision Making (3)	
EDLP	900	Capstone Seminar (3)	

### Specialization (9 credits)

#### PK12 Leadership

EDAD	742	Human Resources (3)
EDAD	743	Educational Law and Ethics (3)
EDAD	744	Educational Finance (3)

#### Curriculum and Instruction

CUIN	722	Curriculum and Instructional Leadership (3)
CUIN	723	Planning and Implementing Curriculum and Instructional Change – Becoming a Change Agent (3)
CUIN	724	Planning and Conducting Professional/Staff Development & Training (3)

#### Higher Education Leadership

HIED	752	Higher Education Structure and Governance (3)
HIED	753	Higher Education Finance (3)
HIED	754	Current Issues in Higher Education Leadership and Law (3)

#### Educational Instructional Technology

EDTC	762	Leading Instructional Design Initiatives (3)
EDTC	763	Leadership for Web-based Instructional Delivery (3)
EDTC	764	Ethics & Social Responsibility in Distance Education (3)

### Practicum (6 credits)

EDLP	901	Doctoral Practicum I (3)
EDLP	902	Doctoral Practicum II (3)

### Dissertation (12 credits\*)

EDLP	912	Dissertation (1-12)
------	-----	---------------------

\*Individuals not completing the dissertation by the end of EDLP 912 must maintain continuous enrollment of at least one (1) dissertation credit each semester until final approval of the manuscript is completed in accordance with the published deadlines.

With approval of the program coordinator, a student may elect to take one course outside the selected specialization area.

---

## Special Degree Requirements

### Academic Progress

Candidates must maintain a minimum of a 3.0 GPA throughout. When a candidate's GPA falls below a 3.0, he/she is placed on academic probation and has a maximum of two semesters of graduate study (including summer) to achieve a cumulative GPA of 3.0. If after two semesters, a candidate has not achieved a cumulative GPA of 3.0, he/she will be dismissed from the program. Any candidate who earns a course grade below a C will be dismissed from the program. Appeals for probation and dismissal can be considered by the Dean's office if extraordinary circumstances exist.

**Advancement to Degree Candidacy:** cohort members will be considered to have advanced to degree candidacy when both the comprehensive exam has been passed and the candidate has successfully completed a minimum of 39 credits. Candidates not advancing to degree candidacy by the end of 12 semesters of enrollment will be dismissed from the program.

**The Dissertation:** by the end of the second summer of study, candidates will have devised a proposal for research. Candidates will form a Dissertation Committee of three (3) professors, one of whom will have agreed to serve as Chair, and will present and have approved by them a research topic and proposal for the dissertation. Typically the dissertation proposal consists of the first three chapters of the dissertation: Introduction, Literature Review, and Research Methodology. Once approved by the Committee and received IRB approval, the candidate is authorized to conduct the study. Candidates may secure one member of the committee external to the university.

Authorization for publication of all or a portion of the dissertation prior to its successful defense must be discussed between the candidate and the Dissertation Committee chair.

The Dissertation Defense: upon completion of all examinations, coursework and research, the candidate will present the final study to the Dissertation Committee, which will then determine the quality and success of the presentation and defense, directing any changes and edits as necessary. The Doctor of Education degree is the highest degree awarded by the university and is granted only upon sufficient evidence of high attainment in scholarship and the ability to engage in independent research. Dissertations must be successfully presented and unanimously approved by the Dissertation Committee for degree completion.

# Master of Arts in Teaching: Elementary

## Program Purpose

This program is designed to provide qualified individuals with a master's degree and initial certification in the area of elementary education by providing study of the knowledge, skills and dispositions necessary for effective teachers. This program contains extensive field work in Professional Development School settings and the full-time enrollment of the candidate. This program presumes a particular sequence of certain research-based courses.

## Certification

The MAT-E program is intended to lead to an initial full Maryland certification in Elementary Education.

## Program Location

Offered by FSU only at the University System of Maryland - Hagerstown

## Program Objectives

- Provides candidates with an integrated, quality and intensive research-driven experience for teacher preparation
- Provides candidates with the knowledge, skills and dispositions of highly effective teachers
- Develops candidates who will demonstrate satisfactory performance on all relevant NCATE, state and constituent professional association program standards for the specialization area and on the College of Education's Conceptual Framework outcomes
- Engages candidates in a collaborative experience of staff development and preservice teacher training in Professional Development Schools
- Helps candidates make a positive impact on participant schools and on the students
- Engages and aids candidates in deep reflection, research and problem solving involving teaching and learning
- Expects candidates provide evidence of proficient performance through displays of teaching skills and through documentation of student learning

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Kris McGee  
Department of Educational Professions  
240.527.2730  
KMcGee@frostburg.edu

- Provides candidates with a broad understanding of learning and literacy acquisition and the skills to promote effective learning across curricular areas
- Provides candidates who hold bachelor's degrees in fields other than education with an alternative avenue of initial certification and induction into teaching.

## Program Entry Requirements

Program entry is a three-step process as described below.

### Step I: Applicant Screening

The minimum academic requirements for admission are as listed below.

NOTE: Elementary applicants must submit applications by March 1. Applicants may be accepted upon completion of the admissions requirements.

### Academic Requirements:

**Bachelor's degree** from a regionally accredited institution with a minimum grade of C in each required course. Pass/Fail will be accepted if the institution can assure the passing grade is above a D.

- Transcripts from all undergraduate institutions on file with the Office of Graduate Services

### Demonstration of Advanced Writing

- An advanced writing course or documentation of advanced writing skills

### Successful completion of college-level mathematics excluding developmental mathematics

- Three courses and a minimum of 9 credit hours

### Successful completion of natural science courses

- A minimum of 10 credit hours in science that must include one course in biological, one course in physical science and preferably one course in earth science. Additionally, one of the courses submitted must contain a lab.

### Successful completion of a literature course

- A minimum of 3 credit hours in course

### Successful completion of social science courses

- A minimum of 9 credit hours in social sciences, including history and psychology

**An additional 3 credit hours** in any previously stated required area or fine arts or a foreign language.

- Additional credits must meet the previously mentioned guidelines as stated.

### Minimum undergraduate cumulative GPA of 3.0

Applicants must have a minimum grade point average (GPA) of 3.0 or higher for full admission status. Applicants with GPAs between 2.75 and 2.99 may be given provisional admission. Applicants with GPAs under 2.75 may be considered on an individual basis for provisional admission. Provisional admission candidates must achieve a minimum 3.0 GPA in the first semester to achieve full admission status.

- All official transcripts from undergraduate institutions submitted to the Office of Graduate Services

### Passing grade on PRAXIS CORE test:

Before applicants can be provisionally or fully accepted into the program, a passing score as established by the state of Maryland for PRAXIS CORE test or qualifying scores on the SAT, ACT or GRE test must be on file in the Office of Graduate Services. SAT, ACT or GRE will only be accepted for applicants with an undergraduate GPA of 2.75 or higher. Submission of test results to the Office of Graduate Services.

### Additional Requirements:

Once admitted, a TB test (current to one year) must be completed during the beginning of the program and prior to entering the schools. Deadline for submission is August 1.

- Submission of test results to the program coordinator

Once admitted, students will be required to participate in **fingerprinting and a criminal background check**, and submit the criminal disclosure statement, confirming that the candidate is free of convictions that would disqualify him or her from obtaining certification in Maryland as an admissions requirement.

- Submission of results to the program coordinator

## STEP II: Entry Portfolio Submission

The MAT Screening Committee reviews applicant portfolios. Applicants must demonstrate in their entry portfolios how they possess intellectual, personal and professional qualities. Requirements for portfolio completion and interview will be provided by the Program Coordinator upon application to the program.

## STEP III: In-Person Assessment

Selected applicants will be invited to participate in the in-person assessments. Applicants are encouraged to attend an information session or schedule an appointment with the program coordinator to review the portfolio requirements and process. Applicants will be scheduled for an interview when applications have been received, transcripts have been received and cleared for prerequisites, and applicants have reviewed the interview process. There are three parts to the entrance in-person assessment:

1. Question/response
2. Presentation
3. Writing sample

Successful presentation of the entrance portfolio and clear articulation of reasons for entering teaching are presented in an entrance interview that shall be conducted by members of the educational community. Interview team members may include FSU faculty, Professional Development School administrators and teachers, county administrators and/or former Master of Arts in Teaching candidates.

Following the in-person assessment and submission of passing PRAXIS CORE, SAT, ACT or GRE scores, applicants will receive written notice regarding acceptance into the program through the Office of Graduate Services.

## Program Exit Requirements

*(Elementary Education)*

Program exit and recommendation for certification are contingent upon the following:

- Successful completion of all course work with a cumulative 3.0 or higher GPA
- Successful completion of all practicum experiences  
NOTE: Candidates are required to complete two in-school practicum experiences totaling a minimum of 100 days of supervised and mentored interning. Full-time or part-time teaching employment while enrolled in the MAT program is considered on an individual basis and requires permission from the dean of the College of Education and an official memorandum of understanding between FSU and the hiring Board of Education or like educational entity.
- Successful completion of the research requirement
- Successful completion of the Exit Portfolio presentation
- Successful attainment and documentation of the Maryland Teacher Technology Standards
- Evidence of having taken the appropriate Praxis II content and pedagogy tests.  
*Note: Passing scores on applicable content area Praxis II exams are required for licensure by the state of Maryland.*
- Approval of the MAT Assessment Committee

## Program Curriculum

Professional Education Core	6 credits
Program Course Requirements	31 credits
Practicum Requirement	9 credits
Total	46 credits

### Professional Education Core: 6 credits

EDUC 603 Principles and Practices of Research

EDUC 606 Developmental Theory & Experiential Growth

### Program Course Requirements: 31 credits

EDUC 661 Mathematics: Curriculum, Instruction & Assessment

EDUC 662 Science and Health: Curriculum, Instruction & Assessment

EDUC 665 The Arts: Contrast and Connections

EDUC 666 Social Studies: Curriculum, Instruction & Assessment

EDUC 667 Management and the Elementary Learning Environment

PHEC 604 Human Movement and Physical Activity for the Elementary Classroom

REED 530 Process & Acquisition of Language and Reading

REED 531 Literacy Instruction

REED 532 Reading Materials

REED 533 Reading Assessment

SPED 551 Adapting Instruction in Diverse Classrooms

### Practicum Requirement: 9 credits

EDUC 696 Practicum I (3 credits)

EDUC 697 Practicum II (6 credits)

**Total credit hours: 46**

# Master of Arts in Teaching: Secondary/P-12

## Certification Subject Areas

- **Art**
- **Biology**
- **Chemistry**
- **Earth Science**
- **English**
- **French**
- **Math**
- **Physics**
- **Social Studies**
- **Spanish**

## Program Purpose

This program is designed to provide qualified individuals with a master's degree and initial certification in the area of Secondary Education (7-12) content specialization, World Languages (PreK-12) or Art (PreK-12) by providing study of the knowledge, skills and dispositions necessary for effective teachers. This program contains extensive field work in Professional Development School settings and anticipates the full-time enrollment of the candidate. This program presumes a particular sequence of certain research-based courses.

## Certification

The MAT-S program is intended to lead to an initial full Maryland certification in Secondary Education (7-12) content specialization, World Languages (PreK-12) or Art (PreK-12) content specialization.

## Program Location

Offered only at Frostburg campus.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Jennifer Bishoff  
Department of Educational Professions  
301.687.3169  
jlbishoff@frostburg.edu

## Program Objectives

- Provides candidates with an integrated, quality and intensive research-driven experience for teacher preparation
- Provides candidates with the knowledge, skills and dispositions of highly effective teachers
- Develops candidates who will demonstrate satisfactory performance on all relevant NCATE, state and constituent professional association program standards for the specialization area and on the College of Education's Conceptual Framework outcomes
- Engages candidates in a collaborative experience of staff development and preservice teacher training in Professional Development Schools
- Helps candidates make a positive impact on participant schools and on the students
- Engages and aids candidates in deep reflection, research and problem solving involving teaching and learning
- Expects candidates provide evidence of proficient performance through displays of teaching skills and through documentation of student learning
- Provides candidates with a broad understanding of learning and literacy acquisition and the skills to promote effective learning across curricular areas
- Provides candidates who hold bachelor's degrees in fields other than education with an alternative avenue of initial certification and induction into teaching

## Program Entry Requirements

Program entry is a three-step process as described below.

### Step I: Applicant Screening

The minimum academic requirements for admission are as listed below.

NOTE: Application deadline is April 1.

### Bachelor's Degree

Applicants must possess a bachelor's degree from a regionally accredited institution in the content area to be pursued for teaching certification that will satisfy the content standards for national teacher education accrediting associations and their constituent professional association programs for the content area. In lieu of the content degree in the area of certification, applicants must have successfully completed the equivalent university core course requirements, any specific state requirements for Maryland teacher certification not addressed in the MAT program, national teacher education and accrediting associations' standards and outcomes, and Maryland certification requirements as determined by transcript audit by the MAT Secondary/PreK-12 coordinator. A transcript audit will be completed for every applicant by the MAT Secondary/PreK-12 coordinator. Applicants with course deficits as determined by the transcript audit are required to complete all deficit course work before entering the first practicum semester.

### GPA Requirements

Applicants must have a minimum cumulative GPA (grade point average) of 3.0 or higher or possess a prior graduate degree in an appropriate content area. Students with GPAs between 2.75 and 2.99 may be granted provisional admission. Provisional admission candidates must achieve at least a 3.0 GPA during the first semester in the program to achieve full admission status.

### PRAXIS CORE, SAT, ACT or GRE scores (by May 1)

Applicants must submit passing scores (as established by the State of Maryland) on the PRAXIS CORE tests, or a qualifying score on the SAT, ACT or GRE test by May 1.

## STEP II: Entry Portfolio Submission

Applicants must demonstrate in an entry portfolio how they possess intellectual, personal, and professional qualities that will contribute to making them successful teachers. Requirements for the entrance portfolio will be shared with all applicants by the Program Coordinator. Applicants are encouraged to attend a portfolio and interview information session or meet directly with the Program Coordinator to review the requirements.

Portfolios are submitted to the MAT program coordinator prior to the scheduled interview. The portfolio is used as part of the overall selection process for admission to the MAT.

## STEP III: In-Person Assessment

Selected applicants will be invited to participate in the In-person panel Interviews. Applicants are encouraged to attend an information session or schedule an appointment with the program coordinator to review the interview process. Applicants will be scheduled for an interview when their applications have been received, transcripts have been received and reviewed for prerequisites, and applicants have reviewed the interview process.

There are three parts to the panel interview:

1. Question/response
2. Presentation
3. Writing sample (Self Statement)

Interview panel members may include FSU faculty, Professional Development School administrators and teachers, county administrators, and/or former Master of Arts in Teaching candidates.

Portfolio/interview information sessions are scheduled for fall and spring. In these sessions, applicants will receive information and instructions about constructing the portfolio and preparing for the 3-part entrance interview.

## Additional Program Requirements

- All candidates must pass a fingerprinting and criminal background check prior to participating in any clinical experiences in the program.
- All candidates must meet Practicum I Candidacy requirements.
- To continue in the program, candidates must maintain a 3.0 or higher GPA with no grade lower than C and no incomplete grades for each semester.
- Candidates must attain an acceptable or higher rating on an applicable candidate dispositions and responsibilities evaluation for each administration (including remediation process) of the evaluation instrument.

## Practicum I Candidacy

Before admission to Practicum I, applicants must meet the following requirements:

- Candidates must complete all prerequisite requirements.
- Candidates must be certified free of TB (current to one year).
- Candidates must submit the criminal disclosure statement confirming that the candidate is free of convictions that would disqualify him/her from obtaining certification in Maryland.
- Candidates must complete all courses with a "C" or above – cumulative 3.0 GPA.
- Candidates must take Praxis II content knowledge test in area of specialization or OPI/WPT prior to the start of the Practicum II.

## Program Curriculum

Professional Education Core	6 credits
Program Course Requirements	21-22 credits
Practicum Requirement	12 credits
Capstone	3 credits
<b>Total</b>	<b>42-43 credits</b>

### Professional Education Core: 6 credits

EDUC 603 Principles and Practices of Research (3 cr.)

EDUC 606 Developmental Theory & Experiential Growth (3 cr.)

### Program Course Requirements: 21-22 credits

REED 617 Teaching Reading in the Content Areas (3 cr.)

SCED 51x or 520 or EDUC 550 and 551 Content Area Methods (3-4 cr.)

SCED 510 Secondary Methods and Curriculum (3 cr.)

EDUC 565 Introduction to Technology for Teaching and Learning in the 21st Century (3 cr.)

EDUC 663 Management and the Learning Environment (3 cr.)

SPED 551 Adapting Instruction in Diverse Classrooms (3 cr.)

EDUC 613 Classroom Assessment (3 cr.)

### Practicum Requirement: 12 credits

SCED 696 Practicum I with Secondary Seminar (6 cr.)

SCED 697 Practicum II with Secondary Seminar (6 cr.)

### Capstone: (3 credits)

SCED 700 MAT Secondary/P-12 Capstone: Action Research and Professional Portfolio (3 cr.)

### Additional Co-curricular Recommendation

A candidate wishing to teach in the middle school may choose to add EDUC 545 Middle School Curriculum and Methods. Students choosing this option will be required to take an additional Content Area Reading course, such as REED 518 to satisfy the requirement of the Advanced Professional Certificate.

### Transfer/Proficiency Credit

If you have successfully completed (grade of B or better) graduate courses at another accredited institution, you may apply for transfer credit for up to 9 credits. If, upon faculty assessment, the courses are deemed essentially comparable to courses in the program, you will be awarded credit toward completion of your degree. This does not apply to the two practica and the capstone course. All courses considered for transfer credit must meet the graduate transfer credit policy requirements including the six-year limit.

Proficiency credit and credit by exam are not options in this program.



---

## Program Exit Requirements

Program exit and recommendation for certification are contingent upon the following:

- Successful completion of all course work.
- Successful completion of all practicum experiences.  
*NOTE: Candidates are required to complete two in-school practicum experiences totaling a minimum of 100 days of supervised and mentored interning. Full-time or part-time teaching employment while enrolled in the MAT program is considered on an individual basis and requires permission from the dean of the College of Education and an official memorandum of understanding between FSU and the hiring Board of Education or like educational entity.*
- Successful completion of the research requirement.
- Successful completion of the Exit Portfolio presentation.
- Successful attainment and documentation of the Maryland Teacher Technology Standards.
- Successful completion of the PDS activities requirement for each practicum.
- Evidence of having taken the appropriate Praxis II content and pedagogy tests.  
*Note: Passing scores on applicable content area Praxis II exams are required for licensure by the state of Maryland.*
- Completion of program with a cumulative GPA of 3.0 or higher.
- Approval of the MAT program coordinator.

# Master of Business Administration: Online

## Concentrations:

- **Business Analytics**
- **Health Care Management**
- **Management**

The FSU MBA Program offers students an opportunity to develop and enhance managerial skills necessary to succeed in a variety of organizational settings – today and tomorrow – in the corporate, small business, public or not-for-profit sectors.

## Frostburg's MBA at a Glance:

- 36- to 42-credit hour program depending on prior academic background
- Accredited by AACSB
- 3 concentrations to choose from: Business Analytics, Health Care Management, and Management
- Online delivery modality
- 12-month completion with full-time enrollment
- 7 week sessions with 6 admission points a year
- GMAT or GRE required. Waiver is available. See waiver options.

## Admission Checklist:

- Application
- Official transcripts  
(all colleges/universities)
- GMAT or GRE test  
(See waiver options for information to determine eligibility for waiver.)

Please submit all application materials to the Office of Graduate Services.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Eyad Youssef  
301.687.3173  
eyouseff@frostburg.edu

## Who Should Apply?

FSU's MBA program is open to all students with an undergraduate degree from an accredited university. While it is specifically designed with the working adult in mind, the program is also relevant for those choosing to immediately continue their education after receiving an undergraduate baccalaureate degree.

The program is structured to support students with or without prior academic training in business fields.

## Admission Requirements

To be eligible for full program admission, students must:

1. have a baccalaureate degree from a regionally accredited college or university;
2. submit qualifying GMAT test scores of 400 and 3.0 AWA or higher; (see waiver options below)

Please note that GRE test scores can be accepted in lieu of GMAT scores and will be converted to comparable GMAT scores.

## GMAT Waiver option:

Waiver of the GMAT/GRE admission test is an option for students who meet the following criteria:

- a. have an advanced degree with a 3.0 GPA or higher based on a 4.0 scale
- b. have a bachelor's degree with a GPA of 3.25 or higher based on a 4.0 scale (no work experience required)
- c. have a bachelor's degree with a GPA of 3.0 or higher (based on a 4.0 scale) with three years of relevant work experience.
- d. have a bachelor's degree with a GPA of 2.75 or higher with five years of relevant work experience.

Waiver options should be requested with an accompanying resume highlighting relevant work experience.

**Exceptions to GMAT/GRE Waiver Option:** Students receiving graduate and/or undergraduate degrees from universities outside of the U.S. where English is not the official language and the primary mode of instruction was not English are not eligible for any of the above GMAT/GRE waiver options and must submit qualifying GMAT or GRE test scores and a course-by-course transcript evaluation from an accredited evaluation service providing degree equivalency and GPA.

## Provisional admission:

If a student does not meet the above criteria, provisional admission will only be considered in exceptional cases and only after all admission documents, including the GMAT or GRE test scores, are received. Students without GMAT or GRE scores cannot be considered for provisional admission. Provisionally admitted students will be required to attain a grade of B or better in the first 12-15 credit hours in the program.

## International students:

International students who are studying from their home country must be able to meet the above admission standards, as well as scoring 79 or better on the TOEFL, 6.0 or better on the IELTS test or meeting other acceptable English language requirements.

## Registration for courses:

Students with a GPA of 2.75 (as determined by official transcripts) or higher may register for courses for one semester as a non degree-seeking student before gaining admission to the MBA program while completing the application process with GMAT or GRE scores. Students that choose to register will have no guarantee of admission and must complete the admission process in its entirety prior to completing the first semester. If admissible scores are not provided by the end of the semester, the

student will be denied admission and will be unable to register for subsequent semesters. Students with a GPA below 2.75 are not permitted to register for courses until after completion of the application process and gaining admission.

---

## Program Philosophy

This program embraces the assumption that managers must function within a dynamic environment of uncertainty and change. Success will be influenced by the capacity to sensitively scan the environment; to assess facts for their relevance; to formulate appropriate, informed and innovative decisions; and to implement actions for maximum effectiveness. The ability to persuasively communicate, founded on self-awareness and relating to others, is integral to this process.

---

## Curricular Focus

All students will be exposed to a broad-based, generalist perspective of the organizational environment. This entails development of a foundational understanding of the functional components of organizational activity (e.g., accounting, finance, marketing, human resources and management), but within an integrated context. Students, additionally, choose among three concentrations that focus on honing professional skills and knowledge to align with a desired career path. These concentrations include **Business Analytics**, **Health Care Management** and **Management**.

Additionally, the program strives to assist in the development of the following:

- Leadership and ethical behavior
- A systems perspective
- The ability to analyze, synthesize and integrate
- An awareness of self and environment
- Commitment to ongoing professional development
- Effectiveness of communication
- Creativity/vision/the inclination to initiate
- Collaboration and effectiveness as a team member
- Technological sophistication
- An appreciation for ambiguity, uncertainty and equifinality
- A willingness to embrace and promote change/risk-taking
- A global perspective
- An attitude of professionalism

---

## Program Structure

The 36-credit hour program offers eight core MBA courses to provide all students a well-rounded foundation to advance their careers in management. All students choose among three concentrations which offer four courses that focus on honing professional skills and knowledge to align with a desired career path. These concentrations include Business Analytics, Health Care Management and Management.

Students are eligible to enroll directly in the 36-credit program after successfully completing six credits in essential courses (the MBA essentials) or their equivalent as an undergraduate or graduate student. If you do not have the necessary prior course work in business, you will be required to complete up to a total of 42 credits to earn the MBA. Waiver of the 6-credit essential courses will be considered along with

review of the official transcript. Students with undergraduate degrees in business administration are usually waived from essential courses.

---

## Concentrations:

### Business Analytics

The field of analytics is a rapidly growing area in all industries including government, education, healthcare, media, services and more. This concentration provides a series of four courses focused on developing critical analytical skills and understanding of using data for business improvement and decision making.

### Health Care Management

Health Care is one of the fastest growing segments and the opportunities for students who hold an MBA with this concentration will be positioned to take on management level positions with the health and medical services industry, which is anticipating 17% job growth by 2024. The Health Care Management concentration complements the core business courses through four courses focusing on preparing students with the requisite knowledge to enter management level positions in the increasingly competitive, complex and demanding health care sector including hospitals, outpatient facilities and physician practices. Students with or without health care backgrounds can enter this concentration.

### Management

The Management concentration is designed for students not focused on a specific industry but who want to develop a strong, well-rounded foundation that will prepare students to move into nearly any management level position. Whether you work in a corporation, small business or nonprofit organization, you will gain the knowledge you need to lead, manage resources and people and become a change agent.

---

## Program Objectives

Graduates of the program will be able to:

1. Demonstrate skill and competence in written communication as such reflects their professional development.
2. Demonstrate knowledge and skills in understanding ethical issues and provide ethical leadership in a management setting.
3. Demonstrate the ability to identify problems, and to collect and analyze discipline-specific data in order to evaluate and propose alternatives, integrating all facets of their learning and apply them strategically.
4. Demonstrate the ability to persuade others and lead in an organizational setting that emphasizes ethical reasoning, critical thinking, and to influence successful outcomes.
5. Demonstrate the ability to identify mission-appropriate opportunities; effectively manage organizational resources, etc., in situations in which potential outcomes are unknown.
6. Demonstrate an understanding of how the global economy operates and to recognize how local decisions have global implications.

## Program of Study

(36-42 credits)

### MBA Essentials (6 credit hours)

(The Essentials courses are 3 credit hours each. If you have credit for equivalent courses as an undergraduate or graduate student, these courses are not required. At the time of admission, your previous course work will be evaluated and you will receive a letter of acceptance indicating which of these courses you must complete.)

ACCT 507 Essentials: Accounting

MKTG 508 Essentials: Management and Marketing

### Required MBA Core (24 credit hours)

ACCT 546 Managerial Accounting (*Prerequisite: ACCT 507 or waiver from course*)

ECON 511 Economics for Managers

FINA 610 Financial Management (*Prerequisite: ACCT 507 or waiver from course*)

MGMT 510 Leadership and Ethics

MGMT 542 Organizational Behavior (*Prerequisite: MKTG 508 or waiver from course*)

MGMT 621 Foundations of Analytics

MGMT 680 Strategic Analysis and Planning\* (*Prerequisite: ACCT 546*)

MKTG 640 Marketing Management (*Prerequisite: MKTG 508 or waiver from course*)

### Concentrations: Choose one of three (12 credits)

#### Business Analytics

MGMT 622 Data Management (*Prerequisite: MGMT 621*)

MGMT 623 Data Analysis (*Prerequisite: MGMT 621*)

MGMT 624 Predictive Analytics (*Prerequisite: MGMT 623*)

MGMT 625 Prescriptive Analytics (*Prerequisite: MGMT 623*)

#### Health Care Management

MGMT 631 Health Care Management and Finance

MGMT 632 Health Care Policy, Law and Ethics

MGMT 633 Principles of Population Health Management

MGMT 634 Health Care Information Management Systems

#### Management

MGMT 512 Management Decision Analysis (*Prerequisite: BUAD 508 or waiver from course*)

MGMT 590 Special Topics in Management

MGMT 620 Strategic Human Resource Management (*Prerequisite: BUAD 508 or waiver from course*)

MGMT 623 Data Analysis (*Prerequisite: MGMT 621*)

\*MGMT 680 must be taken in the last 6-9 credits of study.

Note: The College of Business has established a Global Experiential Learning program. Students interested in adding international travel to course options should check with the MBA coordinator.

## Course Load and Scheduling

FSU's MBA program offers all courses in the fall and spring semesters. Summer session schedule traditionally includes all courses; however, this may vary based on demand. Students may take one to four courses per semester, and though it is possible to complete the program in 1 year attending full time, most students complete the program in 1.5 to 3 years. This program is designed to accommodate student progression at differential pace, depending upon the personal and professional demands on their time. It is recommended that students working full time should consider no more than two courses per session. Please be advised that as courses can fill up quickly, all students, particularly those graduating from the program, should register early to ensure placement.

## Program Progression

Students must seek advising prior to registering for courses and should follow the recommended progression plans for each concentration.

## The Class Experience

College of Business faculty bring a combination of "real world" and academic experience to the classroom to assist you in developing and enhancing the requisite skills and abilities needed to be a successful manager. Faculty will use a variety of teaching methods, including cases, projects, papers, team exercises, tests, etc., to realize the goals of the course. Student engagement and participation in the online environment is needed for learning to take place, and all classes emphasize interactions between faculty and students and among students. Online virtual classrooms are used in some courses to supplement and enhance content delivery.

## Transfer Credit/Proficiency Credit

You may apply for transfer credit for up to three courses (9 credit hours) from another regionally accredited graduate program into the Frostburg MBA if you have received a grade of B or higher in the courses. To be accepted as transfer credits, the course work must be deemed essentially comparable to courses in this program and approved by the department chairs. Students should submit a copy of their transcript along with course descriptions and syllabi for evaluation of transfer requests. Proficiency credit or credit by exam is not an option with the following exception: students that hold an active CPA license or active CMA certificate may apply for proficiency credit/credit by exam for ACCT 546.

## Administrative Features

All administrative features of the program have been simplified and can be completed by students as follows:

- All registration activities can be conducted through FSU's PAWS online registration system or by mail.
- Contact with the graduate program coordinator, instructors and administrative support may be accomplished via phone or email.
- Book ordering can be conducted online.
- All students are provided access (from personal PCs or program computer labs) to the University's library of online research resources (including access to 16,000 journals, as well as the ability to download and print out full-text copy of articles).

## Technology Support

Frostburg's MBA program uses the Canvas platform. The Help desk offers technology support 7 days a week, 24 hours a day. Computer lab access is available for students who are within geographic proximity of the Frostburg main campus or at the University System of Maryland at Hagerstown (USMH) location.

## Current MBA Students

To receive an MBA degree from FSU, students must meet the graduation requirements of the catalog in effect at the time of admission. Should students fail to register for 18 months, application for readmission will be required. Students must follow the admission requirements and degree requirements in effect in the catalog at the time of readmission.

# Combined BS in Accounting/MBA online

This program is only available to students who have graduated or will graduate from FSU with a bachelor's degree in accounting.

The 153-hour combined BS/MBA program enables eligible students to complete FSU's BS in Accounting and MBA degree programs with 153 hours of academic credit. Separate pursuit of each of the above degrees would require a minimum of 156 hours of course work. All CPA exam candidates in many states, including Maryland, are required to complete 150 hours of academic credit. Completion of this combined BS/MBA program will meet all educational requirements for CPA exam candidacy in many states, including Maryland.

## Eligibility requirements

- Declared accounting major at FSU, or FSU accounting graduate
- GMAT or GRE scores (see page 26 for GMAT/GRE score requirements for admission and waiver options)
- Major GPA of 2.5 or better at the time of application
- Application for admission to the 153-hour program approved by the Department of Accounting

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Kathie Shaffer  
Chair, Department of Accounting  
301.687.4388  
kshaffer@frostburg.edu

## Summary of Requirements for Combined BS/MBA Option

- Complete all requirements for baccalaureate degree in accounting. See the FSU Undergraduate Catalog.
- Complete the following additional MBA courses (33 hours):

### Required MBA Core (21 credit hours)

ECON	511	Economics for Managers
FINA	610	Financial Management ( <i>Prerequisite: ACCT 507 or waiver from course</i> )
MGMT	510	Leadership and Ethics
MGMT	542	Organizational Behavior ( <i>Prerequisite: MKTG 508 or waiver from course</i> )
MGMT	621	Foundations of Analytics
MGMT	680	Strategic Analysis and Planning* ( <i>Prerequisite: ACCT 546</i> )
MKTG	640	Marketing Management ( <i>Prerequisite: MKTG 508 or waiver from course</i> )

### Concentrations: Choose one of three (12 credits)

#### Business Analytics

MGMT	622	Data Management ( <i>Prerequisite: MGMT 621</i> )
MGMT	623	Data Analysis ( <i>Prerequisite: MGMT 621</i> )
MGMT	624	Predictive Analytics ( <i>Prerequisite: MGMT 623</i> )
MGMT	625	Prescriptive Analytics ( <i>Prerequisite: MGMT 623</i> )

#### Health Care Management

MGMT	631	Health Care Management and Finance
MGMT	632	Health Care Policy, Law and Ethics
MGMT	633	Principles of Population Health Management
MGMT	634	Health Care Information Management Systems

#### Management

MGMT	512	Management Decision Analysis ( <i>Prerequisite: BUAD 508 or waiver from course</i> )
MGMT	590	Special Topics in Management
MGMT	620	Strategic Human Resource Management ( <i>Prerequisite: BUAD 508 or waiver from course</i> )
MGMT	623	Data Analysis ( <i>Prerequisite: MGMT 621</i> )

\*MGMT 680 must be taken in the last 6-9 credits of study.

Note: The College of Business has established a Global Experiential Learning program. Students interested in adding international travel to course options should check with the MBA coordinator.

# Master of Education

## Concentrations in:

- **Curriculum & Instruction**
  - Educational Technology
  - National Board Certification
  - Teacher Leadership
  - The Elementary STEM Teacher
- **Educational Leadership**
- **Interdisciplinary Program**
- **Literacy Education**
- **School Counseling**
- **Special Education**

## Accreditation

FSU's programs are accredited by the state of Maryland under its Redesign for Teacher Education, recognized nationally by, and in compliance with, 14 professional content associations and by the National Council for Accreditation of Teacher Education.

## Program Outcomes

Students who have successfully completed an M.Ed. program will have demonstrated:

- An understanding of the mission and function of education in a diverse, complex, society
- Attainment of skills needed for professional analysis, problem-solving and reflection
- Attainment of advanced knowledge of physical, cognitive, cultural and emotional development as related to the learning process
- Ability to conduct rigorous self-evaluation of professional and ethical behavior, practice and progress
- Attainment of extensive skills and knowledge in an area of specialization
- Ability to incorporate current research and technology within a specialization and related areas

## Requirements and Regulations for All M.Ed. Students

### Special Admission Criteria

Graduate admission is based on an undergraduate cumulative GPA from a regionally accredited institution, teacher certification or eligibility and submission of scores from the Praxis II, the National Teacher Examination or equivalent state certification testing in your field(s) of initial teacher certification, with the exception of School Counseling and the Interdisciplinary Program (see below).

To warrant full graduate admission to the M.Ed. degree programs, but not to specific concentrations that possess additional requirements, all applicants must have earned a cumulative GPA of at least 3.0, completed a bachelor's degree from a regionally accredited institution and submit a copy of teacher certification and/or scores from NTE, Praxis II, GRE (Graduate Record Examination) or MAT (Miller Analogy Test). Provisional admission may be granted for students who have a cumulative undergraduate GPA of 2.75-2.99. Applicants with a cumulative undergraduate GPA of less than 2.75 may be considered individually for provisional status by the College of Education Academic Monitoring Committee. (See other additional requirements and standards for admission in the appropriate sections for each program.)

In addition, all applicants, except for School Counseling and Interdisciplinary Studies, must be eligible for, or hold, a teaching certificate. Admission criteria for the Master of Arts in Teaching may be found in the appropriate section of this catalog.

Applicants holding an advanced professional certificate prior to 1987 will not be required to take additional external measures for admission to graduate programs in the Educational Professions Department with the exception of those not meeting the GPA requirements for School Counseling.

Credentials of international students applying for admission to graduate programs in the Educational Professions Department will be evaluated on a case-by-case basis.

## Study Plan

The study plan is a document required by specific areas of concentration within the Master of Education program for admission. You must meet with the graduate program coordinator to devise a study plan within the first semester of study whereby your educational goals and degree requirements can be achieved. The study plan is a list of courses that you must satisfactorily complete to meet degree requirements. Once the study plan is approved by your advisor and program coordinator, any subsequent changes must be approved by the aforementioned.

The following concentrations require the use of approved study plans:

- Educational Leadership
- Literacy Education
- Curriculum and Instruction
- School Counseling
- Interdisciplinary
- Special Education

## Basic Degree Requirements

In addition to the basic requirements for a master's degree found in the general regulations section of this catalog, you must meet the following requirements for the M.Ed. degree:

1. Your entire degree program of study must not be less than 30 credit hours with a minimum of 18 credit hours of the entire program of study taken in 600-level courses, 9 credits of which must be in the area of concentration.
2. You must successfully complete a research paper/project or thesis.

---

## Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Education degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. This evaluation normally occurs at the midpoint of your degree program.

### Conditions

You must apply for degree candidacy. Failure to apply for degree candidacy will jeopardize your registration for further courses. To apply for degree candidacy, you must:

1. Have completed no less than 15 credit hours or more than 18 credit hours taken as approved graduate credit from Frostburg State University
2. Have a cumulative GPA of at least 3.0 in the graduate courses taken at Frostburg State University
3. Have successfully completed the Professional Education Core (9 credits) with a grade of "C" or better as part of your first 15-18 credits from Frostburg State University or from approved transfer credits).
4. Have completed at least 6 of the 15-18 credits taken at Frostburg State University in your area of concentration
5. Demonstrate academic and professional qualities to the satisfaction of the members of your Master's Committee
6. Meet any additional requirements as specified by the area of concentration

### Application Process for Degree Candidacy

1. At the appropriate point in time in your degree program (see Degree Candidacy conditions), you should secure an Application for Degree Candidacy from your graduate program coordinator.
2. The Application for Degree Candidacy is to be completed and returned to the graduate program coordinator.
3. The program coordinator will evaluate your performance through your first 15-18 credit hours of study and make a recommendation regarding your candidacy for the degree.
4. You will receive formal notification of the decision from your program coordinator. Denial to degree candidacy will result in dismissal. Dismissals can be appealed to the Dean.
5. You must demonstrate academic and professional qualities to the satisfaction of the program faculty.
6. You must meet any additional requirements as specified by the area of concentration.

---

## Second Master's Degree

You may earn a second M.Ed. degree in another area of concentration. A maximum of 9 credit hours in professional education from the first degree may be applied toward the second degree.

---

## Phi Delta Kappa

Phi Delta Kappa is an international professional fraternity for men and women in education. The membership is composed of recognized leaders in the profession and graduate students with leadership potential. Members are from a wide range of educational endeavors. They include classroom teachers, administrators, college and university professors and other educational specialists. The Chapter of Phi Delta Kappa serves Frostburg State University and the tri-state surrounding the Cumberland-Frostburg area. The chapter actively promotes the interests and education of professional educators. For more information about Phi Delta Kappa, see the chair of the Department of Educational Professions.

# Master of Education: Curriculum & Instruction

## Levels of Specialization

- **Educational Technology**
- **National Board Certification**
- **Teacher Leadership**
- **The Elementary STEM Teacher**

## Program Purposes

This is an applied program designed as ongoing professional development for on-the-job teachers. The program has a job-embedded professional development emphasis and holds the promise of preparing teachers in the context of current educational reform initiatives. The program is designed for the classroom teacher who may also have, or want to pursue, curricular and/or instructional leadership responsibilities. Examples of such teacher positions would include department heads, PD leaders and grade-level heads. Further, the program is intended to prepare classroom teachers for additional teaching responsibilities by increasing their curricular and instructional skills, while adding to their content background.

## Certification

This program does not lead to advanced certification. However, the Curriculum and Instruction (C&I) program provides education professionals from varying backgrounds the opportunity for advanced study. As such, the program is aligned with the National Board for Professional Teaching Standards (NBPTS) Core Propositions. Students who apply to and complete the M.Ed. degree in the C&I program with the intent of applying for National Board certification will be required to take the National Board Certification Track and produce their NBPTS portfolio as requisites for their certification application.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Jennifer Rankin  
Department of Educational Professions  
301.687.7010  
jerankin@frostburg.edu

## Program Objectives

1. Provide candidates an opportunity to advance personal and professional growth through graduate study
2. Provide candidates an avenue to redefine and personalize their professional development through job-embedded professional development opportunities
3. Provide educators with opportunities for additional preparation to expand career options through professional tracks of specialization
4. Encourage a spirit of inquiry that will enable candidates to design and interpret classroom research leading to instructional changes
5. Enable and empower teachers to assume leadership in curriculum and instruction at school and district levels

## Special Admission Criteria

In addition to Frostburg State University's general admission requirements, applicants to the M.Ed. in Curriculum and Instruction program must comply with the following requirements:

- Applicants must be certified teachers or eligible for certification.
- Applicants must have earned a cumulative GPA of at least 3.0 on a 4.0 scale in their undergraduate programs.
- Applicants must have completed a bachelor's degree from a regionally accredited institution.
- Applicants must submit passing PRAXIS II test scores, an official copy of all transcripts, and a copy of teaching certification (if applicable).
- Interview: Applicants are required to have a pre-admission interview with the graduate program coordinator, or designee.

## Program Description

Students in the Curriculum and Instruction program can choose a level of specialization from four tracks: National Board Certification, Teacher Leadership, Educational Technology and the Elementary STEM Teacher. Students must complete 33 credits.

The M.Ed. program requires 18 credits in the Professional Education Core and the Curriculum and Instruction Core courses. The remaining credits come from 9 credits within each track, an elective and a capstone.

Note: All are 3-credit courses.



## Program Curriculum

Professional Education Core	9 credits
Curriculum and Instruction Core	9 credits
Level of Specialization	9 credits
Elective	3 credits
Capstone	3 credits
Total	33 credits

### Professional Education Core (9 credits)

CUIN 654 Cultural and Technological Awareness in the Context of Global Education

EDUC 603 Principles and Practices of Research

EDUC 606 Developmental Theory and Experiential Growth

### Curriculum and Instruction Core (9 credits)

CUIN 651 Instructional Design for Understanding

CUIN 652 Assessment and Accountability in the Context of Student Learning

EDUC 640 Curriculum Theory, Design and Analysis

### Elective (3 credits)

Selected from M.Ed. specializations to enhance professional goals

### Tracks (9 credits)

Choose from one of the following tracks:

#### 1. National Board Certification (9 credits)

CUIN 604 Introduction to National Board for Professional Teaching Standards

CUIN 606 National Board Certification Professional Portfolio

CUIN 693 National Board Certification Practicum

#### 2. Educational Technology (9 credits)

EDUC 558 Educational Technology for Teachers

EDUC 635 Evaluation and Integration of Technology in Instruction

EDUC 645 Advanced Instructional Design

#### 3. Teacher Leadership (9 credits)

CUIN 602 Becoming a Teacher Leader

CUIN 603 The Highly Effective Practitioner

CUIN 694 Teacher Leadership Practicum

#### 4. Elementary STEM Teacher (9 credits)

CUIN 610 Transdisciplinary Approach to Teaching and Learning

CUIN 611 STEM Integration I: Science Focus

CUIN 612 STEM Integration II: Mathematics Focus

### Capstone (3 credits)

CUIN 700 Research Applications in Education: Action Research

## Special Degree Requirements

### Study Plan

A study plan is required for all students. It is required to be completed at the beginning of the program at the interview with the coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of the advisor and program coordinator.

**Special Provision:** If the student has not had extensive direct teaching experience within the last 5 years prior to applying to the program, the student will be required to complete a graduate course that includes a field-based component in the student's area of concentration. Respective supervision of a mentor teacher and a University supervisor will be assigned by the program coordinator.

## Admission to Candidacy

For admission to candidacy, students must comply with the following requisites:

- Students must have completed a minimum of 15 credits and a maximum of 18 credits.
- Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses. If so, the grades are not calculated in the GPA.
- Students must have successfully completed the Professional Education Core with a grade of "C" or better and part of the Curriculum and Instruction Core courses.
- Students must have reached and maintained a GPA of 3.0.
- The student's application to candidacy must have the approval of the advisor.
- The program coordinator has the right to require that a student remediate deficiencies even if that requires extra courses, or to require that a student be dismissed from the program based on the student's aptitude and professional growth and potential. If dismissed, the student has the right of appeal to the dean.

## Program Regulations

To obtain the M.Ed. degree in Curriculum and Instruction, students must observe the following regulations:

- Students must be enrolled in at least one graduate course (3 credit hours) within a period of 18 months to remain in good academic standing status.
- When/if the student intends to be absent from the program for a period longer than 18 months, students must formally submit a request for a program extension, and be approved by the program coordinator and the Graduate Services Office.
- When not enrolled in the program for a period of 18 months, students must re-apply for acceptance into the program. If approved, the student's study plan will be modified according to the current graduate catalog.
- Students must complete all degree requirements within the time limitations established by Frostburg State University, or submit a request for program extension, if needed.

# Master of Education: Educational Leadership

## Program Purposes

This program is designed for certified teachers to prepare for entry-level positions in administration and supervision by providing knowledge, theories, techniques, skills and concepts appropriate to the field through lecture, simulation, case study, role playing, inbasket activities and other appropriate methods.

## Certification

This program is intended to lead to professional certification. While reciprocity considerations generally serve non-Maryland resident students effectively, those students are encouraged to consult their state certification offices about additional requirements, such as teaching experience, testing or specific course completion.

Note: All are 3-credit courses.

## Program Objectives

To provide background in major content areas of administration, including general administration, curriculum instruction, finance and business operations, school-community relations, personnel services, staff development, pupil services, facilities operation, organization and structure, and human relations

- To provide background in theories appropriate to the field and to require student application
- To provide opportunities for students to practice the administrative/supervisory skills through simulation, role playing, inbasket and group activities, as well as field experiences
- To provide knowledge, application, analysis and reflection of current practice in the field
- To provide knowledge, recognition and ability to work with individual differences and capabilities of children and adults
- To provide a capstone experience that integrates the program's content and skills with on-site activities and assessment.

Professional Education Core	9 credits
Area of Concentration	18 credits
Capstone	6 credits
Total	33 credits

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. John L. Stoothoff  
Department of Educational Professions  
240.527.2736  
jlstoothoff@frostburg.edu

## Program Curriculum

### Professional Education Core (9 credits)

CUIN 654 Cultural and Technological Awareness in the Context of Global Education

EDUC 603 Principles and Practices of Research

EDUC 606 Developmental Theory and Experiential Growth

### Area of Concentration (18 credits)

CUIN 651 Instructional Design for Understanding

EDAD 628 School Law

EDAD 611 Educational Organization and Leadership

EDAD 612 Applied Problems in Educational Leadership

EDAD 644 Public School Finance

EDSU 643 Supervision and Human Resources

### Capstone (6 credits required)

EDAD 693 Practicum I

EDAD 694 Practicum II

**Total credit hours: 33**

## Special Degree Requirements

### 1. Study Plan

A study plan is required for all students in Administration and Supervision. It must be completed and approved prior to registering for the first course. Once approved, any changes require the permission of the program coordinator.

### 2. Admission to Candidacy

Admission to candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students must have completed the three professional core courses (EDUC 603, 606 and CUIN 654) as part of this admission process. Six credits within the program concentration must have also been completed. A cumulative GPA of 3.0 is required as well as the approval of the program coordinator. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. The program coordinator has the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Dean.

## Transfer/Proficiency Credit

If a student has successfully completed (grade of B or better) graduate courses at another accredited institution, he or she may apply for transfer credit for up to nine credits. If, upon faculty assessment, the courses are deemed essentially comparable to courses in the program, the student will be awarded credit toward completion of the degree. This does not apply to the two practica. All courses considered for transfer credit must meet the graduate transfer credit policy requirements including the six-year limit.

Proficiency credit and credit by exam are not options in this program.

# Master of Education: Interdisciplinary

## Program Purposes

The individualized Interdisciplinary Master of Education Degree program is designed for those students who have specific needs not addressed in existing areas of concentration. The interdisciplinary approach allows students to tailor a program specific to their personal and professional goals.

## Certification

This program is not intended to lead to initial certification or specialized advanced certification.

## Program Objectives

1. Read and use research in areas of specialty and related fields
2. Develop knowledge in two separate fields that can be linked for personal and professional reasons
3. Relate human growth and development to areas of specialty
4. Analyze and practice contemporary curriculum development

## Program Curriculum

The student may develop an individualized, interdisciplinary program of study through the cooperation of a least two departments with courses approved for graduate credit. Approval of the study plan is required by the program coordinators of the departments involved and the program coordinator of the Interdisciplinary Program. The study plan (available in the Office of Graduate Services) is the means by which your interdisciplinary degree program is documented and routed for required approvals. Upon completion of the study plan form with the necessary signatures, it must be submitted to the Office of Graduate Services.

Teacher certification is not an admission requirement for this program, and initial teacher certification is not a goal of this program.

Professional Education Core	9 credits
Area of Specialization No. 1	12 credits minimum
Area of Specialization No. 2	9 credits minimum
Capstone	3-6 credits
Total	33-36 credits

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. William AuMiller  
Department of Educational Professions  
301.687.4374  
[wjaumiller@frostburg.edu](mailto:wjaumiller@frostburg.edu)

## Program Curriculum

### Professional Education Core (9 credits)

CUIN 654 Cultural and Technological Awareness in the Context of Global Education

EDUC 603 Principles and Practices of Research

EDUC 606 Developmental Theory and Experiential Growth

### Interdisciplinary Content Areas (21 credits)

Courses are selected with the department chair/program coordinator's approval.

### Capstone (3-6 credits)

EDUC 700 Research Paper or Project, or 6-credit elective option with coordinator's approval

**Total credit hours: 33-36**

## Special Admissions Criteria

Applicants to this program must meet initially with the Interdisciplinary program coordinator and then the coordinators of the two departments that are to be part of the individualized Interdisciplinary program. A study plan with signatures from coordinators from both areas and the coordinator's signature are required.

## Special Degree Requirements

### 1. Study Plan

A study plan is required for all students in interdisciplinary studies. It is required to be completed at the beginning of the program at the interview with the coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of the advisor and program coordinator.

### 2. Admission to Candidacy

Admission to candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students have completed the three Professional Education Core courses (EDUC 603, 606, and CUIN 654) or part of their admission process. Six credits within the program concentration must have been completed. A cumulative GPA of 3.0 is required. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. The program coordinator has the right to require that a student remediate deficiencies, even if that requires extra courses, or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Dean.

### Transfer/Proficiency Credit

If you have successfully completed (Grade B or better) graduate courses at another accredited institution, you may apply for transfer credit up to nine credits in this program. If upon faculty assessment, the courses are deemed comparable to courses in the program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit.

You also have an option to request a proficiency exam in courses selected for your program based upon your prior training or experience. Proficiency exams may be taken only once per course. Credit by exam must be approved by the program coordinator.

You may not exceed a combined total of 9 credits by transfer and credit by exam.

# Master of Education: Literacy Education

## Prepares students for:

- **Reading Teacher**
- **Reading Specialist**
- **Literacy Leader**
- **Literacy Coach**

## Program Purposes

This program is designed for certified teachers to prepare for entry-level positions in literacy instruction and leadership by providing knowledge, theories, techniques, skills and strategies appropriate to literacy instruction and assessment in a variety of academic settings where graduates exhibit leadership, scholarship, coaching and a commitment to professional development.

## Certification

This program is intended to lead to advanced certification for levels K-12.

## Program Objectives

1. To promote learning by providing many paths for the candidate to construct knowledge about literacy instruction and coaching.
2. To integrate learning so that topics are connected across the program components, assuring competence as a literacy professional.
3. To encourage candidates to apply learning through course experiences involving students, colleagues and peers.
4. To require candidates to engage in action, analysis and reflection of program areas of knowledge and skills and dispositions through core program components and individual classes.
5. To integrate the International Literacy Association Standards for Literacy Professionals throughout all program components.
6. To promote scholarship, leadership and service through development of a comprehensive portfolio and completion of an action research project or thesis.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Kris McGee  
Department of Educational Professions  
240.527.2730  
[kmcgee@frostburg.edu](mailto:kmcgee@frostburg.edu)

## Special Admission Criteria

- Applicants to this program must be a certified teacher or eligible for certification.
- 3.0 minimum GPA. Provisional admission can be considered for 2.75-2.99 GPA.

## Program Curriculum

(36 credits)

Professional Education Core	9 credits
Reading Core	21 credits
Capstone	3 credits
Total	36 credits

### Professional Education Core (9 credits)

- CUIN 654 Cultural and Technological Awareness in the Context of Global Education
- EDUC 603 Principles and Practices of Research
- EDUC 606 Development Theory and Experiential Growth

### Reading Core (21 credits)

- REED 540 Children's Literature
- REED 610 Foundations of Teaching Reading
- REED 617 Teaching Reading in the Content Areas
- REED 620 Diagnosis and Correction of Reading Difficulties
- REED 625 New Literacies: Integrating 21st Century Skills
- REED 695 Reading Clinic (6 credits)

### Capstone (3 credits)

- REED 700 Literacy Master's Research Paper/Project
- Or EDUC 710 Thesis

### Elective (3 credits)

Candidates select one (1) course, to be approved by the Program Coordinator, to fulfill the elective requirement.

**Total: 36 credit hours**

## Special Degree Requirements

### 1. Study Plan

All students must complete a plan of study prior to taking their first course or during their first semester of graduate study. This plan must be developed with advice from the graduate literacy program coordinator or the assigned advisor.

### 2. Admission to Candidacy

All students must apply for admission to candidacy through their graduate advisor. A candidacy form will be completed and filed with the advisor and a form will be filed with the Graduate Office. Admission to candidacy occurs when the student has completed a minimum of 15-18 credits. Students must have completed the three professional education core courses (EDUC 603, 606, and CUIN 654) as part of this admission process and 6 credits within the program concentration. A cumulative GPA of 3.0 is required as well as the approval of the advisor. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. The advisor and the program coordinator have the right to require that a student remediate deficiencies, even if that requires extra courses or to require that a student no longer be enrolled in the

program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Dean and, if the student is no longer enrolled, he or she may reapply to the program after one year.

### **3. Praxis II Reading Specialist Assessment**

Graduates of the M.Ed. Literacy Education program would be required to take the Praxis II Reading Specialist Assessment to graduate from the program. Candidates would be encouraged to take this assessment during their last semester. Official scores must be submitted to Frostburg State University before the graduation date. International students would be exempt from this graduation requirement.

### **4. Comprehensive Clinical Portfolio**

All students must complete a Comprehensive Clinical Program Portfolio to represent learning across the program, as demonstrated and applied within REED 695 Reading Clinic (I and II). This portfolio will be organized around the six standards for literacy professionals, as stated by the ILA. Each section must contain a rational statement and program materials as evidence that the current ILA standards for reading specialist/literacy coach candidates have been met. Candidates will present their portfolio for evaluation by the graduate reading faculty and other members of the educational community.

### **5. Capstone**

As part of the reading capstone experience, candidates will complete a schoolwide action research paper/project or thesis focused on literacy. The project will be presented as part of a University research symposium or other approved professional audience and will be shared with the candidate's school community.

### **6. Transfer Credit and Credit by Examination**

If you have successfully completed (grade of B or better) graduate courses at another accredited institution, you may apply for transfer credit for up to 9 credits in this program. If, upon faculty assessment, the courses are deemed essentially comparable to courses in this program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit. Proficiency credit by examination is not an option in the Literacy Education Program.

# Master of Education: School Counseling

---

## Level of Specialization: K-12

### Program Purposes

The Master of Education in School Counseling degree program is intended for individuals who plan a professional career in school counseling. In this program, the school counselor is viewed as a professional who provides services to all students in a K-12 school setting. In serving this population, the school counselor seeks to facilitate the learning and positive development of all students, and provides preventative, remedial and, at times, crisis intervention services. Thus, at the conclusion of this graduate program, candidates possess the requisite knowledge, skills and dispositions that will allow them to function effectively in the holistic development of students in the K-12 setting.

A background in teacher education is NOT a requirement for admission to the School Counseling program. Students who successfully complete the program will be eligible for certification as a K-12 school counselor in Maryland.

---

### Certification

The School Counseling program is accredited by the Maryland State Department of Education.

---

### Program Objectives

1. To provide academic and experiential preparation in the major content areas of school counseling, grades K-12, in accordance with the Council for Accreditation of Counseling and Related Educational Programs' standards for school counseling programs
2. To provide supervised opportunities for practical application of school counseling that exhibit best practices and underscore academic learning
3. To train students in ethical practices of school counseling as prescribed by the American Counseling Association and the American School Counselor Association
4. To require knowledge, application, analysis and reflection of current thought and research in the field
5. To require knowledge, recognition and ability to work with children in a school setting in developmental, preventative, remedial and crisis counseling
6. To develop knowledge and effective communication skills in consulting with faculty, parents and referral sources in the community
7. To develop analytical thinking and technological skills necessary to function as a school counselor
8. To require an internship experience that integrates the program's content and skills with on-site activities and assessment
9. To develop knowledge of and ability to work with an array of diversity issues that are present in a K-12 environment
10. To foster personal growth with professional knowledge and skill development

---

### Special Admission Criteria

NOTE: Application deadline is April 1. All applications received after the deadline will be considered pending availability in the cohort. Student will enter the cohort in fall of each year. Students may be considered for spring and summer admission on a case-by-case basis.

Applicants to the M.Ed. in School Counseling program must comply with the following:

1. If applicants have not earned at least a 3.0 GPA on a 4.0 scale in their undergraduate programs, they must submit a minimum score of 402 on the Miller Analogies Test or a minimum of 300 (V+Q) on the General Test of the Graduate Record Examination prior to the interview. Scores below the above criteria may be considered individually.
2. Applicants must provide at least three references, two of whom must be previous work supervisors or someone who will be able to respond to questions concerning the candidate's suitability for graduate study in school counseling.
3. Applicants will provide a typewritten statement that will answer questions about themselves. These questions will be supplied by the Office of Graduate Services as part of the application for graduate study.
4. Applicants are required to have a pre-admission interview with the graduate program coordinator.
5. Applicant's undergraduate preparation must include the following courses (or their equivalent as determined by the program coordinator) for a total of 6 hours:
  - a. Introduction/General Psychology
  - b. Educational Psychology or Developmental Psychology (Child or Adolescent)
6. Applicants must provide documentation of experience working with children and/or adolescents through paid employment, extensive volunteer work and/or internship.

---

### Special Degree Requirements

#### Study Plan

Students seeking a Master of Education in School Counseling degree are required to file a Program of Study Form with their advisor prior to the first class. This plan serves as a guide for students during their graduate study. The Program of Study is developed by the student and advisor and is approved by the Program Coordinator.

#### Admission to Candidacy

Application for admission to candidacy is made after completion of 15-18 credit hours of graduate course work. This must include the three Professional Education Core courses (CUIN 654, EDUC 603, EDUC 606) as well as a minimum of 6 hours in the School Counseling Concentration (including SCCO 600 and SCCO 609). A cumulative GPA of 3.0 is also required, as well as the completion of any provisional admissions requirements. Transfer credits are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA.

The program coordinator will review the application and make a decision regarding degree candidacy based on evidence of satisfactory academic performance and professional growth and development of the student. If a student's performance is found to be not acceptable, or the student's behavior indicates concern for optimal functioning as a school counselor, the program coordinator and program faculty have the right to require that the student be removed from the program based on the student's aptitude, professional growth or potential. If a student is removed from the program, he or she has the right to appeal to the Dean.

All students seeking a degree in school counseling are required to successfully complete the comprehensive examination. The exam will be given once in the fall and once in the spring. Students typically take the exam during or just prior to their final semester in the program. The comprehensive examination will be evaluated by at least two faculty members. If there is a question regarding the quality of responses, the student will have the opportunity to rewrite a question one time, or to complete an oral examination with the school counseling faculty.

### Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance self-growth and self-awareness. This may be individual or group counseling, or a structured workshop, and must be a minimum of 12 contact hours. Students are to establish appropriate documentation of this experience with the program coordinator.

### Fingerprinting/Background Check/Tuberculosis (TB) Test

All students will be required to receive fingerprinting, background check, and tuberculosis (TB) testing before participating in any field work in the schools. School counseling candidates will complete the fingerprinting and background check process the first semester (fall) and provide the results to the department field placement office

## Program Curriculum

Professional Education Core	9 credits
Area of Concentration	30 credits
Elective	3 credits
Capstone	6 credits
Total	48 credits

### Professional Education Core (9 credits)

CUIN 654 Cultural and Technological Awareness in the Context of Global Education

EDUC 603 Principles and Practices of Research

EDUC 606 Developmental Theory and Experiential Growth

### Area of Concentration (30 credits)

SCCO 600 Core Counseling Skills

SCCO 601 Program Planning & Service Delivery

SCCO 606 Social & Cultural Diversity: Issues & Counseling Interventions

SCCO 608 Lifestyle, Career Development and Decision-Making

SCCO 609 Theories & Techniques in School Counseling

SCCO 610 Legal, Ethical and Professional Issues in School Counseling

SCCO 612 Practicum

SCCO 613 Group Dynamics & Interventions in the School Setting

SCCO 619 Assessment Issues in the School Setting

SCCO 692 School Counseling Seminar

### Elective (3 credits)

Choose one from any of the following:

EDAD 628 School Law

EDUC 558 Educational Technology for Teachers

REED 540 Children's Literature

SOCI 542 Juvenile Delinquency

SPED 562 Characteristics of Exceptional Children

Other elective courses may be selected with approval from the Program Coordinator

### Capstone (6 credits)

SCCO 693 Internship in School Counseling

**Total credit hours: 48**

## Transfer/Proficiency Credit:

If you have successfully completed (grade B or better) graduate courses at another accredited institution, you may apply for transfer credit up to 9 credits in this program. If, upon faculty assessment, the courses are deemed comparable to courses in this program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit.

You also have an option to request a proficiency exam in one course (SCCO 600 Core Counseling Skills), based on your prior training and experience. You may earn credit for a maximum of one course in this manner. Proficiency exams may be taken only once per course. In the event "proficiency by examination" is not granted, you are expected to enroll in the course as soon as possible.

You may not exceed a combined total of 9 credits by transfer and credit by exam.

# Master of Education: Special Education

## Levels of Specialization

- Elementary
- Secondary

## Program Purposes

This program is designed for certified teachers or candidates who are eligible for certification to prepare for special education positions with attention to at-risk diverse population.

The Master of Education with a concentration in Special Education offers all courses online at least once per year. The Professional Core courses can be completed online or on campus.

## Certification

This program is intended to lead to certification as a generic special educator of students.

- Generic 1-8
- Generic 6-12

## Program Objectives

Graduates of the program will be able to:

- Diagnose educational problems
- Prescribe educational programs to meet the needs of individual students
- Teach students with special needs
- Serve as an inclusion resource teacher with general education classroom teachers
- Evaluate current research in the field of special education, apply new approaches to the classroom and contribute new information and ideas to the field

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Jamelyn Tobery-Nystrom  
Department of Educational Professions  
240.527.2735

## Special Admission Criteria

Applicants to this program must hold or be eligible for certification as a public school teacher.

## Program Curriculum

Professional Education Core	9 credits
Special Education Core	18 credits
Practicum	3 credits
Electives	3 credits
Capstone	3 credits
Total	36 credits

### Professional Education Core (9 credits)

CUIN 654 Cultural and Technological Awareness in the Context of Global Education (3 cr.)

EDUC 603 Principles and Practices of Research (3 cr.)

EDUC 606 Developmental Theory and Experiential Growth (3 cr.)

### Special Education Core (18 credits)

SPED 562 Introduction to the Education of Exceptional Children (3 cr.)

SPED 601 Assessment, Diagnosis and Evaluation of Exceptional Children (3 cr.)

SPED 602 Instructional Content and Practices for Exceptional Children (4 cr.)

SPED 603 Planning and Managing the Teaching and Learning Environment (4 cr.)

SPED 604 Managing Student Behavior and Social Interaction Skills (4 cr.)

### Practicum (3 credits)

SPED 696 Practicum in Special Education (3 cr.)

### Electives (3) Choose one

SPED 607 Teaching Students within the Autism Spectrum (3 cr.)

EDUC 664 Diversity in the Classroom (3 cr.)

EDUC 647 Advanced Educational Psychology (3 cr.)

SPED 581 The Gifted Learner (3 cr.)

SPED 691 Seminar in Special Education (3 cr.)

### Capstone (3 credits)

SPED 700 Special Education Action Research (3-6 credits)

**Total credit hours: 36**



---

## Special Degree Requirements

### Study Plan

A study plan, which must be completed at the beginning of the program at the interview with the program coordinator, is required for all students in special education. This is expected to occur prior to registering for the first course. Once approved, changes in the study plan require the permission of the advisor and the program coordinator.

It is recommended that coursework be completed in the following sequence:

- EDUC 603, 606, CUIN 654 in first 18 credit hours of classes completed
- SPED 562
- SPED 601
- SPED 602
- SPED 604
- SPED 603
- SPED 696
- Elective anytime
- SPED 700

### Admission to Candidacy

Admission to candidacy occurs when you have completed a minimum of 15 credits and a maximum of 18 credits. You must have completed the three Professional Core courses (EDUC 603, EDUC 606 and CUIN 654) as part of this admission process. Six credits within the Special Education Core must have also been completed. A cumulative GPA of 3.0 and approval from the Program Coordinator is required. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. Your advisor and the program coordinator have the right to require that you remediate deficiencies even if that requires extra courses, or to require that you be unenrolled from the program based on your aptitude and professional growth potential. If unenrolled, you have the right to appeal to the Dean.

### Demonstration of Competencies

In addition to the degree candidacy conditions set forth in the Master of Education section of this catalog, candidates for a Master of Education degree in special education must fulfill the Praxis II Special Education licensure requirements for the state of Maryland. Additionally, candidates must demonstrate research-based technological competencies appropriate to the instruction of exceptional individuals.

### Transfer and Proficiency Credit

If a candidate has successfully completed (grade B or better) courses at another accredited institution, the candidate may apply for transfer credit for these courses for a total of up to 9 credits. If, upon faculty assessment, the courses are deemed essentially comparable to courses in this program, the candidate will be awarded credit toward completion of the degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit.

# Master of Science: Applied Computer Science

## Program Features

- Many graduate classes are offered in the late afternoons and evenings to accommodate the professionally employed students.
- This degree is offered as a full- or part-time degree.
- On-campus or online options available.

## Program Description

The Master of Science degree in Applied Computer Science provides an advanced computer science education. This program offers the opportunity to specialize in one of two concentrations.

The database concentration provides a comprehensive approach for detailed study in database, data mining and data warehousing. Students successfully completing this program will have a practical knowledge of the principles and foundations for analysis, design, implementation and administration of large databases.

Students completing the general concentration will possess a broad applied knowledge in computer networking and communications, software engineering and artificial intelligence. They will have skills and practical experience in information technology. These skills will qualify them for professional, technical and managerial positions in education, industry and government.

## Admission Criteria

In addition to Frostburg State University's general admission requirements, applicants must have:

1. A bachelor's degree in computer science/information science  
OR A bachelor's degree and specified background courses determined by the graduate program coordinator
2. An undergraduate GPA of at least 3.0 on a 4.0 scale for full admission or documented proficiency

Admission to the program is determined by the Graduate Committee of the Department of Computer Science.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Xinliang Zheng  
Department of Computer Science  
301.687.3197  
xzheng@frostburg.edu

## Program Curriculum

	DATABASE	GENERAL
Basic Required Courses	12 credits	12 credits
Core Courses	15 credits	15 credits
Elective Courses	3 credits	3 credits
Total	30 credits	30 credits

### Basic Required Courses (12 credits)

COSC 610 Advanced Data Structures and Algorithms

COSC 625 Software Engineering

COSC 630 Web Development and Programming I

COSC 631 Web Development and Programming II

### Database Concentration

#### Core Courses (15 credits)

COSC 640 Database Systems I

COSC 641 Database Systems II

COSC 645 Data Mining

COSC 646 Data Cloud

COSC 647 Information Assurance

#### Elective in Database Concentration Courses (3 credits)

COSC 591 Seminar in Computer Science

COSC 594 Field Experience in Computer Science

COSC 599 Individual Problem Solving

COSC 602 Advanced Programming Concepts

COSC 690 Special Topics in Database Systems

COSC 691 Special Topics in Data Analytic Instruments

COSC 700 Master Research Paper or Project

### General Concentration

#### Core Courses (15 credits)

COSC 620 Security in Computing

COSC 635 Networking and Data Communications I

COSC 636 Networking and Data Communications II

COSC 640 Database Systems I

COSC 641 Database Systems II

**General Elective Courses (3 credits)**

COSC	550	Programming Language Structures
COSC	555	Artificial Intelligence
COSC	565	Computer Systems Architecture
COSC	570	Compiler Designs and Constructions
COSC	575	Interactive Computer Graphics
COSC	580	Knowledge-Based Information Systems
COSC	585	Theory of Computation
COSC	591	Seminar in Computer Science
COSC	594	Field Experience in Computer Science
COSC	599	Individual Problems in Computer Science
COSC	602	Advanced Programming Concepts
COSC	700	Master's Research Paper or Project

---

**Academic Advising**

Upon admission to the program, each student will be assigned an academic advisor. The student must meet with the advisor to devise a plan of study.

# Biological Science Degree Programs

The two programs offered in the biological sciences represent a joint effort between two constituent institutions of the University of System of Maryland: FSU and the Appalachian Laboratory (AL), Center for Environmental Science. Each program is distinct, yet they have similar structure and basic degree requirements and involve many of the same faculty and resources. Accordingly, the two degree programs adhere to a common set of regulations and requirements, which are listed below.

## Criteria and Procedure for Regular Admission

Basic admission procedures and requirements are in the "Graduate Study at FSU" section of this catalog. The following are additional requirements and procedures for the two programs in the biological sciences:

1. You must have completed a baccalaureate degree from an accredited college or university with an undergraduate grade point average of at least 3.0 on a 4.0 scale. Official scores on the Graduate Record Examination (General Test) must be submitted by the Educational Testing Service directly to the Office of Graduate Services. If you have not earned at least a 3.0 GPA, you must submit a minimum score 300 (V+Q) on the General Test of the Graduate Record Examination which must have been taken within five years of the application deadline. Scores below the above criteria will be considered individually.
2. You must submit a resume, summary of educational goals and research interests, and three professional references. References will be identified by students as part of the electronic application process. Students applying by paper will be required to use forms supplied by the Office of Graduate Services as part of your application for graduate study.
3. All application materials must be received by March 1 for the fall semester and November 1 for the spring semester. A screening committee composed of Biology faculty will determine if your undergraduate background satisfies admission criteria for the individual programs (see the following pages). Some students may be required to take undergraduate courses to meet deficiencies. These courses cannot be counted toward the 36 credit hours for degree requirements.
4. Before you can be admitted to either of the MS programs in the biological sciences, you must have secured a major professor from the graduate faculty of AL or Biology. Applicants should initiate correspondence with faculty members in Biology or AL prior to the formal process of completing an application. Early contact with the faculty is very important. A list of current faculty members and their research interests and areas of expertise is available from the graduate program coordinator. A change in major professors is permissible.

## Transfer/Proficiency Credit

1. If you have successfully completed (grade of B or better) graduate courses at another accredited institution, you may apply for transfer credit for up to nine credits in one of these programs. If, upon faculty assessment, the courses are deemed essentially comparable to courses in one of these programs, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the graduate transfer credit policy requirements, including the six-year limit.
2. Proficiency credit/credit by exam are not options in these two programs.

## Procedural Sequence and Requirements for Degree Candidates

You must complete steps 1-5 (below) during your first year. Step 7 represents the final major requirement of the degree. There is a deadline of April 15 for students entering in fall, and Nov. 15 for students entering in spring for the Master's Committee selection, for oral examinations, plan of study and submission of the thesis proposal. Notifications and submissions are to be made to the graduate program coordinator and Office of Graduate Services. If you are unable to meet the deadlines, an appeal with a revised timeline from your major professor must be submitted to the graduate program coordinator for review and approval by the Graduate Committee.

### 1. Select Master's Committee

With assistance of your major professor, you must select a Master's Committee. The Master's Committee must consist of your major professor plus at least two other members, one of whom must be a faculty member of FSU. Individuals from other institutions or agencies may serve on the committee, but they must be acceptable as adjunct faculty at AL or the Biology Department.

### 2. Take Oral Qualifying Examination

Your Master's Committee will give you an oral qualifying exam. This tests your general knowledge of the biological sciences and your proposed area of specialization. This exam is primarily a diagnostic test to help your committee develop a program of study that will strengthen your understanding of the concepts in areas where you have shown weakness. In the event of substandard performance in all areas, a retest must be taken within 6 months of the first exam. Failure of the second examination or failure to retake the exam within 6 months will result in your termination from the MS program.

### 3. Develop Plan of Study

After successful completion of the oral qualifying exam, you and your committee will develop a plan of study that is a list of the courses you will take. The plan of study must be approved unanimously and signed by the members of your Master's Committee.

Your plan of study will address four areas:

- a. Undergraduate deficiencies, as determined by the Screening Committee (see special admission criteria in the appropriate field)
- b. Core courses (see program description in the appropriate field) and any substitutions of core courses
- c. Elective courses
- d. Any additional requirements that your Master's Committee identifies

Subsequent changes to the plan of study must be submitted to the graduate program coordinator with the appropriate authorization. A single course change in an elective course requires only the approval of your major professor, but any subsequent changes require approval by a majority of your Master's Committee.

The following special requirements apply to the selection of courses:

- a. At least 15 credit hours must be at the 600 level or above.
- b. During your first fall semester, you should register for BIOL 600 (Methods of Research in Biological Sciences) and, for Wildlife/Fisheries Biology, MATH 680 (Research Statistics) or a suitable statistics course.
- c. No more than 6 credits of Special Topics (BIOL 650) and 3 credits of Individual Research (BIOL 699) may be counted as elective courses. Thesis (BIOL 710) credits may not be counted as elective course credits.
- d. No more than 12 credits of Thesis (BIOL 710) may be counted toward the degree.

#### 4. Submit Plan of Study

The approved Plan of Study form will be forwarded by your major professor to the graduate program coordinator.

#### 5. Submit an Approved Thesis Proposal

A copy of your written thesis proposal (see Graduate Student Handbook for details) must be signed by all members of your Master's Committee and forwarded to the graduate program coordinator. The thesis proposal must be distributed to your Master's Committee at least 1 week prior to the meeting where that committee will consider approval of your proposal.

#### 6. Apply for Degree Candidacy

See below for details.

#### 7. Write and Defend Thesis

Complete an original thesis, give an oral presentation of the thesis and then defend the thesis in a final oral thesis defense. See below for details.

#### 8. Continuous Registration

Register for at least 1 credit hour of BIOL 710 during the intended semester of graduation. If degree requirements are not completed during the semester of initial application for graduation, the student must continue to register each semester until graduation occurs. A student seeking August graduation must register in the first summer session. A student failing to register for a semester will automatically be dropped from the program, and to graduate must reapply for admission. Students who are readmitted will register for an appropriate number of semester credits as determined by departmental policy and implemented by the graduate program coordinator.

---

## Degree Candidacy

FSU regards degree candidacy as an important element of the master's degree programs in the biological sciences. The purpose of degree candidacy is to provide a formal mechanism whereby your academic performance and progress are evaluated. Forms for application to degree candidacy are available through your graduate program coordinator.

To be admitted to degree candidacy, you must have:

1. Completed steps 1-5 above
2. Completed any deficiency courses identified by the Screening Committee
3. Completed 12 hours of graduate course work (maintaining at least a 3.0 GPA)

---

## Thesis

A major part of the degree programs in the biological sciences is the research associated with your project. The thesis is reflected in 6 credit hours minimum of Thesis (BIOL 710), although the effort expended on the thesis research may substantially exceed that typically expended on 6 credit hours of standard course work. Specific information regarding the proposal, thesis preparation, binding and distribution can be found in the Graduate Student Handbook available from the graduate program coordinator.

You must present a public seminar on your thesis research, after you have written the thesis. After the presentation, you must defend the thesis orally, which entails responding to questions from your Master's Committee concerning your thesis research. It is the responsibility of you and your major professor to notify the graduate program coordinator as to the time and place of your public seminar at least 10 working days before this event.

# Master of Science: Applied Ecology & Conservation Biology

The Master of Science in Applied Ecology & Conservation Biology program enables students to gain scientific training in addressing conservation issues, especially those pertaining to the persistence of native populations and communities in a changing environment, landscape fragmentation, conservation/development conflicts, watershed assessment and integrated resource management. The program addresses both domestic and international issues, since the need of professionals is broad-based and global. FSU has inter-institutional agreements with universities and national agencies in African and Central American countries that facilitate the international dimensions of this program.

The conservation biology track addresses both local and global problems associated with conflicts between human development and conservation of biodiversity. It is designed to prepare students for professions that require specialized training directed at maintaining biodiversity. The landscape and watershed ecology track addresses the effects of human activities and natural processes on terrestrial and aquatic ecosystems at multiple scales. Students completing this track will be prepared for professional careers in resource and watershed management and restoration. Both tracks prepare students for work with environmental consulting firms, national and international conservation organizations, and state and federal agencies. Graduates of our program also are well-prepared to pursue further graduate education.

#### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

#### Coordinator:

Dr. Thomas Serfass  
Department of Biology  
301.687.4171  
tserfass@frostburg.edu

## Special Admission Criteria

A screening committee composed of AL and FSU biology faculty will examine your transcripts and determine if your course work meets the requirements listed below. Areas of deficiency will necessitate your taking undergraduate courses that will not be counted toward the 36 credit hours required for the degree program. You must have completed a baccalaureate degree from an accredited college or university. Your undergraduate training must have included 1 year of courses in general biology and general chemistry, and at least one semester of organic chemistry and statistics. One semester of genetics is required for the Conservation biology track and one semester of physical science is required for the landscape and watershed ecology track. Additionally, your transcripts must show that you have passed one course in at least three of these eight fields:

- Anatomy or Morphology
- Ecology
- Physiology
- Cellular or Molecular Biology
- Evolution or Systematics
- Natural Resource Management
- Developmental Biology
- Environmental or Earth Science

## Program Curriculum

(at least 36 credits)

### Core Courses (16-22 credit hours)

BIOL	641	Conservation Biology and Reserve Design	3 cr.
BIOL	643	Ethics, Economics & Politics in Conservation	2 cr.
BIOL	600	Methods of Research in Biological Sciences	2 cr.
BIOL	601	Laboratory Teaching Experience	2 cr.
BIOL	694	Graduate Seminar in Fish/Wild/AECB	1 cr.
BIOL	710	Thesis*	6-12 cr.

\*Enroll in the final credit hours of thesis in the semester in which you expect completed thesis to be approved.

### Required for Conservation Biology Track

BIOL	640	Population and Conservation Genetics	3 cr.
------	-----	--------------------------------------	-------

### Required for Landscape and Watershed Ecology Track

BIOL	632	Land Margin Interactions	4 cr.
------	-----	--------------------------	-------

### Electives (12-18 credit hours)

At least 6 credit hours must be from departments other than Biology. Course names followed by (AL) indicate which courses are taught by faculty at the University of Maryland Center for Environmental Science's Appalachian Laboratory. All other courses are taught by FSU faculty.

**Total credit hours: at least 36**

**Elective Options:****Biology**

BIOL	502	Evolution
BIOL	506	Ornithology
BIOL	507	Biological Systematics
BIOL	510	Plant Diseases
BIOL	511	Invertebrate Zoology
BIOL	512	General Parasitology
BIOL	514	Quantitative Analysis of Vertebrate Populations
BIOL	517	Ichthyology
BIOL	520	Fish Management and Culture
BIOL	521	Sample Design & Analysis of Plant Communities
BIOL	522	Herpetology
BIOL	523	Mammalogy
BIOL	527	Comparative Anatomy
BIOL	530	Limnology
BIOL	535	Molecular Biology
BIOL	538	Biotechnology Laboratory
BIOL	539	Environmental Toxicology
BIOL	545	Immunology
BIOL	550	Ecology & Management of Wildlife Populations
BIOL	556	Advanced Microscopy
BIOL	609	Plant Ecology
BIOL	610	Animal Physiology
BIOL	612	Animal Ecology
BIOL	613	Plant Physiology
BIOL	621	Terrestrial Biogeochemistry (AL)
BIOL	622	Ecosystem Ecology (AL)
BIOL	623	Landscape Ecology (AL)
BIOL	625	Wildlife Habitat Ecology & Analysis (AL)
BIOL	631	Stream Ecology (AL)
BIOL	650	Special Topics in Fish/Wild/AECB

**Geography**

GEOG	506	Management and Conservation of Natural Resources
GEOG	513	Remote Sensing – Image Interpretation
GEOG	530	Surface Water Hydrology
GEOG	545	Biogeography
GEOG	572	Environmental Planning
GEOG	573	Environmental Law

**Economics**

ECON	511	Economics for Managers
------	-----	------------------------

**Management**

MGMT	542	Organizational Behavior
------	-----	-------------------------

**Mathematics**

MATH	570	Mathematical Models & Applications
MATH	680	Research Statistics

**English**

ENGL	540	Literature of the Environment
------	-----	-------------------------------

In addition, the following courses taught at the Appalachian Laboratory through the Marine, Estuarine and Environmental Sciences (MEES) Program of the University of Maryland are available for students to take for credit:

498A	Biometry (AL)
698M	Landscape Analysis/Quantitative Ecology (AL)
698O	Watershed Hydrology (AL)
698S	Community Ecology (AL)

# Master of Science: Wildlife/Fisheries Biology

The Wildlife/Fisheries Biology program is designed to prepare you for research and management positions within the public and private sectors. The program allows flexibility, yet offers courses necessary for certification with professional organizations such as The Wildlife Society and the American Fisheries Society.

Upon completion of the Wildlife/Fisheries Biology program, you will have achieved a general knowledge and competence in one or more of the following disciplines: aquaculture, aquatic ecology, terrestrial ecology, conservation biology, management techniques, population biology, evolutionary ecology, aquatic toxicology, habitat analysis, systematics and systems modeling.

## Special Admission Criteria

A screening committee composed of AL and FSU Biology faculty will examine your transcripts and determine if your course work meets the requirements listed below. Areas of deficiency will necessitate your taking undergraduate courses that will not be counted toward the 36 credit hours required for the degree program.

You must have completed a baccalaureate degree from an accredited college or university. Your undergraduate training must have included 1 year of courses in general biology and general chemistry, one semester of calculus and at least one semester of organic chemistry and statistics. Additionally, your transcripts must show that you have passed one course in at least four of these eight fields of biology:

- Anatomy or Morphology
- Cellular or Molecular Biology
- Developmental Biology
- Ecology
- Evolution or Systematics
- Genetics
- Physiology
- Natural Resource Management

## Program Curriculum

(at least 36 credits)

### Core Courses (17-23 credit hours)

BIOL	514	Quantitative Analysis of Vertebrate Populations	3 cr.
BIOL	600	Methods of Research in Biological Sciences	2 cr.
BIOL	601	Laboratory Teaching Experience	2 cr.
BIOL	694	Graduate Seminar in Fish/Wild/AECB	1 cr.
MATH	680	Research Statistics	3 cr.
BIOL	710*	Thesis	6-12 cr.

\*Enroll in the final credits of thesis in the semester in which you expect the completed thesis to be approved.

### Elective Courses (13-19 credit hours)

At least 13 credit hours of graduate courses are to be selected with the approval of your advisor and committee members.

**Total credit hours: at least 36**

#### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

#### Coordinator:

Dr. Thomas Serfass  
Department of Biology  
301.687.4171  
tserfass@frostburg.edu



# Master of Science in Counseling Psychology

## Emphasis Options

- **Addictions Counseling Psychology**
- **Child and Family Counseling Psychology**

Providing training in professional psychology at the graduate level, the Master of Science in Counseling Psychology program is designed for those pursuing further study in science-based counseling psychology. Our theoretical perspective is integrative, including cognitive-behavioral, family systems, developmental, feminist, multicultural, humanistic and brief therapies. We emphasize training in empirically supported treatments for children, adolescents, families and adults.

The Master of Science in Counseling Psychology program is accredited by the Masters in Psychology Accreditation Council.

## Program Description

A small faculty-student ratio creates opportunities for frequent, individual interaction throughout the program. Students develop counseling skills through learning about self, client, counselor-client relationships, and the importance of cultural contexts. Considerable attention is given not only to development of professional skills but also to personal development and multicultural awareness. These emphases reflect our belief that an effective counselor is one who is self-aware and receptive to consultation.

The evaluation of students is an integral feature of the program aimed at identifying the student's strengths, needs and characteristics that may need attention in promoting the development of counseling skills. Evaluation takes place several times during the program, including at the end of the first and second semesters of course work and at the time of degree candidacy.

For continuing study at the doctoral level, experience and knowledge gained in this program provide a firm foundation. Optional research opportunities prepare students for advanced graduate study in psychology. The Center for Children and Families offers unique research and service experiences. The program offers two areas of emphasis to provide specialized training in addictions counseling psychology and child and family counseling psychology. These areas of emphasis can be

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Acting Program Coordinator:

Dr. Trina Redmond-Matz  
Department of Psychology  
301.687.4197  
tredmond@frostburg.edu

completed within the 3-year program of study. All National Counselor Exam course areas are offered.

The normal length of the program is 2 years of full-time course work followed by a 1-year internship. Full- and part-time study is available. On completion of this program, students will have met all academic requirements for licensure for each state in the tri-state area (as well as much of the U.S.) in the area of professional counseling.

## Special Admission Criteria

In addition to the general admission requirements for all graduate programs, you are required to meet the following criteria:

1. You must have completed the baccalaureate degree at a regionally accredited institution of higher education (verified by an official transcript) with an undergraduate GPA of at least 3.0 on a 4.0 scale. If you have NOT earned at least a 3.0 GPA, you must submit a minimum score of 410 on the MAT or a minimum score of 1,000 (V+Q) (for tests taken prior to August 1, 2011) or 300 (V+Q) (for tests taken on or after August 1, 2011) on the General Test of the GRE. Scores below the above criteria will be considered individually.
2. You must ask three professionals to complete reference forms concerning your suitability for graduate study in counseling psychology. At least two of these references must be from professors who have taught or supervised you.
3. You are to provide a resumé with your application for admission.
4. You are to provide a typewritten statement that will answer questions about yourself. These questions will be supplied by the Office of Graduate Services as part of your application for graduate study.
5. You must interview with the graduate program coordinator. If additional interviews are required, then the coordinator will arrange them. If you cannot arrange to come to the campus for an interview, the coordinator will arrange for a telephone interview. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor.
6. Undergraduate preparation must include the following courses for a total of 15 credit hours (or their equivalent as determined by the Psychology Admissions Committee):
  - a. Introduction/General Psychology
  - b. Psychological Statistics or Research Methods
  - c. Developmental Psychology (Child, Adolescent or Adult)
  - d. Abnormal Psychology (Adult or Child)
  - e. Elective in Psychology
7. **Application Deadline:** February 15 for the fall semester. Degree program admissions are made only for the fall semester.
8. Note: Some internships sites may require a criminal background check prior to approving students for internship placement.

## Program Requirements

### Basic Preparation Courses

Although not required for admission, the following courses represent needed background for the more advanced courses in the program. If the student has not taken these courses at an advanced level as an undergraduate, these courses must be taken at Frostburg State University at the beginning of the student's program of study. If the student has taken some or all of these basic preparation courses at

another institution but the courses are not comparable to FSU's, the student will be asked to either take the course(s) at FSU or take an equivalency exam to test out of the course(s):

PSYC 508 Tests and Measurements

Plus one 3-credit hour course addressing the physiological basis of behavior:

Physiological Psychology (PSYC 520)

or Health Psychology (PSYC 530)

or Addictions Issues and Treatment (PSYC 686)

or their equivalent at another university

---

## Course Requirements

(Total - 60 credits)

### Graduate course work listed below (42 credits):

PSYC 600 Introduction to Counseling and Assessment

PSYC 602 Advanced Research Evaluation and Interpretation

PSYC 610 Small Group Dynamics/Group Counseling

PSYC 614 Advanced Developmental Psychology

PSYC 616 Psychological Issues in Career Counseling

PSYC 617 Adult Psychopathology

PSYC 618 Child Psychopathology

PSYC 619 Professional, Ethical & Legal Issues in Counseling

PSYC 630 Theories and Techniques of Counseling I

PSYC 640 Theories and Techniques of Counseling II

PSYC 650 Family Therapy

PSYC 660 Individual Assessment

PSYC 670 Multicultural Counseling Techniques

PSYC 686 Addiction Issues & Treatment

*A minimum of a total of 14 credits of internship across two semesters:*

PSYC 695 Internship in Counseling (6-12 credits)

PSYC 696 Advanced Internship in Counseling (6-12 credits)

*Four additional credits consisting of electives and/or additional credits of internship*

### Approved Electives

PSYC 504 Psychology of Exceptional Child

PSYC 520 Physiological Psychology

PSYC 530 Health Psychology

PSYC 570 Research Methods Applications

PSYC 581 History and Systems

PSYC 585 Behavioral App. to Human Problems

PSYC 590 Special Topics in Psychology

PSYC 591 Seminar in Psychology

Any 500-level PSYC course

PSYC 680 Advanced Treatment Strategies With Children, Adolescents & Families

PSYC 692 Adv. Seminar in Psychology

PSYC 698 Readings in Psychology

PSYC 699 Ind. Research in Psychology

### Approved Education Electives

SCCO 608 Lifestyle, Career Development & Decision Making

EDUC 523 AIDS: Information, Instruction and Counseling

EDUC 606 Developmental Theory & Experiential Growth

EDUC 590 Special Topics: AIDS: Peer Counseling and Education

---

## Internship

An important aspect of the program, not often found in master's level studies, is the two-semester internship. The opportunity to intern at one of a variety of sites, for up to 36 hours per week during a 9-month period, provides the student with unusually thorough preparation for eventual employment.

Areas for internship are generally restricted to the Maryland, Pennsylvania, West Virginia region, within commuting distance of Frostburg.

Ongoing supervision is provided by an on-site supervisor. Some internship sites may require a criminal background check prior to approving students for the internship placement.

---

## Special Degree Requirements

### Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance their self-growth and self-awareness. This may be completed through the form of individual counseling and must be 6 hours.

### Grade Requirement

Students will be dismissed from the Counseling Psychology Program if they fail a required course (receive an F grade) or obtain two grades below the level of B at any time throughout the program of study. Students may appeal dismissal according to the dismissal appeal policies outlined in the graduate catalog. However, the dean will refer all appeals to the department's Master of Science Policy Committee for recommendation.

---

## Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Science in Counseling Psychology degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. Criteria for this evaluation are found in the MS in Counseling Psychology Graduate Student Handbook.

### Conditions of Degree Candidacy and Internship

It is your responsibility to apply for degree candidacy. Application for degree candidacy must occur during the semester in which you will complete 12 or more credit hours of 600-level program requirements, including PSYC 640. To apply for degree candidacy you must:

1. Have completed all graduate credit taken as approved from Frostburg State University with a cumulative GPA of 3.0 or better
2. Have completed all undergraduate preparation courses and any other course deficiencies as they are listed on your study plan
3. Have completed all required basic preparation courses

Acceptance to degree candidacy must be approved before you apply for the internship. All course work except for electives must be completed prior to interning, and you must have achieved a cumulative GPA of 3.00 or better to intern.

Internship is normally graded on a PASS/NON-PASS basis. To continue in the program and register for Advanced Internship (696), you must receive a PASS in Internship (695). Should you be unable to complete either PSYC 695 or 696 during the semester you initially enrolled, an incomplete (I) may be assigned.

---

## Graduation

In addition to satisfactorily completing the basic master's degree requirements described in this catalog, an exit interview and recommendation for graduation from your Master's Committee (your advisor and one other faculty member) are required. You must apply for graduation according to the schedule listed in the academic regulations section of this catalog.

---

## Transfer/Proficiency Credit

Up to 9 graduate credits may be transferred into this program, based on the requirements set forth in the graduate catalog. Note that credit by examination is not offered as a part of this program.

---

## Psi Chi

Psi Chi is the national honor society in psychology. The major goals of Psi Chi are to honor outstanding psychology students by membership in this society and to foster a climate conducive to the creative development of the society. For complete information, contact the chair of the Department of Psychology.

# Emphasis Options

- **Addictions Counseling Psychology**
- **Child and Family Counseling Psychology**

The Master of Science in Counseling Psychology program offers two emphasis options: (1) Addictions Counseling Psychology and (2) Child and Family Counseling Psychology. In addition to FSU policies governing all post-baccalaureate programs, these options have the following prerequisites and entrance requirements.

1. Only those who have completed graduate degrees in the mental health counseling field can be approved to take courses in the emphasis option. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work or equivalent degrees. Two master's degree programs at FSU meet this requirement: Master of Science in Counseling Psychology and Master of Education in School Counseling.
2. If you are not currently an FSU graduate student and you plan to enroll in courses as a non-degree-seeking student, OR if you are an FSU graduate student in the MEd School Counseling program, you must receive approval to take these courses from the coordinator of the Masters in Counseling Psychology program and then meet with the faculty contact person PRIOR to enrolling in your first course. Application requirements are listed below. Program faculty will determine if you have the necessary qualifications and prerequisites to begin emphasis courses.
  - a. FSU M.Ed. School Counseling students (SCCO). All entrance requirements for the SCCO program meet certificate admission requirements EXCEPT that students submitting GRE scores to qualify for admission to the SCCO program must achieve admission test scores required for admission to the Counseling Psychology program. Verification of satisfying these admission standards must be submitted prior to meeting with the faculty contact person.
  - b. Non-degree-seeking students' requirements: Completion of a mental health counseling graduate degree from a regionally accredited institution of higher education (verified by an official transcript) with a graduate GPA of at least 3.0 on a 4.0 scale. Two letters of reference from mental health professionals who have taught or supervised the applicant. Transcript and reference must be submitted prior to meeting with the faculty contact person.
3. Some courses in the emphases have prerequisites. Students are expected to take courses in the sequence prescribed by prerequisites. Students will be asked to withdraw from any courses where they have not met the prerequisite(s) or obtained permission of the course instructor.
4. Professionals or students seeking either emphasis who are not enrolled in FSU's MS Counseling Psychology program will be required to complete one semester of internship through the MS Counseling Psychology program, and in this semester, 100 percent of internship direct services hours (i.e., 150 hours) must be in the service area related to the emphasis. Students enrolled in FSU's MS Counseling Psychology program may complete their 150 hours over two semesters of internship.

## Addictions Counseling Psychology

### Graduate Emphasis

In addition to the listed courses, completion of a graduate degree in mental health counseling is required. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work or equivalent degrees. (This requirement is consistent with state of Maryland law; a master's degree is required in health or human services.)

---

### Program Curriculum

#### Required Courses (29 credits)

Note: Some courses are prerequisites for others.

PSYC	386**	Drugs & Behavior or equivalent (candidates may elect to complete this area by credit-by-examination)
PSYC	570 or 602	Research Methods Appl. or Adv. Research Evaluation & Interpretation
PSYC	600	Introduction to Counseling & Assessment
PSYC	610	Group Counseling
PSYC	614	Advanced Developmental Psychology
PSYC	617 or 618	Adult or Child Psychopathology
PSYC	670	Multicultural Counseling Techniques
PSYC	686	Addictions Issues and Treatment
PSYC	695 and/or 696	Internship: 150 hours of supervised direct services in addictions counseling (5-credit minimum)*

Total: 29-credit minimum

\*Professionals seeking this emphasis who are not graduates of FSU's MS Counseling Psychology program will be required to complete one semester of internship at FSU, and in this semester, 100 percent of internship direct services hours (i.e., 150 hours) must be with clients receiving addiction services. Students enrolled in FSU's MS Counseling Psychology program may complete their 150 hours over two semesters of internship.

\*\*Not an M.S Counseling Psychology program requirement

## Child and Family Counseling Psychology

### Graduate Emphasis

In addition to the above courses, completion of a graduate degree in mental health counseling is required. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work or equivalent degrees.

---

### Program Curriculum

#### Required Courses (26 credits)

Note: Some courses are prerequisites for others.

PSYC	600	Introduction to Counseling & Assessment
PSYC	570 or 602	Research Methods Appl. or Adv. Research Evaluation & Interpretation
PSYC	614	Advanced Developmental Psychology
PSYC	618	Child Psychopathology
PSYC	630	Theories & Techniques of Counseling I
PSYC	650	Family Therapy
PSYC	680**	Advanced Treatment Strategies with Children, Adolescents & Families
PSYC	695 and/or 696	Internship: 150 hours of supervised direct services with children/adolescents & families

Total: 26-credit minimum

\*Professionals seeking this emphasis who are not graduates of FSU's MS Counseling Psychology program will be required to complete one semester of internship at FSU, and in this semester, 100 percent of internship direct services hours (i.e., 150 hours) must be with children/adolescents and families. Students enrolled in FSU's MS Counseling Psychology program may complete their 150 hours over two semesters of internship. A criminal background check must be completed prior to interning.

\*\*Not an MS Counseling Psychology program requirement

# Master of Science in Nursing

- **Administration Track**
- **Education Track**

---

## Program Purpose

The purpose of this program is to prepare nurses at the graduate level as leaders and educators within complex, changing systems. Graduates are equipped with advanced nursing knowledge and higher-level skills to lead change, promote health and elevate care.

---

## Program Overview

The curriculum for the online M.S. in Nursing is based on the American Association of Colleges of Nursing's Essentials of Master's Education for Advanced Practice Nursing. Students come to this program with a strong clinical nursing background, a foundation in liberal arts and prepared for leadership positions. Completion of the master's program provides the knowledge and skills to improve health care delivery and outcomes of patient care at an advanced practice nursing level. The goal of the program is the preparation of a professional nurse who integrates prior and current learning to possess strong critical thinking and decision-making skills. The ability to communicate effectively orally and in writing is also essential to transmit the outcomes of these processes. During these programs, every student will acquire the ability to analyze, synthesize and utilize current trends and knowledge for the improvement of the health care environment across the lifespan.

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC, 20001; 202-887-6791.

---

## Nursing Administration Track

The Nursing Administration track prepares graduates to pursue new and innovative direct and indirect leadership roles in an evolving and global healthcare system. The AACN Essentials (2011) expect that each graduate will have had additional coursework in areas of practice or functional role.

---

## Nursing Education Track

The Nursing Education Track provides graduates with competence in applying teaching/learning principles to patients and/or students across the continuum of care in a variety of settings. Nurse Educator graduates require preparation across all

nine essential areas linking graduate-level clinical practice content and experiences. In addition, the program prepares students for nursing education roles in curriculum design and development, teaching methodology, educational needs assessment, and learner-centered theories and methods (AACN, 2011).

---

## Program Goal

The M.S. in Nursing aspires to prepare nurses for the complexities of health and nursing care in today's contemporary care environment to develop a broader understanding of the discipline of nursing to engage in higher-level practice and leadership in a variety of settings and commitment to lifelong learning.

---

## Certification

The Administration and Education tracks do not lead to advanced certification. The M.S. in Nursing program provides professional nurses from various practice settings the opportunity for advanced study.

---

## Program Objectives

Program objectives parallel The Essentials of Master's Education in Nursing from the AACN (2011).

Upon completion of the program, students will be able to:

1. Integrate critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems.
2. Synthesize the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery.
3. Apply evidence-based methods, tools, performance measures and standards that relate to the integration of quality principles within complex care settings.
4. Execute the change agent role by translating and disseminating quality evidence to resolve practice issues and improve outcomes.
5. Implement the use of communication and patient care technologies to coordinate the delivery of integrated care across inter-disciplinary healthcare teams.
6. Advocate at the system level for policy transformation to improve health and health systems.
7. Execute effective communication to collaborate and consult with inter-professional teams to manage and coordinate care.
8. Integrate care across the continuum to provide patient-centered, culturally appropriate services to diverse populations through evidence-based planning, delivery, management and evaluation.
9. Develop advanced nursing practice interventions that influence direct and indirect care components to improve healthcare outcomes for individuals, populations and systems.

---

## Admission Requirements

- Minimum of 3.0 GPA (4.00 scale) in the BSN
- Satisfy FSU requirements for admission to graduate study
- Hold a current, unrestricted RN license in at least one state

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Kara Platt  
Department of Nursing  
301.687.4791  
knplatt@frostburg.edu

- Hold the degree of BSN from a nursing program accredited by CCNE or ACEN
- Have completed 3 credits of undergraduate statistics
- Submit three letters of reference
- Submit an essay describing how the MSN meets student's professional goal

## Graduation Requirements

- Completion of all coursework required for the M.S. in Nursing within 5 years from semester of initial enrollment
- Completion of all coursework with a minimum cumulative GPA of 3.0
- Completion of all courses with a grade of "C" or better to count toward the MS in Nursing

## Program Curriculum

Core	20 credits
Tracks (Education or Administration)	12 credits
Practicum	3 credits
Capstone	2 credits
Total Hours Required	37 credits

### Core Course Requirements (20 credits)

NURS	504	Nursing Informatics	3 credits
NURS	507	Healthcare Finance	3 credits
NURS	601	Advanced Health, Physiology and Pharmacology	4 credits
NURS	602	Research and Systematic Analysis	4 credits
NURS	603	Roles and Issues in Advanced Practice Nursing	3 credits
NURS	605	Healthcare Systems and Population	3 credits

### Education Track Courses (12 credits)

NURS	613	Curriculum Development and Design	3 credits
NURS	614	Teaching and Learning Strategies	3 credits
NURS	615	Evaluation and Assessment of Clinical Education	3 credits
NURS	692	Current Trends in Nursing Education	3 credits

OR

### Administration Track Courses (12 credits)

NURS	610	Administration of Healthcare Organizations	3 credits
NURS	611	Organizational Theory	3 credits
NURS	612	Health Policy	3 credits
NURS	691	Current Trends in Nursing Administration	3 credits

### Practicum (3 credits)

NURS	694	Graduate Nursing Practicum	3 credits
------	-----	----------------------------	-----------

### Capstone (2 credits)

NURS	700	Capstone Project/Thesis	2 credits
------	-----	-------------------------	-----------

# Combined B.S. in Nursing/M.S. in Nursing

A 63/151-hour program combined BS in Nursing/MS in Nursing program enables students to complete FSU's RN-BSN and MS in Nursing degree programs with 151 hours of academic credit. Separate pursuit of these degrees would require a minimum of 157 hours of course work. This program is available to students that have graduated or will be graduating from FSU with a bachelor's degree in nursing. Current undergraduate students should apply in the final semester of their senior year by March 1 for fall and Oct. 1 for spring admission to the program. Application should be submitted to the Office of Graduate Services.

## Eligibility requirements for the combined BS/MS:

- Declared RN-BSN major at FSU or FSU RN-BSN graduate
- Cumulative GPA of 3.0 (4.0 scale) or better in BSN courses completed at FSU at the time of application
- Application for admission to the 63/151 hour program approved by the Nursing Department
- Satisfy FSU requirements for admission to graduate study
- Hold a current, unrestricted U.S. RN license
- Have completed 3 credits of undergraduate statistics
- Submit three letters of reference
- Submit an essay describing how the MSN meets student's professional goals

## Summary of Requirements for Combined B.S.N./M.S.N Option

1. Undergraduate Requirements for RN-BSN degree. See the FSU Undergraduate Catalog.
2. Complete the following additional MS in Nursing courses (31 hours):

### Core Course Requirements (14 credits)

NURS	601	Advanced Health, Physiology and Pharmacology	4 credits
NURS	602	Research and Systematic Analysis	4 credits
NURS	603	Roles and Issues in Advanced Practice Nursing	3 credits
NURS	605	Healthcare Systems and Population	3 credits

### Education Track Courses (15 credits)

NURS	613	Curriculum Development and Design	3 credits
NURS	614	Teaching and Learning Strategies	3 credits
NURS	615	Evaluation and Assessment of Clinical Education	3 credits
NURS	692	Current Trends in Nursing Education	3 credits

### OR

### Administration Track Courses (15 credits)

NURS	610	Administration of Healthcare Organizations	3 credits
NURS	611	Organizational Theory	3 credits
NURS	612	Health Policy	3 credits
NURS	691	Current Trends in Nursing Administration	3 credits

### Practicum (3 credits)

NURS	694	Graduate Nursing Practicum	3 credits
------	-----	----------------------------	-----------

### Capstone (2 credits)

NURS	700	Capstone Project/Thesis	2 credits
------	-----	-------------------------	-----------

# Master of Science in Nursing (Hybrid)

## Concentrations:

- **Family Nurse Practitioner**
- **Psychiatric Mental Health Nurse Practitioner**

Total Credit Hours Required	
Family Nurse Practitioner (FNP)	55
Psychiatric and Mental Health Nurse Practitioner (PMHNP)	61
Core Credits	
Psychiatric and Mental Health Nurse Practitioner (PMHNP)	29
Family Nurse Practitioner (FNP)	30
Concentration Credits	
Psychiatric and Mental Health Nurse Practitioner (PMHNP)	32
Family Nurse Practitioner (FNP)	25

## Program Purpose

The Master of Science, Nurse Practitioner program at Frostburg State University provides a comprehensive experiential program to prepare experienced RNs to expand their role in the health care paradigm. This program provides the necessary education for a holistic approach using science and evidenced based practices to assume positions with the complexity of primary care or mental health care to meet the needs of the people in communities impacted by the growing health care shortage. The focus of the program is to facilitate academic knowledge and expert clinical skills necessary for health promotion, disease prevention, advanced assessment, accurate diagnosis and evidenced based management of acute and chronic illness. Upon completion of this program, the NP will be prepared to assume a leadership position, manage complex clinical care and take responsibility and accountability for primary health care or mental health care within communities across the nation

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### PMHNP Coordinator:

Kelly Rock  
Department of Nursing  
301.687.4893  
kmrock@frostburg.edu

### FNP Coordinator

Jill Buterbaugh  
Department of Nursing  
301-687-3417  
jsbuterbaugh@frostburg.edu

## Program Overview

The curriculum for the NP program is based on the AACN's *Essentials of Master's Education for Advanced Practice Nursing* and the *National Organization of Nurse Practitioner Faculties (NONPF) 2016 Criteria for Evaluation of Nurse Practitioner Programs* (5<sup>th</sup> ed.).

FSU's MSN program admits students each fall and offers two concentrations for students who wish to seek Nurse Practitioner licensure – Family Nurse Practitioner (FNP) and Psychiatric and Mental Health Nurse Practitioner (PMHNP). Deadlines for application are as follows:

**Early Decision – February 1**

**Regular Decision – March 15**

The program is intended to be a cohort model program where students enter and move through the sequence of courses with their peers. Admission to the program is competitive and applications received by the above deadlines provides students the best opportunity for admission consideration. Applications will be accepted and considered after the regular decision deadline if the cohort has not been filled.

## Family Nurse Practitioner Concentration

The FNP concentration requires 55 credits to include 585 practicum hours to complete the degree. Upon completion, graduates will be eligible to sit for national certification as a family nurse practitioner (FNP). Family nurse practitioners provide a wide range of primary, secondary and tertiary healthcare services to patients across the lifespan in a wide variety of healthcare settings.

## Psychiatric & Mental Health Nurse Practitioner Concentration

The PMHNP concentration requires 61 credits to include 630 practicum hours to complete the degree. Upon successful completion, graduates will be eligible to sit for national certification as a psychiatric & mental health nurse practitioner (PMHNP). Psychiatric & mental health nurse practitioners provide a wide range of psychiatric & mental health services to patients across the lifespan in a wide variety of healthcare settings.

## Delivery Model (Hybrid)

The program is delivered in a hybrid format with 90-95% of the coursework delivered online and the other 5-10% requiring on campus residency. The residency expectation varies by semester depending on the coursework; however, students can expect an average of 2 times a semester for 2-3 days each per visit.

The program is offered in both a part-time and full-time format. Student attending full-time can complete the program in 2 to 2.5 years, while those attending part-time can complete in 3 to 4.5 years. Time to completion is dependent upon the concentration, credits taken each semester and continuous registration.

## Program Goal

The goal of each concentration is to prepare experienced baccalaureate nurses for the complexities of providing primary care or mental health care in today's contemporary rural care environment (but will not exclude urban populations) with a broad understanding of the discipline of nursing and the expanding role of the NP. The ability to communicate effectively both orally and in writing is also essential to transmit the outcomes of these processes (MHEC, 2006).



## Program Objectives

Objectives parallel AACN's *The Essentials of Master's Education in Nursing* (2011) as well as *The Essentials of Master's Education for Advanced Practice Nursing* (1996).

### Upon completion of the program, students will be able to:

1. Identify and integrate evidenced based outcomes from a multi-disciplinary approach into clinical practice to provide continual expert care across the life span;
2. Utilize the relationship between organizational and systems leadership to promote ethical and critical decision making to provide safe and effective care;
3. Continuously adapt current practice standards to reflect evidenced based methods, tools, and performance measures to integrate quality principles for patient care safety;
4. Integrate multi-disciplinary research outcomes within the primary or mental health care setting to resolve practice issues and improve patient care outcomes;
5. Serve as a member, leader and coordinator for inter-disciplinary patient-care teams utilizing communication and patient-care technologies;
6. Take an active role at the system level for development and improvement of policies and practice standards to enhance health and health care delivery;
7. Effectively and appropriately communicates and consults with other inter-professionals as a member of a healthcare team to manage and coordinate patient care;
8. Utilize evidenced based concepts to provide patient focused integrative care across the life-span to diverse populations and cultures through continual planning, delivery, management and evaluation, and
9. Understand, develop and implement advanced nursing practice interventions and relevant sciences to facilitate direct and indirect care improvements at the individual, population and system levels.

## Admission Requirements

- Unencumbered Registered Nursing license
- Bachelor of Science Degree in Nursing
  - From an Accredited Nursing Program
  - GPA of 3.0 on the last 60 hours of course work
- Official transcripts for all prior undergraduate study, regardless of whether a degree was earned
- Successfully completed a 3 credit undergraduate statistics course with a minimum grade of "B".
- Current Curriculum Vitae
- Essay pertaining to personal career objectives, what it means to be a Nurse Practitioner and why they feel that they will succeed as a Nurse Practitioner
- Three professional recommendations
- Personal, face-to-face interview
- Criminal background check
- Child abuse clearance
- Two years minimum of clinical experience
  - Family Nurse Practitioner Concentration
    - Acute care setting preferred but not required
    - Clinical experience evaluated on a case-by-case basis
  - Mental Health Nurse Practitioner Concentration
    - One year in medical-surgical setting
    - One year in a mental health setting

## Program Curriculum

### Core Course Requirements (29 credits PMHNP, 30 credits FNP)

NURS	504	Nursing Informatics (3)
NURS	602	Research and Systematic Analysis (4)
NURS	603	Roles and Issues in Advanced Practice Nursing (3)
NURS	605	Health Systems and Populations (3)
NURS	650	Advanced Physiology and Pathophysiology Across the Lifespan (4)
NURS	651	Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan – Theory (4)
NURS	652	Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan – Theory (1-2)
NURS	653	Advanced Pharmacology: Essential Concepts Across the Lifespan (3)
NURS	675	Quality Improvement in Advanced Nursing Practice (3)
NURS	701	Transitional Role Course for the Nurse Practitioner (1)

### Family Nurse Practitioner (FNP) Concentration

(25 credits)

NURS	660	Primary Care Management Across the Lifespan (4)
NURS	662	Primary Care Management Across the Lifespan Practicum I (2)
NURS	663	Primary Care Management Across the Lifespan Practicum II (2)
NURS	664	Primary Care Management Across the Lifespan Practicum III (3)
NURS	665	Pediatrics in Primary Care (3)
NURS	666	Pediatrics in Primary Care Practicum I (2)
NURS	668	Women's Health in Primary Care Across the Lifespan (3)
NURS	669	Women's Health in Primary Care Across the Lifespan Practicum (2)
NURS	670	Mental Health in Primary Care Across the Lifespan (3)
NURS	671	Mental Health in Primary Care Across the Lifespan Practicum (1)

### Psychiatric & Mental Health Nurse Practitioner

(PMHNP) Concentration

(32 credits)

NURS	625	Neurobiology of Psychiatric Disorders Across the Lifespan (2)
NURS	626	Psychopharmacology Across the Lifespan (2)
NURS	627	Psychiatric Diagnostic Reasoning Across the Lifespan – Theory (2)
NURS	628	Psychiatric Diagnostic Reasoning Across the Lifespan – Practicum (3)
NURS	629	Physical Health Issues Common in Psychiatric Disorders Across the Lifespan (2)
NURS	630	Therapeutic Management of Adult/Geriatric Psychopathology I – Theory (2)
NURS	631	Therapeutic Management of Adult/Geriatric Psychopathology I – Theory (3)
NURS	632	Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Theory (2)
NURS	633	Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Practicum (1)
NURS	634	Therapeutic Management of Child/Adolescent Psychopathology II – Theory (2)
NURS	635	Therapeutic Management of Child/Adolescent Psychopathology II – Practicum (3)
NURS	636	Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Theory (2)

NURS	637	Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Practicum (1)
NURS	638	Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Theory (2)
NURS	639	Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Practicum (3)

---

## Graduation Requirements

- Completion of all coursework with a minimum cumulative GPA of 3.0.
- Completion of all courses with a grade of “B” or better to count towards the M.S. in Nursing
- A total of two different nursing courses may be repeated during the program; a single course can be attempted no more than twice.
- Students receiving an F grade in any course will be dismissed from the program based on the graduate academic dismissal policy. Students may appeal the dismissal for reinstatement. If the appeal is successful, the student will be required to repeat the failed course and it will count toward the above two course repeat limitation.

# Master of Science: Recreation and Parks Management (online)

The online Master of Science in Recreation and Parks Management (RPM) is a program designed to provide professionals who have three years combined administrative and supervisory experience with the skills and techniques required of upper-level managers in public, nonprofit and commercial agencies in the parks and recreation field. Individuals with degrees in allied fields who are currently working in the parks and recreation field are encouraged to apply and will find the program professionally challenging and personally fulfilling.

The Recreation and Parks Management curriculum is delivered entirely online and has several innovative features that are designed to provide students with a quality education. The program is designed to train the next generation of leaders in the parks and recreation field, and it caters to those working in the field who are interested in advancing themselves professionally. The program utilizes a combination of upper-level practitioners and RPM faculty to provide a variety of perspectives and high-quality instruction. A new cohort begins every fall.

## Online Learning Approach

Since 1995, the graduate program has continued to meet the demands of recreation and park professionals. In 2010, the program transitioned to a totally online format and is currently serving students worldwide. There are 10 required courses that make up the 30-credit program. If a student completes all requirements, the program will take 2 years to complete. The program is designed to accommodate professionals working in the field who desire to remain employed while completing their program. Since most students are working professionals, they are part-time students and will be expected to complete two classes each semester (spring, summer and fall). A new cohort will begin every fall. Classes are not offered in winter term.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Natalia Buta  
Department of Kinesiology and Recreation  
301.687.4458  
[nbuta@frostburg.edu](mailto:nbuta@frostburg.edu)

Deadline for application for the fall cohort is June 1. Applications will be accepted after the deadline pending availability in the cohort. The application must be fully complete to be considered. All applications received after the deadline will be placed on a waiting list for the pending cohort for which they originally applied. Once a cohort is full, applicants will be placed on a list for the following year's cohort.

## Final (Capstone) Project

The program offers students the opportunity to select from one of five templates to complete their final Master's Project: Business Plan, Case Study, Traditional Thesis, Strategic Plan and Program or Facility Design and Development. Students are encouraged to select a project that will focus on providing professional advancement within their current agency and the profession as a whole. Each of these projects enables students to build upon and integrate their experiences into the curriculum. Also, these various approaches focus on planning, problem solving, decision making and understanding organizational structures that are characteristic of upper-level management positions for which the program is preparing students. Students are expected to identify their thesis project and committee in their fourth semester of the program.

## Entrance Requirements

Completion of the baccalaureate degree at a regionally accredited institution of higher education with an undergraduate cumulative grade point average of a 3.0 on a 4.0 scale.

### Provisional Admission

Provisional status can be granted to students with less than a 3.0 GPA on a case-by-case basis. Students having completed 15 or more graduate credits may use their graduate GPA in lieu of the undergraduate GPA. In addition to the general admission requirements, students are required to meet the criteria listed below. If any deficiency courses are required, they will be assigned by the coordinator upon entry into the program.

### A. Professional Experience

The program is designed for professionals with experience in the parks and recreation field. Generally, there are three avenues of entry into the program.

1. Students should have the equivalent of three years' experience in the recreation and parks field.
2. Students with a minimum of three years' professional experience in allied fields who are interested in making a career shift may also apply. A field experience, mentorship and/or deficiency courses may be required of these students.
3. Although the program is designed for professionals working in the field, a limited number of recent graduates from baccalaureate programs may be admitted based on the combination of professional experiences, volunteerism and extra-curricular involvement of the applicant and on the composition of the students currently in the program.

### B. Recommendations

Three letters of recommendation are required reflecting the student's professional and academic background. Personal letters of recommendation will not be considered.

### C. Career Goals

The applicant needs to include a statement of career goals and how the master's degree program relates to these goals.

### D. Resumé

The applicant is required to submit a current resume or professional vita.

**E. Official Transcript(s)**

Students should submit an official sealed copy of all prior transcripts that contributed to the completion of the bachelor's degree as well as any graduate-level coursework previously taken.

**F. Completed FSU Graduate Program Application**

Students will need to complete the Graduate Program Application available through [www.frostburg.edu/grad](http://www.frostburg.edu/grad).

**H. Online Orientation**

Students are required to participate in an online orientation that takes place throughout the month of August prior to the start of the new cohort.

**Transfer/Proficiency Credit:**

If you have successfully completed (grade of B or better) graduate courses at another accredited institution, you may apply for transfer credit for up to 9 credits in this program. If, upon faculty assessment, the courses are deemed essentially comparable to courses in this program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the graduate transfer credit policy requirement, including the six-year limit. No proficiency credits (credit by exam) are permitted in the Recreation and Parks Management Master's Program.

---

**Program Curriculum**

The program consists of 10 courses requiring 30 credit hours. The program is divided into four blocks: foundations, resource management, administration and research. A fifth block, supplemental courses, includes deficiency courses (e.g., Field Experience) and courses that are not required toward the completion of the degree but enhance the student's program (e.g., Mentorship Program).

**Foundations (3 credits)**

RECR 611 Concepts and Foundations of Leisure Planning & Management of Natural Resources (3 credits)

RECR 641 Managing Open Space Resources

**Administration (15 credits)**

RECR 651 Organizational Behavior and Leadership in RPM

RECR 652 Fiscal Management in RPM

RECR 653 Communications and Organizational Decision Making in RPM

RECR 654 Developing Promotional Information Systems in RPM

RECR 655 Current Management Issues in RPM

**Research (9 credits)**

RECR 681 Research Methods and Evaluation in RPM

RECR 683 Thesis/Project Preparation and Grant Writing in RPM

RECR 700 Research Project or Thesis (3 credits)

**Supplemental Courses**

RECR 593 Field Experience in RPM (3-6 credits)

RECR 694 Mentorship Program in RPM (3-6 credits)

RECR 699 Individual Research in RPM (3-6 credits)

**Minimum credit hours: 30**

# Course Descriptions

## Doctorate Level Courses

### Education

#### **CUIN 722 Curriculum and Instructional Leadership 3 cr.**

Examination of being a school leader focused on learning; increase participants' understanding of research-based practices connecting leadership to achievement; emphasize the role of collaborative leadership teams and teacher-leaders; and survey selected theoretical and operational decision-making bases. Variable.

#### **CUIN 723 Planning and Implementing Curriculum and Instructional Change—Becoming a Change Agent 3 cr.**

Exploration of leading and supporting instructional change; improvement in curriculum and instruction within the context of implementation of curriculum changes, perspectives on teaching as a profession, and the impact of technologies on the learning processes; and planning and evaluation tools for working in education systems. Variable.

#### **CUIN 724 Planning and Conducting Professional/Staff Development and Training 3 cr.**

Examination of supporting teachers for instructional improvement, with a primary focus on improvement of instructional practice and academic performance at the school and system level. Providing students with the theoretical and empirical bases for understanding the sources of successful classroom instruction and the processes of scale at the school and system level. Variable.

#### **EDAD 742 Human Resources 3 cr.**

Case-study examinations of the Human Resources functions, including recruitment, employment, evaluation, and professional development of human capital. Variable.

#### **EDAD 743 Educational Law and Ethics 3 cr.**

A comprehensive review of Federal and state Constitutional and case-law underpinnings of American education, including an emphasis on an ethical decision-making process for educational leaders. Variable.

#### **EDAD 744 Educational Finance 3 cr.**

A comprehensive review and investigation of the tenants of educational finance, the budgeting process, and the legal framework at the national, state, and local levels. Variable.

#### **EDLP 714 Introduction to Educational Leadership Doctoral Studies 3 cr.**

Introduction to Educational Leadership doctoral studies is the point of entrance to the Doctor of Education program and is designed as a foundational course for success as students begin the doctoral journey. The concepts and skill sets introduced in this course are revisited, refined and studied in more depth and practiced in the remaining courses throughout the doctoral program. This course examines doctoral studies, resources, philosophical issues and basics of research and scholarly writing. The course will include discussion of how to find a research topic, an overview of the structure and function of a dissertation and how to critically review the literature. Students will be required to complete a series of group and individual projects involving critical reading and writing on research topics. Variable.

#### **EDLP 715 Introductory Seminar in Educational Leadership 3 cr.**

An exploration into the various roles in educational leadership and the accompanying responsibilities. Candidates will focus on in depth study of the role of professional interest and choice. Variable.

#### **EDLP 716 Organizational Change and Leadership Theory 3 cr.**

A review of major organizational theorists as a background to a focus on change theory and organizational renewal and transformation from the educational leader's role. The role of Vision and Mission processes will be developed. Variable.

#### **EDLP 781 Educational History, Politics and Policy of American Education 3 cr.**

An investigation of current educational issues at the national, state and local levels and the concurrent policy decisions, legislation and regulations related to these issues within historic context. Variable.

#### **EDLP 785 Educational Assessment 3 cr.**

Strategies, skills, and techniques of assessing instruction, programs, systems, and institutions, as appropriate to candidate career needs. Variable.

#### **EDLP 799 Independent Study for Doctoral Program 3 cr.**

Focused study in the doctoral candidates dissertation interest. Repeatable.  
*Prerequisite: Approval of Program Coordinator.*

#### **EDLP 801 Leadership in a Diverse Educational Environment 3 cr.**

Understanding the necessity to lead planning and implementation of strategies to address current and future issues related to diversity and exceptionalities in educational institutions. Variable.

#### **EDLP 806 Educational Research I 3 cr.**

Understanding the tools of quantitative statistical analysis, how to interpret the results, and how to array the findings in a meaningful way. Variable.

#### **EDLP 807 Educational Research II 3 cr.**

Using the tools of qualitative research methods to create meaningful data, how to interpret the results, and how to array the findings in a meaningful way. Variable.

#### **EDLP 808 Applying Theory and Research to Practice 3 cr.**

Understanding the terminology and conceptual underpinnings of scholarly research.

#### **EDLP 840 Strategic Planning and Data-Informed Decision-Making 3 cr.**

A case study approach to utilizing data in various leadership functions, including strategic planning and resource allocations. Assessment as a dynamic process in the planning cycle will be examined. Variable.

#### **EDLP 900 Capstone Seminar 3 cr.**

A focus on an integration of program content into the selection, design, and use of research techniques appropriate to the individual's dissertation study. Emphasis on using the FSU style guide and APA manual to format the writing. Variable.

#### **EDLP 901 Doctoral Practicum I 3 cr.**

Part one of the supervised experience in a professional placement concurrent with the student's professional position, with a focus on leadership and supervisory tasks that emanate from that role. P/N. Variable.

#### **EDLP 902 Doctoral Practicum II 3 cr.**

Part two of the supervised professional placement experience. P/N. Variable.

#### **EDLP 912 Dissertation 1-12 cr.**

This course provides learners with resources, guidance, and peer and mentor support during the dissertation process as they complete the required milestones. Learners

must register for this course for a minimum of 12 total credit hours to complete degree requirements. Grading for this course is P/N/CS. Repeatable. Variable.

**EDLP 913 Dissertation CE 1-3 cr.**

Additional dissertation enrollment following the first 12 hours until defense. Should a student not complete the defense in Dissertation II, enrollment in this course will be required each semester until completion. The student must enroll for 3 credits in the semester of the dissertation defense. P/N/CS. Scheduled as needed.

**EDTC 762 Leading Instructional Design Initiatives 3 cr.**

In this course, learners integrate the competencies of instructional design and development with the leadership, innovative thinking and communication skills needed to become leaders within their organizations. Learners practice applying these skills and focus on extending their ability to advance the performance goals and vision of their organization. Variable.

**EDTC 763 Leadership for Web-based Instructional Delivery 3 cr.**

Learners in this course gain an understanding of the leadership and management skills necessary for the effective design and delivery of web-based instruction. Learners develop a professional portfolio that demonstrates competencies in collaborative team planning, decision-making, problem solving and change management. Variable.

**EDTC 764 Ethics and Social Responsibility in Distance Education 3 cr.**

Learners in this course analyze the influence of law and ethics on course ownership, privacy, intellectual property, freedom of speech and social responsibility. Through an examination of ethical assumptions, attitudes and values, learners develop a foundation for understanding and supporting distance education from an ethical perspective. Variable.

**HIED 752 Higher Education Structure and Governance 3 cr.**

An overview and examination of the structure of higher education in the United States and area universities and colleges, governance systems and mandates, and the role of shared faculty governance. Variable.

**HIED 753 Higher Education Finance 3 cr.**

An in-depth study of higher education finance from the macro and micro levels of institutional leadership. Variable.

**HIED 754 Current Issues in Higher Education Leadership and Law 3 cr.**

An examination of the current directions in higher educational leadership and recent case law impacting such leadership. Variable.

# Master's Level Courses

## Art

**ART 500 Introduction to Art Criticism 3 cr.**

Problems of describing, analyzing, interpreting and evaluating art. Attention given to the history, purposes, conceptual bases and methods of art criticism as well as to critical performances.

**ART 508 20th Century Art History 3 cr.**

Survey of major developments from post-impressionism to post-modernism and the contemporary: Europe and the United States. Every spring.

**ART 580 Computer Graphics 3 cr.**

Introduction to terminology, methods, processes, craft and technology of the computer graphics designer; emphasis on theory and application of the Macintosh computer system. May be taken only 1 time for credit. Two hrs. lecture and 2 hrs. lab.

**ART 590 Special Topics in Art 1-6 cr.**

Concepts or media not regularly presented, using special resources. Lecture and studio or lecture only. Offered irregularly. *Prerequisite: permission of instructor.*

**ART 602 Philosophy of Art Education 3 cr.**

Analysis and evaluation of major competing philosophic systems. Attention to their value structures in relation to alternative theories and conceptions of art education.

**ART 605 Curriculum in Art Education 3 cr.**

Concepts, problems and issues in curriculum theory in educational programs. Development of curricula for public school art instruction.

**ART 607 Advanced Graphic Design Workshop 3 cr.**

Fundamentals of applied design. Graphics problems in advertising and commercial art, class problems in communication arts, commercial processes and techniques, use of professional materials. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 612 Advanced Drawing Workshop 3 cr.**

Studio investigation of drawing. Critical, conceptual and technical skills with content chosen by student and instructor. Two hrs. lecture, 2 hrs. lab.

**ART 621 Advanced Painting Workshop 3 cr.**

Studio problems in painting. Emphasis on independent creative work. Seminar, discussion and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 622 Advanced Ceramics Workshop 3 cr.**

Study of ceramic form as it relates to utilitarian and environmental situations. The interaction of human scale with functional ceramic design. Seminar, discussion and criticism. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 632 Advanced Printmaking Workshop 3 cr.**

Studio investigation of printmaking. Critical, conceptual and technical skills as applied to the aesthetics of printmaking. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 635 Advanced Photography Workshop 3 cr.**

Studio investigation of photography. Critical, conceptual and technical skills. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 640 Advanced Sculpture Workshop** 3 cr.  
Studio problems in sculpture. Use of traditional and contemporary forming techniques in independent creative work. Two hrs. lecture, 2 hrs. lab. Repeatable 3 times.

**ART 690 Special Topics in Art** 3 cr.  
Concepts or media not regularly presented, using special resources. Lecture and studio or lecture only. Variable. *Prerequisite: permission of instructor.*

**ART 698 Readings in Art Education** 3 cr.  
Advanced individualized study in art education scholarship. Seminars, readings, research. *Prerequisite: completion of Professional Core.*

**ART 699 Individual Research in Art Education** 3 cr.  
Advanced development of an investigative or creative potential. Repeatable 1 time. *Prerequisites: graduate art student and recommendation of graduate faculty member.*

**ART 700 Master's Research Paper or Project** 3 cr.  
Individual investigation or project related to the area of concentration and professional education. Independent Study form to be submitted with registration. Graded P/N.

## Biology

*Note: Equivalent courses taken at other institutions will be considered as prerequisites.*

**BIOL 502 Evolution** 3 cr.  
Theories, evidences and mechanisms of evolution. Three hrs. lecture. Fall, spring, summer. *Prerequisite: BIOL 150 or permission of instructor.*

**BIOL 504 Histology** 4 cr.  
Microscopic structure and function of tissues and selected organs of vertebrates. Basic laboratory preparative techniques and tissue recognition. Two hrs. lecture, two 2-hr. labs. Spring of even-numbered years.

**BIOL 506 Ornithology** 4 cr.  
Anatomy, physiology, behavior, ecology and evolution of birds. Laboratory emphasis on identification of regional birds at the species and family level. Two hrs. lecture, one 4-hr. lab. Binoculars required. Every spring. *Prerequisite: vertebrate zoology or permission of instructor.*

**BIOL 507 Biological Systematics** 3 cr.  
Principles, concepts and methodologies used in systematic biology. Methods for reconstructing the evolutionary relationships of plant and animal taxa (including phenetic and cladistic analyses). Procedures for description, classification and analysis of earth's biodiversity. Three hrs. lecture. Spring of odd-numbered years. *Prerequisite: BIOL 402 or permission of instructor.*

**BIOL 510 Plant Diseases** 3 cr.  
Nature, cause and control of disease in plants. Plant pathogens: nematodes, viruses, bacteria and fungi in greenhouse, field and forest plants. Laboratory on preparing specimens according to phytopathological principles. Two hrs. lecture, one 2-hr. lab. Spring of odd-numbered years.

**BIOL 511 Invertebrate Zoology** 4 cr.  
Structure, physiology, life history and natural history of invertebrate groups. Emphasis on local fauna. Two hrs. lecture, two 2-hr. labs. Spring of odd-numbered years.

**BIOL 512 General Parasitology** 4 cr.  
Principles of parasite structure, function and host-parasite relations. Two hrs. lecture, two 2-hr. labs. Spring of odd-numbered years.

**BIOL 514 Quantitative Analysis of Vertebrate Populations** 3 cr.  
A survey of quantitative techniques used to describe, analyze and model vertebrate population phenomena and interactions among populations. Three 2-hr. lectures, one 3-hr. lab. Spring. *Prerequisites: MATH 120 and graduate standing.*

**BIOL 517 Ichthyology** 3 cr.  
The study of fishes with emphasis on structure and function, development, behavior, ecology and systematics. Two hrs. lecture, one 2-hr. lab. Fall of even-numbered years.

**BIOL 520 Fish Management and Culture** 3 cr.  
Contemporary problems encountered with Fisheries Management. Study of fish culture; alternatives of commercial harvest and culture. Three 1-hr. lectures, one 3-hr. lab. Field trips to be arranged. Spring of odd-numbered years. *Prerequisites: MATH 209 Introduction to Probability and Statistics or permission of instructor.*

**BIOL 521 Sample Design and Analysis of Plant Communities** 3 cr.  
The ecology of plant communities in the mid-Atlantic; plant community concepts and attributes; environmental factors influencing the distribution and abundance of plants: light, temperature, fire, soil, water, methods of sampling vegetation; quantitative analysis of vegetation data; multivariate methods of data interpretation, including classification and ordination; collection and interpretation of field data; emphasis on modern computer methods. Lecture/lab. Every fall. *Prerequisites: BIOL 314 and BIOL 340.*

**BIOL 522 Herpetology** 3 cr.  
The structure, behavior, ecology, evolution and taxonomy of amphibians and reptiles. Laboratory emphasis on identification, anatomy and ecology of local species; techniques of collecting; estimating population sizes, and home ranges. Two hrs. lecture, one 3-hr. lab. Every spring. *Prerequisite: BIOL 150.*

**BIOL 523 Mammalogy** 4 cr.  
The structure, taxonomy, behavior, ecology, evolution and public health significance of mammals and history of the science of mammalogy. Laboratory emphasizes anatomy, identification, capture techniques, habitat analysis and home-range and population characterization. Three hrs. lecture, one 3-hr. lab. Every fall. *Prerequisite: BIOL 150.*

**BIOL 527 Comparative Anatomy** 4 cr.  
Emphasis on structural relationships among fish, amphibians, reptiles, birds and mammals based on the evolution and development of organ systems. Dissection of representative chordates. Two hrs. lecture, two 2-hr. labs. Fall. *Prerequisite: BIOL 150.*

**BIOL 530 Limnology** 4 cr.  
The study of inland waters; physical, chemical and biological aspects. An overview of hydrobiology. Laboratory emphasis on collection and analysis of data from aquatic environments. Graduate-level credit requires supplemental activity (usually a project and written report) by student. Two hrs. lecture, one 4-hr. lab per week. Fall of odd-numbered years. *Prerequisite: BIOL 340.*

**BIOL 535 Molecular Biology** 4 cr.  
Modern molecular concepts and techniques such as molecular cell function, DNA replication, PCR, protein synthesis, restriction enzyme analysis, DNA sequencing and DNA fingerprinting. Two hrs. lecture, two 2-hr. labs per week. Variable. *Prerequisite: BIOL 304.* Course not repeatable.

**BIOL 536 Electron Microscopy for Biologists** 4 cr.  
Principles and techniques of electron microscopy; thin and thick sectioning, positive staining, freeze etch. Use of transmission and scanning electron microscopes for animal and plant tissues, micro-organisms and particulates. One hr. lecture, two 3-hr. labs. Spring of odd-numbered years. Enrollment limited to 6, preference to students with an active research project. *Prerequisites: BIOL 310, Physics 216, Chemistry 302; cumulative GPA 3.0; permission of instructor.*

**BIOL 537 Molecular Biology Seminar****1 cr.**

Current topics in molecular biology presented by students, faculty and invited speakers coupled with in-depth analysis and discussion. Repeatable for maximum of 4 credits if topics are substantially different. Fall of even-numbered years. *Prerequisites: graduate standing; BIOL 435 or permission of instructor.*

**BIOL 538 Biotechnology Laboratory****3 cr.**

Advanced techniques in molecular biology. Topics vary depending on instructors. Topics may include cell culture methods, PCR and DNA sequencing, immunocytochemistry, electrophoretic separation and analysis. One 1-hour lecture and two 2-hour labs. Spring of even-numbered years. *Prerequisites: BIOL 435/535 or permission of the instructor.*

**BIOL 539 Environmental Toxicology****3 cr.**

An interdisciplinary study of the major classes and properties of pollutants, ecotoxicology testing methods and their effects on living organisms and the ecosystem. Two hrs. lecture, 2 hrs. lab. Variable. *Prerequisite: one year general biology.*

**BIOL 540 Developmental Biology****4 cr.**

A classical and modern study of processes producing structural and functional changes during the development of plants and animals. Three hrs. lecture, 2 hrs. lab. Variable. *Prerequisite: one year general biology.*

**BIOL 545 Immunology****4cr.**

Introduction to the complex network of cells and soluble mediators that recognize and react to substances foreign to the individual. Principles of immunity, techniques resulting from the study of this system and pathologies resulting from its malfunction. Two hrs. lecture, two 2-hr labs. Fall. *Prerequisite: BIOL 304 or BIOL 310 or permission of instructor.*

**BIOL 550 Ecology and Management of Wildlife Populations****3 cr.**

Study of factors that determine the distribution and abundance of wildlife populations and current management practices used to manipulate wildlife populations. Two - three field trips will be used to gain knowledge of regional management practices. Three hrs. lecture. Fall. *Prerequisite: BIOL 406, 423 or 426.*

**BIOL 556 Advanced Microscopy****4 cr.**

Principles and techniques of light microscopy and scanning electron microscopy. Preparation of biological specimens for light microscopy (including immunofluorescence) and scanning electron microscopy. Two hrs. lecture, two 2-hr. labs. Spring, odd-numbered years. *Prerequisite: cumulative GPA 3.0 or higher, BIOL 304 or 404, or permission of instructor.*

**BIOL 600 Methods of Research in Biological Sciences****2 cr.**

Understanding the scientific method, improving scientific writing skills and practical experience in computer analysis of biological data. Major projects include writing a thesis research proposal and a scientific paper. Every fall. *Prerequisite: MATH 680 (or concurrent enrollment) or instructor's permission with a basic knowledge of statistics.*

**BIOL 601 Laboratory Teaching Experience****2 cr.**

Methods and experience of instruction in the introductory biology laboratory, including stimulating interest, presenting pre-lab instruction, conducting laboratory exercises, generating discussion, writing quizzes and laboratory practical examinations, and assessing student performance. Fall, spring. *Prerequisite: graduate standing in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology.*

**BIOL 609 Plant Ecology****3 cr.**

Ecological principles and relationships at the organism, population and community levels. The plant and the ecosystem. Field trips and field analysis of plant communities. One hr. lecture and 4 hrs. lab. Spring of odd-numbered years. *Prerequisites: BIOL 340, 314 or 603, 8 hrs. general chemistry or permission of instructor.*

**BIOL 610 Animal Physiology****3 cr.**

Physiological systems and experiments on laboratory animals. Two hrs. lecture and 2 hrs. lab. Fall of even-numbered years. *Prerequisites: 1 year college chemistry and major in biology or chemistry.*

**BIOL 612 Animal Ecology****3 cr.**

Ecological principles and relationships of organism, population and community levels. The animal's relation to ecosystems. Three hrs. lecture. Spring of even-numbered years. *Prerequisites: 1 year bioscience or zoology, BIOL 411, 340 and 8 hrs. general chemistry or permission of instructor.*

**BIOL 613 Plant Physiology****3 cr.**

Theory and techniques. Cell ultrastructure and function, translocation of metabolites, plant growth regulators, photobiology and the physiology of development. Two hrs. lecture, 2 hrs. lab. Spring of even-numbered years. *Prerequisites: BIOL 303, 1 year inorganic chemistry, 1 year organic chemistry.*

**BIOL 621 Terrestrial Biogeochemistry****3 cr.**

Terrestrial biogeochemistry focuses on the interactions between ecology and geochemistry. Concepts, theory and applications through readings, lectures and independent projects. Three hrs. lecture. Spring of even-numbered years.

**BIOL 622 Ecosystem Ecology****3 cr.**

Overview of ecosystem ecology concepts, addressing multiple topics, including ecosystem definition, primary/secondary productivity, ecosystem energetics, trophic structure, stability/resilience, nutrient cycling, ecosystem management and the importance of ecological models. Three hrs. lecture. Fall of even-numbered years.

**BIOL 623 Landscape Ecology****4 cr.**

The effects of spatial pattern of resources; its causes, development and importance for ecological processes. Concepts, methods and applications of landscape ecology through readings of classic and contemporary literature, lectures, lab exercises designed to provide "hands-on" experience with quantitative methods and completion of an independent project. Three hrs. lecture, one hr. lab. Fall of even-numbered years. *Prerequisites: course in general ecology; permission of instructor.*

**BIOL 625 Wildlife Habitat Ecology and Analysis****3 cr.**

Concepts and measurement of wildlife-habitat relationships, and the management of wildlife habitat. Three hrs. lecture. Fall of odd-numbered years. *Prerequisite: graduate standing.*

**BIOL 626 Wildlife Habitat Ecology and Analysis Laboratory****1 cr.**

Techniques used in wildlife habitat analysis and evaluation, including plot/plotless sampling, multivariate approaches and use of remotely sensed land data. One 3-hr. lab. Fall of odd-numbered years. *Prerequisite: graduate standing.*

**BIOL 631 Stream Ecology****3 cr.**

Ecology of lotic systems common to North America. Stream hydrology, water chemistry, fish and invertebrate ecology, nutrient dynamics, restoration ecology of impaired freshwater systems and conservation biology of freshwater species. Three hrs. lecture and two optional field trips with laboratory exercises. Fall of even-numbered years. *Prerequisites: BIOL 340, 411 and 430 or permission of instructor.*

**BIOL 632 Land Margin Interactions****4 cr.**

Integrative principles of landscape ecology, estuarine ecology and coastal oceanography, emphasizing biogeochemical processes and transformations as water moves through the watershed, estuary and into the ocean. Using local examples from the Chesapeake region, themes will include the water cycle (hydrology for land; circulation for estuaries and coastal ocean); carbon, nitrogen and phosphorus cycles; and anthropogenic effects such as land use change and pollution. Four hrs. lecture and two required field trips. Fall of odd-numbered years.



**BIOL 640 Population and Conservation Genetics****3 cr.**

Importance of genetics in the management of game and non-game species will be emphasized with special reference to genetic management of threatened, rare or endangered species. Two hrs. lecture, one 3-hr. lab. Fall. *Prerequisite: one course in genetics.*

**BIOL 641 Conservation Biology and Reserve Design****3 cr.**

Examination of modern topics in conservation biology emphasizing impacts of habitat insularization and related landscape perturbations on population dynamics, social structure, genetic diversity and ecological interactions of organisms. Application of these factors in the design of nature reserves and maintenance of biodiversity. Three-hr. lecture. Fall of odd-numbered years. *Prerequisite: graduate standing.*

**BIOL 643 Ethics, Economics and Politics in Conservation****2 cr.**

An examination of political and economic considerations associated with protection of endangered species and special habitats. Case histories of conflicts among competing forces for natural resources. Two-hr. lecture. Fall only of odd-numbered years.

**BIOL 650 Special Topics in Fisheries/Wildlife/Applied Ecology and Conservation Biology****2-4 cr.**

Course content and credit hours vary depending on the course topic and instructor. Course topics will include Ecology, Evolution and Management of Tropical Fishes; Techniques in Field Ecology; Advanced Animal Behavior; Aquatic Entomology; and Conservation and Management in Tropical Ecosystems. Consult director of AL or chair of Biology for current offerings. Repeatable for maximum of 12 credits if topics are substantially different. Fall, spring.

**BIOL 694 Graduate Seminar in Fisheries/Wildlife/Applied Ecology and Conservation Biology****1 cr.**

Readings and discussion of current subjects in the fields of ecology and management. Student presentations coupled with in-depth analysis and discussion of the scientific merit and political ramifications of biological research. Repeatable for maximum of 4 credits if topics are substantially different. Variable.

**BIOL 699 Individual Research in Fisheries/Wildlife/Applied Ecology and Conservation Biology****2-4 cr.**

Topic and study outline to be approved by the Biological Science graduate program coordinator prior to registration. Repeatable for credit each semester of enrollment. Fall, spring. *Prerequisites: graduate standing, consent of instructor and consent of chair of the Biology Department or director of AL.*

**BIOL 710 Thesis****1-9 cr.**

Activities related to the production of a research thesis on an approved topic. Graded P/NC. Fall, spring, summer.

---

## Chemistry

**CHEM 511 Inorganic Chemistry****3 cr.**

Theories of bonding, symmetry concepts, group theory, reaction mechanisms, spectroscopy, structure, stereochemistry and biological aspects. Three hrs. lecture. *Prerequisite: CHEM 441 or permission of instructor.*

**CHEM 541 Physical Chemistry Lecture I****3 cr.**

Theory and applications of the principles of physical chemistry. Equilibria, gas laws, thermodynamics, electrochemistry, structures and properties. Three hrs. lecture. *Prerequisites: 16 cr. in chemistry from the following: CHEM 101, 102, 201, 301, 302; MATH 227, 228 and 320 or 432; and Physics 215 and 216 or equivalent or permission of instructor.*

**CHEM 542 Physical Chemistry Lecture II****3 cr.**

Quantum theory, statistical thermodynamics, chemical dynamics, spectroscopy and structures. Three hrs. lecture. *Prerequisite: CHEM 541.*

**CHEM 545 Physical Chemistry Laboratory I****1 cr.**

Experimental physical chemistry. One 3-hr. lab. *Prerequisite or co-requisite: CHEM 541.*

**CHEM 546 Physical Chemistry Laboratory II****1 cr.**

Continuation of CHEM 545. One 3-hr. lab. *Prerequisite or co-requisite: CHEM 542.*

**CHEM 555 Biochemistry I****3 cr.**

The chemistry and metabolism of biological compounds, biochemical thermodynamics, enzyme mechanisms and kinetics. Three hrs. lecture. Fall semester. *Prerequisites: CHEM 301 and 302; BIOL 149 or permission of the instructor.*

**CHEM 557 Biochemistry II****3 cr.**

This course is a continuation of Biochemistry I. Metabolic processes and their conservation among widely divergent organisms. Cell processes, their interrelation and regulation. Biochemical technics and their applications to a variety of current biological problems. Three hrs. lecture. Spring semester. *Prerequisite: CHEM 455.*

**CHEM 560 Environmental Chemistry****3 cr.**

This course will investigate the chemical nature of the environment. It will develop the chemical interactions found in the atmosphere, hydrosphere, lithosphere and biosphere. Considerations of energy and energy usage will also be discussed. *Prerequisites: Completion of CHEM 101 and 102, and any one of the following courses: BIOL 430, GEOG 432, CHEM 320 and 321.*

---

## Communication Studies

**CMST 590 Special Topics in Communication Studies****1-6 cr.**

Research or applied experience on an announced selected topic. May be repeated to a maximum of 6 credits. *Permission of department required.*

**CMST 699 Individual Research in Communication Studies****1-6 cr.**

Individual research in a topic related to communication. Topic and study outline to be approved by department chair prior to registration. Written and oral reports required. Can be repeated to a total of 6 credits.

## Computer Science

*NOTE: FSU graduate students may take any computer science graduate courses by permission of instructor.*

### **COSC 510 Data and Computer Communication 3 cr.**

Fundamentals of data communications. Transmission media characteristics, data encoding and multiplexing. Causes of transmission errors and data link control. Circuit switching, message packing and packet switching. Local area networks, introduction to terrestrial and satellite networks, ISDN and future trends. *Prerequisite: COSC 365 or permission of instructor.*

### **COSC 520 Robotics and Computer Control 3 cr.**

Introduction to field of robotics: applications, safety, sensors, Robotics Languages Model for Computer-Aided Design (CAD), speech recognition and generation. Integration of robots with artificial intelligence. *Prerequisites: PHYS 215 or PHYS 261, COSC core courses or permission of instructor.*

### **COSC 530 Computer Education 3 cr.**

A practical study of contemporary topics for students with a computing background. Emphasis on development and use of training/teaching materials. *Prerequisite: permission of instructor.*

### **COSC 550 Programming Language Structures 3 cr.**

Features of existing programming languages and underlying concepts. Syntax and semantics, simple statements, grouping of statements, scopes and storage allocations, subroutines. List processing and string manipulation languages. *Prerequisite: COSC 310 or permission of instructor.*

### **COSC 555 Artificial Intelligence 3 cr.**

An introduction to knowledge representation and inference: topics include logic, semantic networks, frames and rule-based reasoning. Natural language processing; topics include pattern recognition, pattern association and computer vision. *Prerequisite: COSC 310 or permission of instructor.*

### **COSC 560 Operating Systems Concepts 3 cr.**

Detailed study of operating systems concepts. Process management, scheduling, time slicing, concurrency, mutual exclusion, semaphores, resource management, memory mapping, virtual systems, mass storage, file systems. Case studies of operating systems. *Prerequisites: COSC 201 and COSC 365 or permission of instructor.*

### **COSC 565 Computer Systems Architecture 3 cr.**

Architecture of large computing systems. Instruction set architecture and RISC. Design of high-speed arithmetic units, I/O subsystems, DMA and channels. Interrupt structures. Horizontal vs. vertical microprogramming. Memory system hierarchy with emphasis on cache, virtual memory and interleaving. Introduction to parallel processing and advanced architectural trends. *Prerequisite: COSC 365 or permission of instructor.*

### **COSC 570 Compiler Designs and Constructions 3 cr.**

Detailed study of the concepts and techniques used in design and construction of a compiler. Topics include lexical analysis, syntactic and semantic analysis, intermediate code generation, final code generation and optimization techniques. Each student will be required to design and implement a functional compiler or interpreter for a given language. *Prerequisites: COSC 310 and COSC 365 or permission of instructor.*

### **COSC 575 Interactive Computer Graphics 3 cr.**

Concepts of computer graphics. Terminology and programming primitives, raster vs. vector hardware, interaction devices, software packages, geometrical transformations, two- and three-dimensional viewing, hidden line and surface removal, object hierarchy. *Prerequisites: COSC 310 and COSC 350 or permission of instructor.*

### **COSC 580 Knowledge-Based Information Systems 3 cr.**

Concepts of knowledge-based systems with an emphasis on expert systems. Topics include production systems, building of knowledge-based systems and future trends with expert systems. *Prerequisite: COSC 380 or permission of instructor.*

### **COSC 585 Theory of Computation 3 cr.**

Basic theoretical principles embodied in formal languages, automata, computability and computational complexity. Emphasis is placed on developing formal description of computers and computational processes, and practical implications of theoretical results. *Prerequisite: COSC 310 or permission of instructor.*

### **COSC 591 Seminar in Computer Science 3 cr.**

Group study of advanced topics under faculty supervision. Departmental approval is required. *Prerequisite: department approval.*

### **COSC 594 Field Experience in Computer Science 3 cr.**

Work experience in industry, government or small business providing an opportunity for practical application of academic training in computer science. The course requirements are: (1) minimum of 120 hours of field experience, (2) a written report describing in detail the work performed in the field in conjunction with an oral presentation to interested faculty and students and (3) a project paper on a topic related to the work experience. Previous work experience may not be substituted for this course. More than one field experience may be completed, but the number of credits applied to Master of Science in Applied Computer Science major is limited to 3. Every semester. *Prerequisite: department approval required before registering.*

### **COSC 599 Individual Problems in Computer Science 3 cr.**

Independent study of advanced topics under faculty supervision. Departmental approval is required. Repeatable for maximum of 6 credits; up to 3 credits count towards degree. *Prerequisite: department approval.*

### **COSC 600 Computer Programming Concepts 3 cr.**

Object oriented programming and programming design; sequential, selection and iteration statements; objects and relationship among objects, abstraction, encapsulation and hierarchy. *Prerequisite: permission of instructor.*

### **COSC 601 Digital Logic and Computer Design 3 cr.**

Basic switching theory. Design and analysis of combinational logic circuits and synchronous sequential systems. Minimization of techniques. Programmable logic and basic computer architecture. Register transfer language. Memory decoding, microprogramming and bus structure operation. Detailed study of an actual simple minicomputer or microcomputer system. Students are required to implement a project. *Prerequisite: Admission to the Applied Computer Science master's program.*

### **COSC 602 Advanced Programming Concepts 3 cr.**

Continues introduction to the methodology of programming from an object-oriented perspective. Design and implementation of data structures used in programming such as linked lists, stacks, queues, and simple trees. Basic sorting and searching. Recursion. Performance analysis of algorithms. *Prerequisite: Admission to the Applied Computer Science Master's Program and permission of instructor.*

### **COSC 610 Advanced Data Structures and Algorithms 3 cr.**

Object-oriented data structures such as linear data structures recursions, trees, graphs, searching and sorting algorithms, and file organizations using object-oriented programming language. *Prerequisite: admission to Applied Computer Science master's program.*

### **COSC 620 Security in Computing 3 cr.**

Principles and practices of computer security in various computing environments, with the focus on computational methods providing secure computing and Internet communication. Topics include security threats in communication systems and information systems; cryptography technologies including conventional

substitution/transposition codes; block ciphers and advanced encryption standards; distribution of secret key over the Internet; principles of public-key cryptography; authentication and digital signature; network security such as IPSec, SSH, Web and e-mail security; system security such as firewall; OS security and hardware security. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 625 Advanced Software Engineering 3 cr.**

Design and implementation of software using a formal specification language. Topics include management implications, software cost estimation, defect testing, software engineering environments. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 630 Web Development and Programming I 3 cr.**

Fundamentals of Web programming and Web technologies. Topics include Web design and implementation using JavaScript, Java Beans and XML. Developing interactive, secure and powerful projects for the Web. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 631 Web Development and Programming II 3 cr.**

Advanced Web programming and Web technologies concepts. Topics include Perl programming, server installation and configuration, PHP, secure sockets layer and Web services. Offered once every year and a half. *Prerequisites: admission to Applied Computer Science master's program and COSC 630.*

**COSC 635 Network and Data Communications I 3 cr.**

Basic elements of modern computer and telecommunications networks. A hybrid five-layer reference model resembling the popular TCP/IP model will be discussed. In each layer, the state-of-the-art hardware and software technologies are introduced. These include, for example, network programming in the Application Layer, TCP/UDP in the Transport Layer, Unicast and Multicast protocols in the Network Layer, Ethernet/TDM/WDM in the Data Link Layer, fiber-optic and Mobile/Cellular in the Physical Layer. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 636 Network and Data Communications II 3 cr.**

Advanced topics, enabling technologies of networks and data communications. Introduction to important topics, including distributed networks, IPv6 and advanced routing protocols, network reliability, network security and converged network management. Enabling technologies for typical modern networks, including wireless/mobile networks, multimedia networking and optical networks will also be covered. *Prerequisites: admission to Applied Computer Science master's program and COSC 635.*

**COSC 640 Database Systems I 3 cr.**

Database design and implementation, data models, database programming using relational database management systems, database administration and issues, data recovery, concurrency and integrity. An implementation of a comprehensive project using a commercial DBMS. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 641 Database Systems II 3 cr.**

A continuation of database systems with exploration of modern data storage structures such as non-relational persistent storage mechanisms. Concluding with scalable data solutions, key-value based storage and non-normalized data. An implementation of a comprehensive project(s) using an open source and commercially available systems. *Prerequisites: COSC 640 and admission to Applied Computer Science master's program.*

**COSC 645 Data Mining 3 cr.**

Overview of data mining and its application in business. Topics include data-mining models such as decision trees, genetic algorithms, neural nets, agent network technology; data-mining process; and discussion of practical available data-mining tools. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 646 Data Cloud 3 cr.**

A hands-on approach to the major issues facing online scalable cloud data warehouse systems. Discussion of data analytics and design in the cloud via the creation of cube and OLAP tools. Application of data warehouse in a business cloud environment using one or more information systems. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 647 Information Assurance 3 cr.**

A comprehensive, in-depth discussion of the data security and information assurance, including models, systems architectures and standards. Additional topics covered through case studies include data analytics, personally identifiable information and relevant laws. *Prerequisite: admission to Applied Computer Science master's program.*

**COSC 690 Special Topics in Database Systems 3 cr.**

Study and discussion of the most recently developed topics in Database Management Systems. Repeatable for maximum of 6 credits if topics are substantially different; 3 for degree. *Prerequisites: admission to Applied Computer Science master's program and COSC 640.*

**COSC 691 Special Topics in Data Analytic Instruments 3 cr.**

A study and discussion of topics in the latest development in data mining and data warehousing. Students are required to write a paper or implement a project related to the topic. Repeatable for maximum of 6 credits if topics are substantially different; 3 for degree. *Prerequisites: admission to Applied Computer Science master's program and COSC 645 and COSC 646.*

**COSC 700 Master Research Paper or Project 3-9 cr.**

Independent research paper or project related to the area of concentration. The topic of the paper or project description must be approved by the department graduate committee prior to registration. Graded P/N. Fall, spring, summer. *Prerequisites: admission to Applied Computer Science master's program and COSC 610, COSC 620 and COSC 625. Graded P/N.*

---

## Economics

**ECON 510 Resource & Environmental Economics 3 cr.**

Economic analysis of problems and policies affecting natural resource industries and the environment. Economic framework, mineral, forest, energy industries and environmental use and misuse are analyzed. Fall of even-numbered years. *Prerequisite: Economics 202 or permission of instructor.*

**ECON 598 Readings in Economics 3 cr.**

Selected readings for primarily independent research in a field not covered by regular courses. Summaries of readings and findings compiled in a written research report. *Prerequisites: ECON 201, 202, 351, 352, and permission of instructor and department chair.*

## Education

### CUIN 518 Teaching Written Composition Methods in the Elementary School

3 cr.

Language acquisition and writing, including motivation and evaluation; grammar, spelling and editing skills.

### CUIN 520 Assessment and Measurement in Early Childhood Education

3 cr.

A study of instruments for child development and early childhood program evaluation. Analysis of early identification programs, child-find procedures, normative data, intelligence and language tests.

### CUIN 521 Child Development for the Early Childhood Educator

3 cr.

Educational implications for the child from birth to age 8, including the effects of early stimulation, critical periods in the child's life, species specific behaviors and environmental variables affecting the child's development.

### CUIN 602 Becoming a Teacher Leader

3 cr.

Theory and practice of teacher leadership in the classroom within the context of student achievement and a focus on increasing knowledge of learners and learning; subject matter and curriculum; effective teaching models, strategies and practices; and implementation of this expertise in the classroom. Variable.

### CUIN 603 The Highly Effective Practitioner

3 cr.

A comprehensive exploration of principles and the process of distinguished teaching to enhance student learning; practices for the development of skills and knowledge in teacher leadership and mentorship. A study and design of effective professional development practices. Monitor professional growth through reflective practice. Variable.

### CUIN 604 Introduction to National Board for Professional Teaching Standards

3 cr.

A comprehensive overview of the history of the National Board for Professional Teaching standards (NBPTS) within the context of accomplished teaching. Introduction to the certification process, analysis of standards and criteria, personal reflection on teaching practices and impact on student learning in candidates' certificate area. Variable.

### CUIN 605 National Board for Professional Teaching Standards Pre-Candidacy

3-6 cr.

Candidates are introduced to the National Board for Professional Teaching Standards. During the semester, they will complete the fieldwork that will allow them to collect and organize the evidence needed to formally apply for certification. The instructor/mentor will assist individuals in preparing specific content and pedagogy portfolio materials.

### CUIN 606 National Board Certification Professional Portfolio

3 cr.

Strategies, skills and techniques for analyzing candidate's classroom practice within the context of impact on student learning. Introduction to the National Board for Professional Teaching Standards (NBPTS) portfolio process and self-assessment of teaching practices through rigorous analysis of research-based standards and performance-based assessments. Variable.

### CUIN 608 Middle School Curriculum

3 cr.

The middle school movement, the nature of the middle school student, alternative school programs, strategies for implementation.

### CUIN 609 Elementary School Curriculum

3 cr.

Trends, issues and determinants of the elementary content areas; organizational patterns and curriculum models; application of a system for curriculum development; instructional modes; and process of curriculum planning. *Prerequisite: EDUC 640.*

### CUIN 610 Transdisciplinary Approach to Teaching and Learning

3 cr.

Transdisciplinary approach to designing STEM instruction. Examination of the Standards of Practice incorporated into all elementary content areas and standards. Inquiry and problem-based teaching and learning strategies. Research on STEM education in the elementary and middle grades setting. Variable.

### CUIN 611 STEM Integration I: Science Focus

3 cr.

Next Generation Science Standards with a focus on Science and Engineering Practices and Crosscutting Concepts to incorporate science perspectives into transdisciplinary approach to teaching and learning. Inquiry-based teaching; problem and design-based learning. STEM curriculum infusion into all elementary content areas. Variable.

### CUIN 612 STEM Integration II: Mathematics Focus

3 cr.

College and Career Readiness Standards for Mathematical Practice with a focus on using the engineering design process to solve problems in a global society. Mathematical content standards applied to all elementary content areas through a transdisciplinary approach to teaching and learning. Mathematical processes and proficiencies in an inquiry-based learning environment. Variable.

### CUIN 614 Elementary School Mathematics Programs

3 cr.

Content and organization of elementary school mathematics.

### CUIN 615 Elementary School Science Programs

3 cr.

A survey of current elementary school science programs available for use in grades K-8. A review of the science programs rationale, organizational structure, content, methodology and evaluational system is emphasized. Methods of program identification, selection techniques, implementation and continuing evaluation are considered. The research seminar format is utilized in this course.

### CUIN 616 Introduction to Science Education

3 cr.

Evolutions, philosophies, purposes, goals and objectives; comparative science education, practical and research literature; and professional organizations.

### CUIN 618 Elementary School Language Arts Program

3 cr.

The content, organization, materials and techniques for teaching elementary children English usage, spelling, oral and written composition, manuscript and cursive writing, and reading. The integration of language arts in the elementary curriculum.

### CUIN 621 Elementary School Social Studies Programs

3 cr.

Content of elementary school social studies and the various methods of instruction and materials.

### CUIN 622 Workshop in Elementary Language Arts

3 cr.

Developing a model and preparing instructional materials to demonstrate the interrelatedness of the elementary language arts to the Curriculum and Instruction core courses. Design and construction of educational materials for a particular age congruent with current educational theory. Presentation and sharing of individual work in a seminar. *Prerequisite: CUIN 609.*

### CUIN 623 Foundations of Early Childhood Education

3 cr.

History and philosophy of early childhood education, model programs designed to implement various theories, research on the effects of model programs and current trends and issues affecting and challenging the early childhood educator.

**CUIN 624 Parent Education 3 cr.**

Techniques used to help caregivers in the task of child rearing. Sociology of parenting, parent support services, methods of implementing study and discussion groups, and techniques employed in operating home-based child programs.

**CUIN 626 Early Childhood Teaching Methodology 3 cr.**

Analysis of the master's level teaching techniques, including environmental analysis techniques, early stimulation procedures, toy and teaching apparatus evaluation, techniques for utilizing and extending play and specific techniques to enhance communication and self-expression.

**CUIN 639 Instructional Systems Design 3 cr.**

Development of competencies related to systems approach to instructional planning, foundations of instructional design, instructional objectives, alternate instructional models, preparation of instructional materials, strategies for implementation and evaluation of instructional systems.

**CUIN 649 Curriculum Evaluation 3 cr.**

The process of curriculum evaluation: The collection, organization, analysis and reporting of information essential to decision making. Models and strategies.

**CUIN 650 Curriculum Leadership—Models and Strategies 3 cr.**

Curriculum planning as a strategic educational process for impacting student learning and achievement. Study of standards-based frameworks that have proven effective to enable all individuals to gain knowledge, skills and enthusiasm for learning, and whenever planning curriculum improvement projects to meet the ever-changing educational landscape of the 21st century across all grade levels K through 12. Variable.

**CUIN 651 Instructional Design for Understanding 3 cr.**

Research-based instructional models for increasing student achievement. Instructional design that is responsive to the needs and interests of students and considers factors that affect K-12 teaching and learning specific to grade level and content specialization. Variable.

**CUIN 652 Assessment and Accountability in the Context of Student Learning 3 cr.**

Current trends of education reform regarding accountability in the classroom. Models of assessment as they apply to classroom practice, teacher evaluation, teacher effectiveness and student learning. Designing assessments that will meet the national and state-level accountability standards. Variable.

**CUIN 653 Accountability in the Context of Student Learning 3 cr.**

A historical review of education reform and its accountability impact at the classroom level. Current perspectives on impact of normative, standards-based and growth model assessments on classroom practice, teacher evaluation, teacher effectiveness and student learning. Examination of the roles and responsibilities of all levels of government and stakeholders in teacher accountability. Variable.

**CUIN 654 Cultural and Technological Awareness in the Context of Global Education 3 cr.**

A critical examination of the meaning of being an educated American in a changing world, and effectively educating culturally, ethnically, racially different and differently able students to meet demands of the 21st century. A critical review of the role of technology as a key element in the changing picture of education globally, and the role of educators as agents of reform as intelligent consumers of emerging technology in the classrooms. Variable.

**CUIN 660 Secondary School Curriculum 3 cr.**

Trends, issues and determinants of the secondary content areas, including organizational patterns and curriculum models, application of a system for curriculum development, instructional modes and the process of curriculum planning.

**CUIN 693 National Board Certification Practicum 3 cr.**

Supervised experience in a professional placement concurrent with candidate's professional position, with a focus on building learning communities of professional inquiry for completion of requirements for professional portfolio. Graded P/N. Variable.

**CUIN 694 Teacher Leadership Practicum 3 cr.**

Supervised experience in a professional placement concurrent with candidate's professional position, with a focus on teacher leadership tasks that emanate from that role. Graded P/N. Variable.

**CUIN 700 Research Applications in Education: Action Research 3 cr.**

Concepts, strategies and tools for planning and carrying out systematic investigations of practice in school and classroom settings. Exploration of research techniques, data analysis procedures and interpretation of educational research as it relates to the analysis of student learning in a teacher's daily decision-making process. Graded P/N. Variable.

**ECED 538 Early Childhood Classroom Management 3 cr.**

For the early-childhood teacher: advanced teaching skills in nurturing the young child's social experiences, self-discipline, independence and creativity; arranging play experiences, organizing physical space, communication with children.

**ECED 542 Administration & Supervision of Early Childhood Programs 3 cr.**

Administrative and supervisory responsibilities for the early-childhood educator in providing quality programs for young children. *Prerequisite: permission of instructor.*

**EDAD 611 Educational Organization and Leadership 3 cr.**

Responsibilities, philosophies and techniques of the principal; student activities and supporting services; necessary technical skills; reading in the field; professional organizations, research literature and ethics in administration. Theories and concepts, societal forces that affect educational administration, administrative process and division of responsibility, organizational variables, the administrator as an individual and leader and professional organizations. Variable.

**EDAD 612 Applied Problems in Educational Leadership 3 cr.**

The responsibilities, philosophies and techniques of the principal; approaches to the theoretical and practical considerations for planning and implementing data-driven decision-making processes in schools and school districts; the basic concepts of developing efficient, reliable data resources and choosing appropriate analytical approaches; the practitioner's perspective of the area of human resource leadership at the school level; content specifically identified as helpful to the practitioner. Variable.

**EDAD 628 School Law 3 cr.**

Legal bases of education, including hiring and dismissal of personnel, tenure, staff liability, contractual rights and relationships, and rights of staff and clients. Spring, summer.

**EDAD 640 Accountability & Data-Driven Decision Making in Public Education 3 cr.**

Theoretical background and practical considerations for planning and implementing data-driven decision-making processes in schools and school districts. Basic concepts of developing efficient, reliable data resources and choosing appropriate analytical approaches to meet the diverse needs of students. Variable.

**EDAD 642 Organization and Administration of Public Schools 3 cr.**

Theories and concepts: societal forces that affect educational administration; tasks of administration, role requirements, administrative process and division of responsibility; organizational variables; the administrator as an individual and leader; research; professional organizations; and ethics. Variable.

**EDAD 644 Public School Finance 3 cr.**

Theory, principles and general practices. The problems of financing education, budgeting, equalization, management of school funds, and the role of local, state and federal governments in the financing of public education. Variable.

**EDAD 693 Practicum in Administration–Supervision 3 cr.**

Supervised experience based on a problem identified by the student. Emphasis on the integration of learned administrative/supervisory skills. Administrative/supervisory responsibilities of limited depth for limited periods under joint college/school supervision. Problem areas must be submitted and approved prior to registration. Repeatable to 6 credits. Fall, spring, summer. *Prerequisite: approval of the chair of Educational Professions Department.*

**EDAD 694 Practicum in Administration–Supervision II 3 cr.**

Continuation of EDAD 693 practicum. Supervised practicum in administration–supervision (see EDAD 693). Production and submission of standards-aligned portfolio. Fall, spring, summer. *Prerequisites: approval of program coordinator and completion of EDAD 693.*

**EDSU 643 Supervision and Human Resources 3 cr.**

Nature and scope of educational supervision, including human relations skills, technical skills, social systems as they relate to educational supervision and the “intersection” of evaluation and human resources, professional organizations, literature and ethics; evaluation case studies, compensation and collective bargaining and the ways in which strategic planning impacts the conduct of the human resources functions at the building level. Variable.

**EDSU 648 Supervision of Student Teachers 3 cr.**

Student teaching programs and the relationship of the public schools and colleges.

**EDUC 522 Logo: Educational Programming and Instructional Techniques 3 cr.**

Learn about Logo as a language for learning about computers, computer programming and thinking, and as a philosophy of education. Emphasis will be on learner-controlled and learner-directed explorations of intellectual problems of interest.

**EDUC 523 AIDS: Information, Instruction and Counseling 3 cr.**

Designed to facilitate learning current information about HIV and AIDS, prepare individuals to teach and/or give others correct information and provide basic training for those interested in becoming peer counselors for persons with, or exposed to, HIV/AIDS. Fall, summer.

**EDUC 530 Technology Specialist in Education 3 cr.**

Technology specialist in the school/school district. Includes practical issues for managing the technology infrastructure, managing and strategies for using local area network systems for classroom use, models for delivering staff development, process of school improvement, role in communication with public in building support for technology, issues facing technology leaders, emerging technologies. Variable.

**EDUC 541 Classroom Management Strategies 3 cr.**

A study of the elements of developmentally appropriate classroom management, including cultural variables, skills of effective teaching, major theorists’ view of school management, character and values education, and the impact of school climate and organization. In addition, specific techniques for managing special problems and disruptive youth will be studied.

**EDUC 544 Cooperative Learning Workshop: Level I 3 cr.**

A study of cooperative learning through an analysis of the underlying theory and observation, planning and implementation of cooperative learning activities. Summer.

**EDUC 545 Middle School Curriculum & Methods 3 cr.**

The middle school movement, the middle school student and curriculum, teaching in the middle school, middle school organization. Every semester. *Prerequisite: Phase II admission or permission of department chair.*

**EDUC 546 Using Databases for Critical Thinking 1 cr.**

Use databases in learning to organize, access, manipulate and evaluate information. Learn to find and interpret information, find patterns and make inferences based on established patterns. Develop techniques for using databases in elementary and secondary curricula.

**EDUC 547 Making Quality Instructional Materials 1 cr.**

Learn to develop instructional activities based on a specific theme. Learn to use the computer to create instructional materials for these activities.

**EDUC 548 Using Spreadsheets in Mathematics Education 1 cr.**

Use spreadsheets to learn to explore relationships, predict outcomes, analyze information and draw conclusions. Learn to experiment and to explore concepts without having to perform tedious calculations. Develop techniques for using spreadsheets in elementary and secondary curricula.

**EDUC 550 Art Education Methods for the Secondary Teacher 2 cr.**

Curriculum, goals, content and organization of secondary art education. Theories of visual development and artistic development in behavior age-appropriate students; materials, resources and processes for teaching art; classroom management; and technology applications. One-hr. lecture, 2-hr. lab. Summer. *Prerequisite: admission to MAT-Secondary program or permission of department chair.*

**EDUC 551 Art Education Methods for the Elementary Teacher 2 cr.**

Curriculum, goals, content and organization of secondary art education. Theories of visual development and artistic development in behavior age-appropriate students; materials, resources and processes for teaching art; classroom management; and technology applications. One-hr. lecture, 2-hr. lab. Summer. *Prerequisite: admission to MAT-Secondary program or permission of department chair.*

**EDUC 552 General Music Methods in the Elementary School 3 cr.**

Music teaching, emphasizing the elementary school level: materials and techniques of instruction for general music classes; general educational theories and their relevance to music education; computer-assisted instruction and integrated technology; facility with accompanying folk instruments; and exposure to the Orff, Kodaly and Dalcroze approaches to music education. Research on educational trends and professional literature review. Development of research informed practice. Fall. *Prerequisites: Successful completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.*

**EDUC 553 General Music Methods in the Secondary School 3 cr.**

Music teaching emphasizing the secondary school level: materials and techniques for general music classes; computer-assisted instruction and integrated technology; facility with accompanying folk instruments; historical and philosophic foundations of music education; and program development and instructional design. Research on trends in education and professional reviews of literature. Development of research informed practice. *Prerequisites: Successful completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.*

**EDUC 558 Educational Technology for Teachers 3 cr.**

Selecting, designing and managing online and distance education from among multiple options. Emerging trends and standards for online instruction explored. Variable.

**EDUC 564 Induction Into the Classroom****1 cr.**

An introduction to schools, their structure and climate, research on school effectiveness, the legal issues and school professional ethics. Specific PDS school policies regarding student behavior and the school system conceptualization of the school improvement process. The course will also require the completion of computer competencies: e-mail, word processing, Web research, presentation skills and sophistication in integration of curricular software. Offered in spring. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 565 Induction to Technology for Teaching and Learning in the 21st Century****3 cr.**

Experiences and practice in using 21st century technology skills and applications to support P-12 curriculum. Summer.

**EDUC 590 Special Topics in Education****1/2-6 cr.**

Special workshop on a current topic, as arranged. Repeatable if topics are substantially different.

**EDUC 599 Individual Problems in Education****1-3 cr.**

Independent study under supervision. Research paper on a special topic. Requires proposal approval by the chair of the Department of Educational Professions prior to registering. Repeatable for maximum of 6 credits. Every semester, summer.

**EDUC 601 Current Trends in Curriculum****3 cr.**

Historical survey of the development of the curriculum and the influences upon its development. Trends and their causes, including the identification, analysis and appraisal of current trends.

**EDUC 602 History of Education****3 cr.**

Significant historical periods in education in the context of social, political and economic history, with emphasis on contemporary developments.

**EDUC 603 Principles and Practices of Research****3 cr.**

Definitions of research; the research process; chronological development of educational research; library use and research literature; the research abstract; historical, descriptive and experimental types of research. Identification of researchable problems and the formulation of research designs, descriptive and inferential statistical techniques, style for writing the research report. Fall, spring, summer.

**EDUC 606 Developmental Theory and Experiential Growth****3 cr.**

Understanding the concept of self, logical decision making, communication theory, effects of the various social-cultural factors on learners; effects of the individual, the group and the system on the learning process; leadership theory and skills; studies in human growth and development. Fall, spring, summer.

**EDUC 607 Comparative Education****3 cr.**

Educational systems in the major and developing countries in relation to the American systems. Programs of various organizations that work for international understanding.

**EDUC 613 Classroom Assessment****3 cr.**

Intended to assist students in the attainment of a theoretical understanding and knowledge related to the design, implementation and use of various assessment instruments that include, but are not limited to, formal and informal observation, paper-and-pencil instruments, oral questioning, student records, authentic performance tasks and student portfolios, as well as the qualitative analysis of pupil performance—product and process. Fall. *Prerequisite: admission to MAT-Secondary program or permission of department chair.*

**EDUC 624 Teaching in the Distance Learning Classroom****1 cr.**

A study of the development and practice of teaching via an interactive network. Includes an overview of the development of “distance” education, an introduction to using the associated technology, an analysis of appropriate delivery strategies and techniques, and an opportunity for hands-on practice teaching content area lessons.

**EDUC 625 Philosophy of Education****3 cr.**

Philosophies of education. The individual educator’s rationale for designing curricula and developing ways of working with students.

**EDUC 626 Technology Applications in Early Childhood Education****1 cr.**

Explores the use of various technologies and software in the early childhood classroom. Activities include the use of multimedia, discovery learning, writing tools and tools to encourage creativity in young children. Research, exploration and project oriented.

**EDUC 627 Human Relations in Education****3 cr.**

Helping relationships, human behavior in groups and organizations, multicultural issues and applications, interpersonal teaching skills, applications of human relations principles.

**EDUC 629 Elements of Statistics****3 cr.**

The elements of descriptive statistics and their application to educational measurement.

**EDUC 630 Tests and Measurements****3 cr.**

Standardized and teacher-made testing and measurement. Standardized testing concepts. How to scientifically develop, revise, administer and interpret teacher-made tests.

**EDUC 631 Mental Hygiene for Teachers****3 cr.**

Problems of personal and social maladjustment and their impact on teaching.

**EDUC 633 Multimedia Design and Publication for Instruction****3 cr.**

An introduction to multimedia tools, design, development, publication and evaluation. Work with text, graphics, video and sound to create instructional activities that incorporate various approaches to teaching and emphasize K-16 student learning. Plan for integration of multimedia in the curriculum. Variable.

**EDUC 634 Telecommunications for Educators****1 cr.**

Introductory course to familiarize educators with telecommunications in a “hands-on” environment. Intended to provide the opportunity for educators to become proficient in the use of telecommunications activities in the classroom.

**EDUC 635 Evaluation and Integration of Technology in Instruction****3 cr.**

Develop competencies in evaluation and selection of technology resources for instruction. Study the nature of curriculum development and examine strategies for integrating technology into K-16 curriculum with an emphasis on performance-based teaching and learning to enhance student achievement. Explore assessment tools to monitor student progress toward performance indicators. Variable.

**EDUC 638 Online Instruction****3 cr.**

Selecting, designing and managing online and distance education from among multiple options. Emerging trends and standards for online instruction explored. Variable.

**EDUC 640 Curriculum Theory, Development and Analysis****3 cr.**

The nature of curriculum theory, design and analysis from historical, cultural and current educational reform perspectives. Spring.

**EDUC 645 Advanced Instructional Design 3 cr.**

Advanced seminar dealing with the application of Instructional Systems Design principles for multimedia educational systems. Explore various theories of learning and information presentation as they apply to multimedia technologies and delivery systems. Design and develop performance-based units and assessments using advanced technology tools techniques. Variable.

**EDUC 647 Advanced Educational Psychology 3 cr.**

Principles of effective human learning. Major learning theories and their significance for classroom procedures and for general education theory.

**EDUC 655 Design and Administration of Instructional Games 3 cr.**

Theory, design and administration of reality and simulation games for classroom use. Practice in designing a variety of games suitable for instruction in content areas. Variable.

**EDUC 656 Diagnosis in Arithmetic 3 cr.**

Diagnosis of student competencies, skills, errors; treatment plans; evaluation materials; teaching tips. *Prerequisite: ELED 471 or SCED 315 or permission of instructor.*

**EDUC 658 Mathematics Workshop for Teachers 3 cr.**

Construction of mathematical activities tailored to individual teacher needs. Novel methods, ample materials developed for future classroom use. *Prerequisite: mathematics methods course for early childhood, elementary or secondary level, or permission of instructor.*

**EDUC 661 Mathematics: Curriculum, Instruction and Assessment 3 cr.**

Current theory and practice for mathematics instruction in elementary education. Review of the research on children's developing conceptions and misconceptions about mathematics, children's problems in achieving literacy in another symbol system, children's error patterns and principles of learning in elementary mathematics. Study of Maryland Outcomes and National Standards for Mathematics. *Prerequisite: admission into the Master of Arts in Teaching program or permission of the program coordinator.*

**EDUC 662 Science and Health: Curriculum, Instruction and Assessment 3 cr.**

Research and best practices for health and science instruction in the elementary school. National Science Standards, Health Education Standards and Maryland Outcomes are addressed. An overview of health education and health issues for elementary children. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 663 Management and the Learning Environment 3 cr.**

Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through proactive management of the classroom and social skills development of the students. Summer. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 664 Diversity in the Classroom 3 cr.**

Study of teachers' responsibilities in providing an appropriate program for diverse children, including children with special needs. The development and implementation of instructional strategies and materials and appreciation of diverse populations based on research and best practices. School visitations required. Offered during Intersession. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 665 The Arts: Contrasts and Connections 3 cr.**

Examination of elements, forms and concepts in art and music. Interdisciplinary, team-taught approach to arts appreciation, criticism and creation utilizing a variety of

cultural resources. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 666 Social Studies: Curriculum, Instruction and Assessment 3 cr.**

Addresses current theory and practice for social studies instruction in elementary education. Covers appropriate content and strategies for instruction as well as Maryland Outcomes and National Standards for Social Studies. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 667 Management and the Learning Environment 3 cr.**

Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through proactive management of the classroom and social skills development of the students. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 680 Travel Study Tour of Maryland 3 cr.**

A 7-day travel study tour of environmental, economic and historical resources in western, central and southern Maryland. Completion of a curriculum project. Sites studied include industrial facilities (Westvaco to Calvert Cliffs Nuclear Power Plant), environmental and recreational areas (Swallow Falls to Inner Harbor) and places of historical significance (Garrett County Museum to St. Mary's City). Additional costs include meals and shared automobile expenses. Accommodations are provided.

**EDUC 690 Current Concepts in Education 1/2-6 cr.**

Analysis and discussion of current critical issues confronting education. Repeatable for maximum of 6 credits if topics are substantially different.

**EDUC 691 Seminar in Education 3 cr.**

Discussion of assigned research. Formal research paper required. *Prerequisite: admission to degree status and permission of instructor.*

**EDUC 696 Practicum Part I 3 cr.**

Intensive experience in the professional development school for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains as a critical element of the student's experience along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and study of school reform. Emphasis given to student's professional portfolio prior to the final assessment is part of the practicum experience. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 697 Practicum Part II 3 cr.**

Intensive experience in the professional development school for the initial certification student. Knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Cohort group remains a critical element of the student's experience, but this semester along with substantial time with a mentoring teacher. Peer coaching and collaborative efforts emphasized. School improvement process and study of school reform. Attention given to the student's professional portfolio and to the student's final assessment course is a continuation of the spring semester practicum experience designed to extend time in the Professional Development School and to provide students with the experiences of ending a school year. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**EDUC 700 Master's Research Paper or Project variable with a minimum 3 cr.**

Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this



course and will be required to re-enroll in a minimum of 1 additional credit of Master's Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/N.

**EDUC 710 Thesis** **variable with a minimum 3 cr.**

Intensive investigation of an approved topic in the specialized area within the Master of Education degree. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of 1 additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Graded P/NC.

**REED 518 Reading and Writing Connections** **3 cr.**

Reading and writing activities in daily instruction. The role and use of authentic assessments in determining student reading performance and selection of materials appropriate to student ability levels. Fall. *Prerequisite: admission to the M.A.T. Secondary program.*

**REED 525 Creative Teaching of Reading** **3 cr.**

Workshop in preparing individual study units for reading skills, K-6, through learning centers, stations and manipulative materials. *Prerequisite: REED 473 or permission of instructor.*

**REED 530 Processes and Acquisition of Language and Reading** **3 cr.**

Study of basic linguistic and psycholinguistic insights into language acquisition and the primacy of language development processes in literacy, how the brain responds to language and reading, and the role of experiential background, prior knowledge, phonemic awareness and personal significance in developing readers. The central concept of literacy will be introduced. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**REED 531 Literacy Instruction** **3 cr.**

Definitions of reading and emergent literacy and the research, best practices and instructional strategies that focus on reading from initial exploration of print through critical processing of literary experiences and content materials. Role of print, word study, text structure, comprehension and classroom organization in developing a variety of strategies with developing readers. Early identification and intervention strategies for low-achieving readers will also be analyzed. Concept of emerging literacy will be related to other areas of knowledge. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**REED 532 Reading Materials** **3 cr.**

Research-based principles and precepts to the selection and use of a variety of reading materials. Teachers' role for developing the long-term motivational support for developing literacy within a framework of inquiry. Research on motivation and its relation to reading. Variety of texts to be used in classes when reading for literary experience, reading to perform a task and reading for information and relate them to current research on reading. Strategies for selecting materials, retrieving materials and evaluating materials. Accessibility, variety of media, multicultural materials, text features and oral and written responses to literature. Research and best practices on the role of parents and community in supporting the reading program. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**REED 533 Reading Assessment** **3 cr.**

Knowledge of best practices and research using data from state, local and classroom assessments of reading to make ongoing modifications in their PDS classrooms that include strategies for prevention and intervention. Understanding of how to implement a variety of reading assessments and adjust the curriculum. Understanding of the circumstances under which the following types of reading assessments are

valuable: teacher observations, running records, learning logs, performance assessment, portfolios, projects, rubrics and norm-referenced assessments. Knowledge of how to provide meaningful input to Individualized Educational Plan (I.E.P.) teams. Communicate assessment data about individual student reading performance to parents. *Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.*

**REED 540 Children's Literature** **3 cr.**

Content and form of children's literature in books other than school textbooks. How to evaluate literature and use literary materials in teaching. Summer.

**REED 610 Foundation of Teaching Reading** **3 cr.**

Methods and materials for teaching reading, including the elementary school reading program. The application of research to the teaching of beginning readers, reading as a learning process. This course must be taken first in the reading core sequence. Fall.

**REED 617 Teaching Reading in the Content Areas** **3 cr.**

Methods to develop reading skills as part of the teacher's regular classroom instruction. Problems related to teaching students the skills specifically needed to read subject areas. Spring.

**REED 620 Diagnosis and Correction of Reading Difficulties** **3 cr.**

Investigation of causes of reading disabilities and treating them. Individual and group testing and remedial techniques. Spring. *Prerequisite: REED 610.*

**REED 625 New Literacies: Integrating 21st-Century Skills** **3 cr.**

Research-based practices across print and digital literacy worlds into engaging learning communities in Pre-K – 12 Literacy Education. Fall.

**REED 695 Reading Clinic** **3-6 cr.**

Combined class lecture and lab experience focusing on diagnosing and tutoring disabled readers. Students required to complete two 3-credit clinics, Part 1 in the fall semester, Part 2 in the spring semester. 6 credit hours when clinic is offered in the summer. Repeatable for maximum of 6 credits. *Prerequisite: REED 620.*

**REED 700 Literacy Master's Research Paper/Project** **3 cr.**

Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Conduct action research in diverse school environments as a means of influencing literacy practices and instruction. Assume coaching role during practicum experiences to support teachers' professional development. Share field research findings through school and symposium presentations. Variable. *Prerequisite: permission of instructor; recommended this be taken during final semester.*

**SCCO 600 Core Counseling Skills** **3 cr.**

Introduces the broad field of counseling, and specifically, school-oriented counseling in grades K-12. Core elements include the nature of the helping relationship, introduction to basic counseling skills and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the school counselor. Lab experience included that focuses on the counseling relationship and its personal implications. Fall. *Prerequisite: admission to the School Counseling program or permission of instructor.*

**SCCO 601 Program Planning and Service Delivery** **3 cr.**

The development, organization and administration of the school counseling program, K-12. Included are the principles upon which the program is built, appropriate procedures for successful program implementation and professional counselor strategies and behaviors. Not open to students who have received credit for the former GUCC 601. Fall. *Prerequisite: admission to the School Counseling program or permission of instructor.*

**SCCO 602 Applied Readings in School Counseling 3 cr.**

Application of current literature to the field of school counseling. Journals, books and other sources of information, such as Internet resources, will be examined with the purpose of applying current information to the practical work of the school counselor. Not open to students who have received credit for the former GUCO 602. Variable.

*Prerequisite:* SCCO 600, admission to the School Counseling program or permission of instructor.

**SCCO 606 Social and Cultural Diversity: Issues and Counseling Interventions 3 cr.**

Designed to promote understanding of social and cultural diversity relevant to a K-12 educational setting. Examines how one's cultural identity impacts one's beliefs, values and actions in a counseling situation. Provides a framework and skills for competent ethical practice with such issues as gender, race, ethnicity, socioeconomic status, religion, sexual orientation, exceptionalities, family structure and geographic location. Assignments focus on identification and development of one's values, beliefs, cultural identity and biases and their impact on the counseling process. Spring. *Prerequisites:* SCCO 600 and admission to the School Counseling program or permission of instructor.

**SCCO 608 Lifestyle, Career Development and Decision Making 3 cr.**

Designed to provide prospective counselors with knowledge and skills in helping students develop a realistic career plan through the synthesis of knowledge of self and the world of work. Not open to students who have received credit for the former GUCO 608. Fall. *Prerequisite:* admission to School Counseling program or permission of instructor.

**SCCO 609 Theories and Techniques in School Counseling 3 cr.**

Designed to familiarize school counseling students with the primary theories and techniques that are applicable to the K-12 setting. Emphasis placed on application of the theories to the needs of K-12 school children and their families. Additional focus on development of a personal theoretical approach to counseling children and understanding of how the techniques support the theory. Spring. *Prerequisites:* Admission to the School Counseling program or permission of instructor, SCCO 600, SCCO 601.

**SCCO 610 Legal, Ethical and Professional Issues in School Counseling 3 cr.**

Designed to present a legal and ethical framework for school counselors. Provides prospective school counselors with a basis for developing their professional code of ethics within the framework of the standards established by the American Counseling Association. Topics such as relevant court cases, child abuse issues and confidentiality will be explored. Not open to students who have received credit for the former GUCO 610. Fall. *Prerequisites:* SCCO 600, 601, 606, 609, 619, admission to School Counseling program, or permission of instructor.

**SCCO 612 Practicum 3cr.**

An academic and experiential class designed to provide candidates with in vivo learning experiences regarding the role of the professional school counselor in the K-12 environment. Supervised experience at one level (elementary, middle or high school) for a total of 100 clock hours. Represents the initial hands-on experience as part of the professional training program for school counseling. Taken in the third semester of course work for full-time students, concurrent with the SCCO 610 Ethics course and prior to the internship semester. Offered once per year for full-time students. Fall. *Prerequisites:* completion of core School Counseling course, EXCEPT for SCCO 610 and SCCO 613 (which may be taken concurrently), SCCO 692, SCCO 693 and permission of program coordinator.

**SCCO 613 Group Dynamics and Interventions in the School Setting 3 cr.**

Provides prospective school counselors with knowledge and skills in the application of group procedures to the school setting K-12, including appropriate techniques in group guidance, group counseling and school consultation. Not open to students who have received credit for the former GUCO 613. *Prerequisites:* admission to School Counseling program or permission of instructor; SCCO 600 and 609.

**SCCO 619 Assessment Issues in the School Setting 3 cr.**

Provides prospective school counselors with knowledge and skills related to the philosophy, selection and implementation of student appraisal techniques, including the development, content and trends in school testing programs. Review of standardized and teacher-made testing and measurement. Interpretation of testing results. Not open to students who have received credit for the former GUCO 619. Fall. *Prerequisite:* EDUC 603, admission to the School Counseling program or permission of instructor.

**SCCO 625 Counselor as a Person 3 cr.**

Exploration of the interface between the person of the counselor and the professional role demands. Focus on elements and issues in the personal and professional arenas of counselor's life as they impact ability to function effectively in the counseling process. Emphasizes self-awareness and maintenance of balance and healthy boundaries as essential components of ethical practice. Not open to students who have received credit for the former EDUC 590 or PSYC 692 special topics Counselor as a Person course. Summer. *Prerequisite:* PSYC 510 or 600, or SCCO 600, admission to the School Counseling program or permission of instructor.

**SCCO 633 Advanced Counseling and Consulting Strategies With Specific Populations 3 cr.**

Advanced counseling and consulting strategies appropriate for assisting various types of clientele encountered in a K-12 environment. Topics will vary based on current issues and needs. Not open to students who have received credit for the former GUCO 633. Variable. *Prerequisite:* SCCO 600, admission to the School Counseling program or permission of instructor.

**SCCO 692 School Counseling Seminar 3 cr.**

Through the study of recent professional literature in selected topic areas, students will increase their awareness and knowledge of significant trends in issues in guidance and will become more familiar with the current guidance procedures and techniques. Not open to students who have received credit for the former GUCO 692. Spring. *Prerequisite:* admission to the School Counseling program or permission of instructor.

**SCCO 693 Internship in School Counseling 1-6 cr.**

An academic as well as experiential class in which the student is responsible for providing 500 clock hours of counseling services to young people enrolled in grades K-12. Supervised experience in elementary, junior high (middle) school and secondary school counseling. A total of 6 graduate credits is required and may be taken over a one or two semester time period. Represents an integration of learned guidance and counseling skills as well as the relation of theory to practice, which includes a research project. Taken during the last semester(s) of a student's program of study. Not open to students who have received credit for the former GUCO 693. Repeatable for maximum of 6 credits. Spring. *Prerequisites:* completion of all core school counseling courses and permission of program coordinator.

**SCED 510 Secondary Methods and Curriculum 3 cr.**

Evolution of the philosophy of secondary education. Current curricula, planning, issues and instructional methodologies in all secondary teaching areas. Summer. *Prerequisite:* admission to the M.A.T. Secondary program.

**SCED 511 English in the Secondary School 3 cr.**

Subject methods course required for secondary certification in teaching English. Modern trends in curriculum and instruction. Summer. *Prerequisite:* admission to the M.A.T. Secondary program.

**SCED 514 Mathematics in the Secondary School 3 cr.**

Subject methods course required for secondary certification in teaching mathematics. Modern trends in curriculum and instruction. Summer. *Prerequisite:* admission to the M.A.T. Secondary program.

**SCED 515 Methods of Teaching World Languages 3 cr.**

Subject methods course required for prekindergarten – grade 12 certification in teaching world languages. *Prerequisite: admission to the M.A.T. Secondary/PreK-12 program.*

**SCED 519 Science in the Secondary School 3 cr.**

Subject methods course required for secondary certification in teaching science. Modern trends in curriculum and instruction. Summer. *Prerequisite: admission to the M.A.T. Secondary program.*

**SCED 520 Social Studies in the Secondary School 3 cr.**

Subject methods course required for secondary certification in teaching social studies. Modern trends in curriculum and instruction. Summer. *Prerequisite: admission to the M.A.T. Secondary program.*

**SCED 696 Practicum I with Secondary Seminar 6 cr.**

An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and school reform. Emphasis given to development of intern's professional portfolio. Fall. *Prerequisite: admission to the M.A.T. Secondary program.*

**SCED 697 Practicum II with Secondary Seminar 6 cr.**

An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching, collaborative efforts emphasized under the direction of a mentoring teacher. School improvement process and school reform. Continued development of the intern's professional portfolio. Course is a continuation of Practicum I. Seminar is designed to address topics, issues and concerns as scheduled or needed and to integrate portfolio development and the research component and other aspects of the program within the practicum experience. Spring. *Prerequisites: admission to the M.A.T. Secondary program; completion of SCED 696.*

**SCED 700 MAT Secondary/P-12 Capstone: Action Research and Professional Portfolio 3 cr.**

Capstone. Individual action research project and paper related to the content area of certification and exit electronic portfolio meeting standards. Course is graded A, B, C or F. Blended format. Spring.

**SPED 506 Arithmetic: Learning Disabilities & the Reluctant Learner 3 cr.**

Introduction to learning disability interference with arithmetic performance in elementary school. Variable.

**SPED 551 Adapting Instruction in Diverse Classrooms 3 cr.**

An understanding of the instructional and social development needs of students with/without disabilities in inclusive classrooms. Special attention to collaboration, diversity, technology, legislation, educational programming, instructional strategies, and inclusion models of instruction. Summer. *Prerequisite: admission to the M.A.T. Elementary and Secondary program.*

**SPED 561 Characteristics of Exceptional Children 3 cr.**

Etiology, diagnosis, physical, emotional and social characteristics of exceptional children, including the gifted. Fall.

**SPED 562 Introduction to the Education of Exceptional Children 3 cr.**

History of special education in public schools. Study of legislative mandates and educational intervention procedures and resources. Definitions, characteristics and prevalence of specific disabilities. Understanding the educational needs of exceptional

children including etiology and diagnosis of disabilities; diverse & gifted populations, preventive and remedial education will also be discussed. Fall, Spring.

**SPED 581 The Gifted Learner 3 cr.**

Study of recent research in characteristics and needs of gifted learners; model programs; future possibilities. Summer.

**SPED 582 Curriculum for the Gifted Learner 3 cr.**

Theoretical and practical approaches to teaching gifted learners; constructing unique plans for each teacher's needs. For those who teach gifted learners. Intersession/Summer. *Prerequisite: at least one course in curriculum.*

**SPED 601 Assessment, Diagnosis and Evaluation of Exceptional Children 3 cr.**

Basic concepts, ethical concerns, legal issues and typical procedures related to the assessment and monitoring students with disabilities. . Appropriate application and interpretation of testing results. Appropriate use of widely accepted assessment instruments. Strategies that consider the influence of diversity in the special education process. Fall. *Prerequisites: SPED 562*

**SPED 602 Instructional Content & Practices for Exceptional Children 4 cr.**

Instructional strategies and practices to meet the needs of students with disabilities, including academic, behavioral, medical self-management, communication, vocational/career and general curriculum integrative needs. Strategies for communication and collaboration in working with individuals with exceptional learning needs, parents, school personnel and community agencies. 3 credit lecture, 1 credit practicum. Fall, Spring. *Prerequisites: SPED 562 and SPED 601*

**SPED 603 Planning and Managing the Teaching and Learning Environment for Individuals With Disabilities 4 cr.**

Basic classroom management theories, methods and techniques for individuals with exceptional learning needs. Research-based best practices for effective management of teaching and learning. Use of technology in planning and managing the teaching and learning environment. 3 credit lecture, 1 credit practicum. Fall, Spring. *Prerequisites: SPED 562 and SPED 601*

**SPED 604 Managing Student Behavior and Social Interaction Skills 4 cr.**

Strategies for promoting learning for students when behavior interferes with learning. 3 credit lecture, 1 credit practicum. Fall. *Prerequisites: SPED 562 and SPED 601.*

**SPED 605 Communication and Collaborative Partnerships in Special Education Programs 3 cr.**

Strategies for communication and collaboration in working with individuals with exceptional learning needs, parents, school personnel and community agencies. Field experience component. Winter, spring. *Prerequisite: 6 hours in special education courses.*

**SPED 607: Educating Students on the Autism Spectrum 3 cr.**

Designed to provide basic and introductory information to the professional working with students diagnosed in the Autism Spectrum. Characteristics and current issues of the individuals in the autism spectrum; including behavior, social interactions, communication, and introduction to sensory/motor issues, advocacy for social responsibility and classroom strategies for inclusion, and the identification of global disability issues related to the autism spectrum across the lifespan. Elective for the Special Education M.Ed. candidate. Intersession and Summer.

**SPED 691 Seminar in Special Education 3 cr.**

A case study approach to dealing with issues and problems that individuals with disabilities and those who provide educational services for them encounter during the school experience. Demonstrations of competency in appropriate technology required during the course. Elective for Special Education program. Repeatable for maximum of

6 credits if topics are substantially different. Spring (alternating years on Frostburg campus and USMH).

**SPED 696: Special Education Practicum 3 cr.**

The Special Education Practicum is focused on the legal, administrative, and implementation of Individualized Education Plans, that all Special Education specialists must be skilled in to successfully move into leadership roles including case management. All practicum experiences are completed with the involvement of appropriately certified supervising or mentoring teachers who submit evaluation forms at the conclusion of the semester. Fall, Spring, Summer.

**SPED 700: Special Education Action Research 3 – 6 cr.**

Individual investigation (action research) related to an area in Special Education. Candidates enroll in the semester in which you intend to graduate. Should you not complete the action research in the semester, you will receive a continuing research credit, and, be required to enroll in an additional credit hour each semester until the action research project is completed. Your progress and the decision of completion will be determined by your advisor. Fall, Spring, Summer

## English

**ENGL 502 Editing and Production 3 cr.**

Design, layout and editing techniques for professional publications. Reinforcement of copy editing and proofreading skills. Spring, even-numbered years. *Prerequisite: ENGL 308, 309, 310, 330 or 338.*

**ENGL 507 American Fiction: 1865-1922 3 cr.**

American novels and short stories of the period, with special attention to literary history and the development of realism and naturalism. Spring, even-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

**ENGL 508 Modern and Post-Modern American Fiction 3 cr.**

American novels and short stories from the 1920s to the present from a variety of cultural and gender perspectives. Spring, odd-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

**ENGL 516 History of the English Language 3 cr.**

From the beginnings to contemporary usage; changes in sounds, grammatical and spelling forms, syntax and vocabulary. Spring only.

**ENGL 518 Second Language Acquisition: Theory and Application 3 cr.**

Introduction to theories of how people learn second languages, with application to conducting research or to the teaching/tutoring of second/foreign languages (principally English as a second language). Spring of even-numbered years. *Prerequisite: ENGL 306 or 416 or LING 301 or permission of instructor.*

**ENGL 526 Modern American Poetry 3 cr.**

From its antecedents in Whitman and Dickinson to contemporary poets, with emphasis on Frost and Eliot. Spring of even-numbered years. *Prerequisite: ENGL 300 or permission of instructor.*

**ENGL 530 The Composing Processes 3 cr.**

A survey of theory and research on the composing process. *Prerequisite: 6 hrs. of writing courses.*

**ENGL 536 Advanced News and Feature Writing 3 cr.**

Skills in gathering and writing news. Techniques of New Journalism and writing for magazines. Spring only. *Prerequisite: ENGL 336 or permission of instructor.*

**ENGL 540 Literature of the Environment 3 cr.**

Critical, multicultural and historical study of literature of the environment, emphasizing the variety of attitudes toward the land in essays and poetry. Fall, odd-numbered years.

**ENGL 590 Selected Topics in English 3 cr.**

A select aspect or body of literature of limited scope and topical interest. Subject varies; see Academic Schedule for specific titles. Repeatable for maximum of 6 credits if topics are substantially different. Offered at variable intervals.

**ENGL 599 Independent Study 1-3 cr.**

Reading and writing on a specific topic defined by the student with a faculty director and the chair of the Department. Repeatable for maximum of 6 credits if topics are substantially different.

**ENGL 690 Current Concepts in Secondary English 3 cr.**

Secondary school English teaching. An exploration of recent issues of content and process. Repeatable for maximum of 6 credits if topics are substantially different.

## Foreign Languages and Literature

### Special Topics

**MDFL 507 Latin American and Spanish Films 3 cr.**

A study principally of the most recent films from Latin America and Spain. Taught in English (may not be taken to satisfy the Spanish major). Students who have taken this course may not take SPAN 507 and vice versa. Two hrs. lecture and 2 hrs. lab. Variable.

### French

**FREN 502 The French Theater 3 cr.**

French theater from 17th century to the present. Major schools and playwrights from Corneille to the antitheater of the mid-20th century. Alternate springs. *Prerequisite: FREN 315 or permission of instructor.*

**FREN 504 French Fiction 3 cr.**

Great novels, novellas and short stories from the 17th century to present. Alternate springs. *Prerequisite: FREN 315 or permission of instructor.*

**FREN 590 Special Topics in French Language and Literature 3 cr.**

A selected topic such as an author or work, a genre or theme, translation or interpreting. Repeatable for maximum of 9 credits if topics are substantially different. *Prerequisites: two 300-level French courses and permission of instructor.*

### Spanish

**SPAN 501 Spanish Poetry and Drama I 3 cr.**

Drama and poetry from the Middle Ages through the Golden Age. *Prerequisite: SPAN 315 or equivalent.*

**SPAN 502 Spanish Fiction 3 cr.**

Novels and short stories from Cervantes to the present. *Prerequisite: SPAN 315 or equivalent.*

**SPAN 503 Spanish Poetry and Drama II 3 cr.**

Drama and poetry from the Romantics to the present. *Prerequisite: SPAN 315 or equivalent.*

**SPAN 504 Spanish Nonfiction Prose 3 cr.**

The essay as literature. Principal Spanish and Latin American essayists. *Prerequisite: SPAN 315 or equivalent.*

**SPAN 590 Special Topics in Hispanic Language and Literature** 3 cr.

A selected topic such as an author or work, a genre or theme, translation or interpreting. Repeatable for maximum of 9 credits if topics are substantially different. *Prerequisites: two 300-level Spanish courses and permission of instructor.*

**SPAN 599 Individual Problems in the Spanish Language** 1-4 cr

Individual research or activity requiring submission of a final paper or completed project. Repeatable for maximum of 6 credits if topics are substantially different. *Prerequisites: three 300-level Spanish courses and permission of instructor.*

---

## Geography

**GEOG 501 Geography of Europe** 3 cr.

Physical, historical and cultural features that have shaped the current landscapes of Europe. *Prerequisites: GEOG 103 (or 113) and GEOG 104 (or 114) or permission of instructor.*

**GEOG 502 Geography of Russia and the Former Republics** 3 cr.

Population, agriculture, mining, manufacturing, trade and transportation of Russia and adjacent states. Human adjustment to the physical environment of the various regions. *Prerequisites: GEOG 103 (or 113) and 104 (or 114) or permission of instructor.*

**GEOG 503 The Geography of Sub-Sahara Africa** 3 cr.

The cultural, economic, physical and political potentials of Sub-Sahara Africa. The complex spatial patterns that define the Sub-Sahara African landscape are examined. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

**GEOG 506 Management and Conservation of Natural Resources** 3 cr.

Current problems associated with the use and misuse of natural resources. *Prerequisites: GEOG 103 (or 113) and 104 (or 114) and/or permission of instructor.*

**GEOG 507 Political Geography** 3 cr.

The world patterns of nations; geographic factors affecting the background and present development of countries. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

**GEOG 510 Locational Analysis** 3 cr.

Theories and methods of analyzing and explaining the spatial location of economic activities. Emphasis is on theoretical, methodological and practical issues. The relationship between consumer behavior and the location of industrial service facilities is examined. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

**GEOG 513 Remote Sensing—Image Interpretation** 3 cr.

Fundamental principles of remote sensing and image interpretation applications in Geography; the remote sensing process, Earth surface energy/matter interactions, photogrammetry basics, color theory & digital image display, introductory digital image processing, and a survey of image types including panchromatic, color-infrared, multispectral, thermal, and radar. Two hrs. lecture and 2 hrs. lab. Fall. *Prerequisite: GEOG 275 or permission of instructor.*

**GEOG 520 Trends in the Mapping and Geospatial Sciences** 3 cr.

Trends in the mapping and geospatial sciences. A project-based course covering current trends in the mapping sciences and geospatial intelligence. Projects may include digital image processing, advanced cartographic design and/or geospatial analyses. Two hrs. lecture/discussion and 2 hrs. lab per week. May be repeated for up to 6 hours provided the projects are different. Spring. *Prerequisite: instructor approval.*

**GEOG 521 Regional Planning** 3 cr.

Contemporary topics in regional planning and development. Group and individual projects and research. *Prerequisite: GEOG 325 or permission of instructor.*

**GEOG 527 Geography of Language and Religions** 3 cr.

Languages and religions examined from a geographic perspective. Emphasis placed on the five geographic themes of culture region, cultural diffusion, cultural integration, cultural landscapes and cultural ecology. Three hrs. lecture. *Prerequisite: GEOG 104 (or 114) or permission of instructor.*

**GEOG 530 Surface Water Hydrology** 4 cr.

Physical principles governing occurrence and movement of water, including precipitation, evaporation and transpiration; runoff; infiltration; soil water movement; and stream channel morphology. Lab/field experience with stream gauging, infiltration measurement, soil hydraulic conductivity, flow frequency analysis and related phenomena. Human influence on surface water hydrology. Three hrs. lecture and 2 hrs. lab. Spring. *Prerequisite: GEOG 103 (or 113) or permission of instructor.*

**GEOG 532 Groundwater Hydrology** 3 cr.

Principles governing the physical and chemical nature of water below the earth's surface, including fundamental concepts of groundwater flow, water-rock interaction and groundwater-surface water interactions. Exploration of human influence on the hydrological environment. Fall. *Prerequisite: GEOG 530 or permission of instructor.*

**GEOG 545 Biogeography** 3 cr.

Patterns of plant and animal distributions in the landscape are stressed and are considered in light of historical, environmental and biotic influences. Historical development of contemporary regional distributions, survey of world biomes and the importance of disturbance and human-induced changes on biotic distributions are considered. *Prerequisites: GEOG 103 or BIOL 100. BIOL 340 is recommended.*

**GEOG 550 Urban Planning** 3 cr.

City Planning: needs assessment, land use suitability, policy and design. Participation in limited scope planning projects. *Prerequisite: GEOG 324 or permission of the instructor.*

**GEOG 554 Geography of Tourism** 3 cr.

A review of geographical distribution of tourism, travel patterns and tourism impacts on natural environments and local populations. *Prerequisite: Completion of 6 credits of geography or senior standing.*

**GEOG 555 Tourism Planning** 3 cr.

Planning activities associated with the development and marketing of tourist activities. Consideration of both business and leisure travel. Group project focus. *Prerequisite: GEOG 454 or 554.*

**GEOG 560 Natural Hazards in the Physical Environment** 3 cr.

Study of hazards to human society arising from wind, water and earth, either independently or from human activities. Perception, prevention and mitigation of hazards; spatial distribution and impact on global population. *Prerequisites: GEOG 103 and senior standing or permission of instructor.*

**GEOG 572 Environmental Planning** 3 cr.

Principles and methods used in environmental assessments and site analysis. Students will prepare an environmental impact statement, site development plan and mine reclamation plan. Two hrs. lecture and 2 hrs. lab. Spring.

**GEOG 573 Environmental Law** 3 cr.

A survey of federal and state environmental laws and regulations. History and role of environmental regulation related to air and water pollution, waste disposal and resource development. Fall.

**GEOG 599 Research in Geography** 3 or 6 cr.

Research in field of interest chosen by student and faculty. Repeatable for maximum of 6 credits. *Prerequisites: minimum of 15 hrs. of geography completed, GEOG 380 and permission of the Chair of the Department.*

## Health & Physical Education

### Health

#### HEED 504 Health Instruction 3 cr.

Basic concepts of health education. Implementing a health education program for grades K-12.

#### HEED 508 Therapeutic Modalities in Sports Medicine 3 cr.

The study of the theoretical basis and practical usage of various therapeutic modalities. Designed for individuals who routinely treat sports-related injuries. Fall only. *Prerequisite: EXSS 305 or permission of instructor.*

#### HEED 516 Curriculum Design in Health Education 3 cr.

Health Education curriculum development, implementation and evaluation; implementation of program strategies from evaluation results. Spring.

#### HEED 518 Current Issues in Health 3 cr.

Identification and investigation of problems and solutions relevant to existing or emergent health topics. Spring.

### Exercise & Sport Science

#### EXSS 501 Physiology of Exercise 3 cr.

Exercise and the circulatory, respiratory and nervous systems; efficiency of muscular work; fatigue; age, gender and body type. Two hrs. lecture, one 2-hr. lab.

*Prerequisites: BIOL 201 and 202 and PHSC 201 and 202 or equivalent.*

#### EXSS 510 Advanced Strength Training 3 cr.

The study of the principles and practices of advanced strength training. Emphasis on the practical application of this knowledge to athletic performance and a health/wellness setting. Spring only. *Prerequisites: EXSS 401/ESSX 501 or permission of instructor.*

#### EXSS 511 Evaluation and Prescription for Fitness 3 cr.

In-depth examination of evaluation of and components applicable to the development of exercise programs. Fall only. *Prerequisites: EXSS 401/ESSX 501 or permission of instructor.*

#### EXSS 535 Physical Activity and the Older Adult 3 cr.

The aging process, current theories of aging and how physical activity, nutrition, and psychological and sociological variable influence the well-being of individuals as they biologically age.

### Physical Education

#### PHEC 502 Adapted Physical Activities 4 cr.

Adapting physical activities to individual disabilities. Required prior to student teaching in Teacher Education Program. *Prerequisite: PHEC 303.*

#### PHEC 505 Psycho-Social Foundations of Sport 3 cr.

Study of human behavior during participation in sport, role of sport in society, psychological characteristics of sport performers, people and organizations who control sport.

#### PHEC 507 Motor Learning and Performance 3 cr.

Motor skill acquisition as learning. Nature of learner; guidance, results, motivation, practice, transfer, retention.

#### PHEC 512 Principles of Coaching 3 cr.

Introduction to coaching education and the responsibilities of the coach. Spring.

#### PHEC 513 Rehabilitation Techniques in Sports Medicine 3 cr.

Various aspects of the rehabilitation process for the physically active or athletic population. Goals, techniques, evaluation methods and specific rehabilitation programs covered. Spring. *Prerequisite: ATTR 318, 319 or permission of instructor.*

#### PHEC 520 Sports Law and Ethics 3 cr.

Legal implications of tort and liability law for coaches, case studies of ethical issues in sport, athletic eligibility and gender equity.

#### PHEC 580 Field Experience in Health, Physical Education, Sport and Recreation .05-6 cr.

Special aspects of health, physical education, sport and recreation. Site of study may vary. Repeatable for maximum of 6 credits if placement sites are different. Offered as needed.

#### PHEC 590 Special Topics in Health, Physical Education, Recreation and Dance 1/2-6 cr.

Unique or distinctive group study, including such activities as clinics, workshops or course work dealing with current topics related to health, physical education, recreation and dance. Repeatable for maximum of 6 credits if topics are substantially different. Offered as needed.

#### PHEC 598 Readings in H.P.E.R. 1-4 cr.

Intensive readings on a selected topic. Graded or P/N. Repeatable for maximum of 4 credits if topics are substantially different. *Prerequisite: permission of instructor.*

#### PHEC 599 Individual Problems in H.P.E.R. 1-4 cr.

Individual activity requiring submission of a final paper or completed project. Graded or P/N. Repeatable for maximum of 4 credits if topics are substantially different. *Prerequisite: permission of instructor.*

#### PHEC 602 Current Literature and Research in Health, Physical Education and Recreation 4 cr.

Directed reading and class discussion based on recent literature in the field. Investigation of testing procedures and experimental methods for conducting research in human performance. Writing for publication.

#### PHEC 603 Evaluation and Measurement in Health, Physical Education and Recreation 3 cr.

Examination of evaluation instruments, administering, analyzing and interpreting test results.

#### PHEC 604 Human Movement and Physical Activity for the Elementary Classroom 1 cr.

Research-based developmentally appropriate content, skills and activities in physical education. Primary emphasis on regular classroom teacher role. Lecture and lab. Spring. *Prerequisite: admission into the Master of Arts in Teaching program or permission of the program coordinator.*

#### PHEC 609 The Psychology of Human Performance 3 cr.

Consideration of factors affecting performance: motivation, aspiration incentives and arousal, discrimination and perception, learning and retention, personality and social correlates of performance.

#### PHEC 630 Advanced Physiology of Exercise 3 cr.

In-depth study of acute responses and chronic adaptations to exercise, with particular emphasis on circulatory, respiratory and musculo-skeletal functions.

**PHEC 634 Graded Exercise Testing and Electrocardiogram****Assessment 3 cr.**

Training in protocols and procedures for administering progressively strenuous exercise tests and instruction in the evaluation of data regarding cardiac function during such testing.

**PHEC 636 Using Technology in the Study of Human Performance 3 cr.**

Practical applications of the microcomputer to the health fitness/wellness domain with special attention on the specific programs that are available in diagnosis, evaluation and exercise prescription for adults.

**PHEC 638 Nutrition and Weight Control in Adults 3 cr.**

Study of all aspects of nutrition related to exercise with special emphasis on body weight control programs. Both physiological and psychological mechanisms related to nutrition and weight control will be included.

**PHEC 639 Practicum in Human Performance Programs 1-3 cr.**

To provide opportunities for practical experiences within the realm of exercise science by placing individuals in the field for "hands-on" skill development in the working environment.

**PHEC 691 Seminar in Health and Physical Education 1-3 cr.**

Variable topic seminar. Repeatable for maximum of 3 credits if topics are substantially different.

**PHEC 699 Individual Research in Health and P.E. 2-4 cr.**

Study of problem in a selected area. Written and oral reports required. Graded or P/N. Repeatable for maximum of 4 credits if topics are substantially different. *Prerequisite: approval of the chair of the department prior to registration.*

**PHEC 700 Master's Research Paper or Project****variable with a minimum 3 cr.**

Individual investigation or project related to the area of concentration and professional education. Enroll in final credit(s) of Master's Research Paper or Project in the semester in which you expect the paper or project to be approved. Should you not complete the paper or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of 1 additional credit of Master's Research Paper or Project each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/N. Repeatable for credit each semester of enrollment up to maximum of 4 credits.

**PHEC 710 Thesis variable with a minimum 3 cr.**

Intensive investigation of an approved topic in the area of Human Performance. Proposal required prior to registration. Enroll in final credit(s) of Thesis in the semester in which you expect the thesis to be approved. Should you not complete the thesis in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of 1 additional credit of Thesis each fall and spring semester thereafter until the thesis is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/NC. Repeatable for credit each semester of enrollment up to maximum of 4 credits.

---

## History

**HIST 503 Imperial Russia 3 cr.**

The political, economic, social and cultural history of the Russian empire, from its roots in the ninth-century Kievan state to its fullest expansion under the last Romanov tsar, Nicholas II.

**HIST 504 Revolutionary and Soviet Russia 3 cr.**

Russia since the revolution of 1905: political developments, both domestic and foreign; economic system and organization; social and cultural evolution.

**HIST 515 History of American Women 3 cr.**

The experience of all groups of women in America from pre-Columbian times to the present. How female roles are shaped by changing socio-economic circumstances.

**HIST 536 Women's Issues in World History 3 cr.**

The historical study of the major issues affecting women's lives in the modern age (18th-21st centuries) and across multiple cultures. Variable.

**HIST 550 The History of Mexico 3 cr.**

The development of Mexican society from the pre-Columbian period to the present. The Aztec and Mayan civilizations, the implanting of Spanish control, the origins of the Mexican Revolution and its long-range impact.

**HIST 552 Traditional Africa 3 cr.**

The African pre-colonial states; their government, economic systems, cultural patterns, achievements and relations with other African and non-African peoples.

**HIST 553 Contemporary Africa 3 cr.**

The 20th-century emergence of representative African nations; the achievements of these nations; their current political, economic and social problems.

**HIST 555 Latin American Revolutions 3 cr.**

Twentieth century revolutions in Latin America. Theories of revolution, the causes, leaders and followers, post-revolutionary developments and the international consequences of Latin American revolutions.

**HIST 561 Colonial American, 1607-1763 3 cr.**

From settlement of Jamestown through the French and Indian War: European backgrounds, religious development, regional differences, Indian relations and cultural life.

**HIST 562 Revolutionary America, 1763-1789 3 cr.**

From the conclusion of the French and Indian War to the formulation of the United States Constitution: British-American imperial relations; cultural developments in the 18th century; origins, impact and general nature of the American Revolution; and the formation of the Federal Union.

**HIST 563 The Age of Jefferson and Jackson, 1789-1848 3 cr.**

From Washington's presidency through the administration of James K. Polk. The philosophies of Hamilton and Jefferson, the origins of political parties, politics of the Jacksonian era, Indian removal, the development of transportation, the frontier and emerging sectionalism.

**HIST 564 The Civil War and Reconstruction, 1849-1877 3 cr.**

From the end of the Mexican War through the period of Southern Reconstruction: sectionalism, slavery, abolitionism and the social, political, military and economic impact of the War Between the States.

**HIST 565 Gilded Age America, 1877-1913 3 cr.**

From the presidency of Hayes through the Progressive Era; the labor movement, growth of the city, immigration, imperialism, art and architecture, and politics.

**HIST 566 The United States in the 20th Century, 1914-1945 3 cr.**

The home front during World War I, post-war reaction, the 1920s, the Stock Market Crash, the Great Depression, the New Deal and American society during World War II.

**HIST 567 The United States in the 20th Century, 1945-Present** 3 cr.  
The Truman, Eisenhower and Kennedy years; the Cold War and McCarthyism; the 1920s, black and student movements; Johnson and Vietnam; Nixon and Watergate; and more recent presidencies.

**HIST 575 Genocide and Mass Violence** 3 cr.  
Genocides of the modern era from that of Herero of German Southwest Africa (early 20th century) to that of Darfur in the Sudan (early 21st century). Variable.

**HIST 576 Modern Europe** 3 cr.  
European history in the modern period, from the Napoleonic era (1799-1815) to the present day, with particular attention to geographic, historical, political and economic distinctions between western and eastern Europe.

**HIST 698 Readings in History** 3 cr.  
Independent reading under direction of a history department faculty member. Repeatable for maximum of 6 credits if topics are substantially different.

## Mathematics

**MATH 525 Introduction to Real Analysis** 3 cr.  
Topology of real numbers; sequences, cluster points, continuity, theory of differentiation and integration; elements of measure theory; infinite series. Variable. *Prerequisite: MATH 237.*

**MATH 526 Introduction to Complex Analysis** 3 cr.  
Analytic functions: Cauchy's Theorem, Taylor and Laurent series, meromorphic functions: residue theory, conformal mapping. Variable. *Prerequisite: MATH 237.*

**MATH 532 Differential Equations** 3 cr.  
Solution of ordinary differential equations, Laplace transforms, numerical methods using mathematical software, solution by series. Fall, spring, summer. *Prerequisite: MATH 237.*

**MATH 537 Combinatorics and Graph Theory** 3 cr.  
General enumeration techniques, elements of graph theory, matrix representations of graphs and applications of graph theory. Variable. *Prerequisite: MATH 237 or permission of instructor.*

**MATH 540 Modern College Geometry** 3 cr.  
An introductory synthetic study of geometry; finite, absolute, affine, Euclidean, hyperbolic, elliptic and projective geometries. Variable. *Prerequisite: MATH 237.*

**MATH 551 Modern Higher Algebra** 3 cr.  
Basic study of the structure of groups and rings: isomorphism theorems, special kinds of rings, additional topics. Variable. *Prerequisite: MATH 237.*

**MATH 552 Linear Algebra** 3 cr.  
Basic study of vector spaces and their relationships to matrix algebra: the algebra of linear transformations, linear functionals and dual spaces, inner product spaces and decomposition theorems. Variable. *Prerequisite: MATH 237.*

**MATH 560 Introductory Topology** 3 cr.  
The topology of metric spaces, introduction to general topological spaces, the separation axioms, compactness, connectedness. Variable. *Prerequisite: MATH 237.*

**MATH 561 History of Mathematics** 3 cr.  
Historical development of mathematics and its concepts. Contributions of individuals and societies to the development of mathematics. Variable. *Prerequisite: MATH 237.*

**MATH 565 Theory of Numbers** 3 cr.  
Divisibility, Diophantine equations, congruences, sums of squares, additional topics. Variable. *Prerequisite: MATH 237.*

**MATH 570 Mathematical Models and Applications** 3 cr.  
Model-building processes, the assumptions underlying mathematical models and the generation and interpretation of results from models. Theory and illustrative applications of modeling. Analyses of models constructed by students. Spring. *Prerequisite: MATH 237 or permission of instructor.*

**MATH 575 Theory of Secondary Mathematics Education** 3 cr.  
Theoretical aspects of teaching mathematics at the secondary level. Philosophical and psychological principles of learning mathematics and their application.

**MATH 580 Probability and Statistics** 3 cr.  
A deeper study of probability and statistics. Continuous probability distributions and their statistical applications. Variable. *Prerequisite: MATH 237, MATH 380 or permission of instructor.*

**MATH 590 Selected Topics in Mathematics** 3 cr.  
A specialized topic or recent development in mathematics. Does not duplicate any other course offered by the Department of Mathematics. Repeatable for maximum of 6 credits if topics are substantially different. Variable. *Prerequisite: MATH 237 or permission of instructor.*

**MATH 591 Seminar in Mathematics** 3 cr.  
Individual reports and group discussions on mathematical topics and applications. Written project required. *Prerequisite: permission of instructor.*

**MATH 592 Internship Seminar** 3 cr.  
Academic component of internship. Requires co-registration in 595. Graded A-F.

**MATH 595 Internship in Mathematics** 6 or 12 cr.  
Experiential component of internship; guided work experience with MATH 592; must directly relate to academic program. Full-time interns register for 12 credits in MATH 595 and 3 credits in MATH 592. Graded P/F. Variable. *Prerequisites: good academic standing, submission of the Internship Agreement form to the internship director prior to registering, completion of MATH 236 and 237 and four math courses at 300 or 500 level (or enrollment in the fourth 300- or 500-level mathematics course at time of application), GPA of at least 3.0 in mathematics and any requirements of the sponsoring agency.*

**MATH 680 Research Statistics** 3 cr.  
Applied statistical methods. Experimental design, analysis of variance, multiple regression and correlation. *Prerequisite: MATH 209 or equivalent.*

**MATH 690 Current Concepts in Mathematics Education** 3 cr.  
Secondary school mathematics teaching. Development of units of instruction, methods of informal evaluation, contemporary learning theories, trends in secondary school mathematics curricula and teaching strategies.

**MATH 698 Reading in Mathematics** 3 cr.  
Library research and individual study.

**MATH 699 Individual Research in Mathematics** 3 cr.  
Selected advanced topics in mathematics. Repeatable for maximum of 9 credits if topics are substantially different.

**MATH 700 Master's Research Paper or Project** 3 cr.  
An individual investigation or project related to the area of concentration and professional education.



**MATH 710 Thesis in Mathematics****6 cr.**

A research project in mathematics. Written report and oral presentation required. Graded P/NC.

---

## MBA

**MBA Essentials:****ACCT 507 Essentials: Accounting and Finance****3 cr.**

Overview of financial accounting, financial statements, and financial reporting issues. Importance of accounting as the language of business. Construction of financial statements. Evaluation of financial condition through ratio analysis. Ethical issues. Cost behavior. Fall, spring, summer.

**MKTG 508 Essentials: Management and Marketing****3 cr.**

Basic overview of the management and marketing functions carried out in organizations. Focus is on the basic components of each discipline and how the two are linked in successful organizations. Fall, spring, summer.

**Required MBA Courses:****ACCT 540 Financial Accounting****3 cr.**

Overview of financial accounting, financial statements and financial reporting issues. Importance of accounting as the language of business. Concepts and procedures underlying financial accounting. Financial statement analysis for decision-making. Ethical issues. Variable. *Prerequisite: BUAD 507.*

**ACCT 546 Managerial Accounting****3 cr.**

Overview of management accounting and its use in managerial decision-making. Behavior of costs and their impact on organizational planning and control. Responsibility accounting and budgeting. Capital budgeting and present value analysis. Other managerial topics. Fall, spring, summer. *Prerequisite: ACCT 507 or waiver from the course.*

**BMIS 607 Information Management****3 cr.**

Employs information technology to support organizational decision-making through data collection, integration and conveyance. Explores how the process is influenced by factors both internal and external to the organization. Examines challenges to information system efficacy, assessment of structural and process sufficiency and conduct of cost/benefit assessment of existing systems, as well as of prospective improvements. Variable.

**ECON 511 Economics for Managers****3 cr.**

Explores fundamental economic concepts and their relevance to organizational performance, and addresses the linkage between economic variables and normal and organizational decisions. Examines economic decisions by the firm made within the global environment. Students apply tools for both micro-economic and macro-economic analysis.

**FINA 610 Financial Management****3 cr.**

Uses analytical tools and concepts utilized by managers to make the financial decisions consistent with the goals of the firm through the application of selected cases, research project and problems. Topics include, but are not limited to, capital budgeting, risk analysis, cost of capital, capital structure, dividend policy and working capital management. Fall, spring, summer. *Prerequisite: ACCT 507 or waiver from the course.*

**MGMT 510 Leadership and Ethics****3 cr.**

Utilizes self-awareness and effective social influence as a framework for individual development as leaders; examines personality, behavior and ethics in relation to leadership effectiveness in a changing global society. Fall, spring, summer.

**MGMT 512 Management Decision Analysis****3 cr.**

Overview of management decision science. Utilizes various analytic tools and statistical techniques. Topics include data analysis, spreadsheets and statistical programs, decision theory, optimization, forecasting, regression analysis, hypothesis testing, problem solving and decision making. Fall, spring, summer.

**MGMT 542 Organizational Behavior****3 cr.**

Examines management of individual behavior and groups/teams as related to performance management, motivation, leadership, power and influence, group dynamics, teamwork and organizational structure and change for adaptation in unpredictable and ambiguous situations. Topics also include goal setting, employee socialization, training, delegation, coaching/mentoring and performance models and tools. Fall, spring, summer. *Prerequisite: MKTG 508 or waiver from the course.*

**MGMT 590 Special Topics in Management****3 cr.**

This course examines a contemporary issue/s in depth from a variety of management perspectives. Individual sections will cover such topics as global business, entrepreneurship, organizational change, consulting and conflict management. While there are no prerequisites, it is recommended this course be taken near the end of the student's coursework. Fall, spring, summer.

**MGMT 620 Strategic Human Resource Management****3 cr.**

Integrates the macro and micro perspectives of Human Resource Management; examines the vital role of acquiring and retaining individuals with the skills, knowledge and abilities needed to accomplish the tasks necessary for achievement of organizational strategic goals. The course also discusses the ethical issues associated with HR responsibilities, and emphasizes motivating individuals to exhibit the behaviors (performance) essential to overall organizational success in the global environment. Fall, spring, summer. *Prerequisite: MKTG 508 or waiver from the course.*

**MGMT 621 Foundations of Analytics****3 cr.**

Introduces data analytics process and practices in business world and explains how data can be utilized in decision-making. Explores foundation of computational and quantitative methods and tools. Fall, spring, summer.

**MGMT 622 Data Management****3 cr.**

Explores collection, storage, organization and retrieval of various data types using different data management solutions in a business context. Explains how to choose the proper data management models and tools based on a business needs and how to work with various data management systems. Introduces big data management systems. Variable. *Prerequisite: MGMT 621.*

**MGMT 623 Data Analysis****3 cr.**

Explains how to prepare data for analysis, summarize data, apply various analysis methods, interpret the results and communicate the findings properly. Explores data preprocessing, descriptive analytics, statistical and quantitative modeling and visualization. Variable. *Prerequisite: MGMT 621.*

**MGMT 624 Predictive Analytics****3 cr.**

Explores predictive analytics in business. Explains statistical modeling, machine learning, data mining and text mining along with case studies and how to interpret, visualize and present the findings of predictive models. Variable. *Prerequisite: MGMT 623.*

**MGMT 625 Prescriptive Analytics****3 cr.**

Explains prescriptive analytics and how it can be used to assess multiple future scenarios and advise a proper course of action that optimizes the desired outcome under a deterministic or uncertain situation. Explains several decision-making tools including linear programming. Variable. *Prerequisite: MGMT 623.*

**MGMT 631 Health Care Management and Finance** 3 cr.

Provides an overview of the U.S. health care system. This course will focus on the characteristics of Health Care delivery, discussions on the major issues and challenges that impact the Iron Triangle of Health Care (access, cost containment, and quality). The U.S. historical context of health care will be discussed, as well as significant policies that regulate health care organizations. Students will be introduced to issues that are essential to managing in the health care environment, i.e., financing, reimbursement, legal, and strategic planning. Variable.

**MGMT 632 Health Care Policy, Law and Ethics** 3 cr.

Provides an overview of comprehensive issues in health care as they pertain to policy, laws and ethics. This course will focus on historical occurrences in medical experiments that resulted in today's view of health ethics involving human research. Also, students will be challenged on major ethical problems and dilemmas in the health care industry. Students will become aware of the current regulatory and legal system and its impact on the health industry and issues of compliance. Students will learn how to make well-reasoned and defensible decisions via awareness of ethical considerations and analytical problem solving. Variable.

**MGMT 633 Principles of Population Health Management** 3 cr.

This course will examine population based approaches to improve the health of the public. Students will gain more insight into determinants of population health that impact health outcomes. The focus will be on learning methods for community health improvement-from assessment to finding and implementing evidenced-based public health interventions. Students will also gain insight into community-based health needs for the improvement of health services delivery. This course will provide students with valuable information to better understand and be able to respond to challenges to improve health within and across various populations. Variable.

**MGMT 634 Health Care Information Management Systems** 3 cr.

This course will discuss the concepts and application of major information systems methodology and approaches in the delivery of health care systems. It will also provide an overview of the Health Care information technology system, as well as clinical information systems devoted to direct management of the patient. Students will gain valuable information on implementing, managing, and assessing clinical information systems in various health care settings. Discuss electronic health records, e-health, health information technology (HIT), meaningful use, Health Information Portability and Accountability Act (HIPAA), telehealth, and telemedicine. Also, information will be provided on data breaches, hacks, and the need for increased security. This course will also explore new technology creation and adoption processes and the impact of rapidly evolving technologies in the health care organizations. Variable.

**MGMT 680 Strategic Analysis and Planning** 3 cr.

The development of a useable, integrated, comprehensive analysis process applicable to a broad range of industry and firm contexts and situations. Students prepare an in-depth written report for a firm chosen from the studied industry that includes a review and analysis of complex internal and external factors, an understanding of the competitive positioning among firms, a range of strategic options and a recommendation on strategic choice with implementation and evaluation plans for the chosen strategy. Students integrate prior knowledge as well as acquire new strategic analysis techniques. Fall, spring, summer. This course must be taken in the student's last 6-9 credits of study. *Prerequisite: ACCT 546.*

**MGMT 691 Seminar in Management** 3 cr.

Specific management topic not covered in the regular curriculum. Offered in response to petition of seven or more students. Does not apply to MBA requirements. Repeatable for maximum of 6 credits if topics are substantially different. Variable.

**MGMT 699 Individual Research in Management** 3 cr.

Directed study for topics and issues not covered in the regular curriculum. Does not apply to MBA requirements. Open to undergraduates. Repeatable for maximum of 6

credits if topics are substantially different. Variable. *Prerequisites: Approval of department chair and submission of independent study request.*

**MKTG 640 Marketing Management** 3 cr.

Course focuses on application of marketing concepts and principles at both a micro and macro level. Students will be expected to demonstrate analytical and reasoning skills in applying the concepts and principles in a wide variety of circumstances, integrating marketing into an overall business strategy and understanding the role of marketing in a global context. Fall, spring, summer. *Prerequisite: MKTG 508 or waiver from the course.*

## Music

**MUSC 552 Choral Music Methods K-12** 3 cr.

Materials and techniques of choral instruction, computer-assisted instruction and integrated technology, and choral performance at all levels of public music education. Required of voice and piano majors in the music teacher education program. Spring. 150 minutes. *Prerequisites: Completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.*

**MUSC 553 Instrumental Music Methods K-12** 3 cr.

Materials and techniques of instrumental music instruction, computer-assisted instruction and integrated technology, and instrumental performance at all levels of public music education. Required of all instrumental majors in teacher education. Spring. 150 minutes. *Prerequisites: Completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.*

**MUSC 590 Special Topics in Music Education** .5-6 cr.

A selected aspect of music education. Subject varies; see Academic Schedule for specific titles. Repeatable for maximum of 12 credits if topics are substantially different. *Prerequisite: permission of instructor.*

**MUSC 599 Individual Research in Music** 1-6 cr.

Intensive individual study in an area of special interest under the direction of a staff member. Repeatable for maximum of 12 credits. Fall only. *Prerequisite: permission of the chair of the department.*

## Nursing

**NURS 504 Nursing Informatics** 3 cr.

Designed to prepare the nurse to integrate and translate selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality, and security as it relates to complex decision making and the promotion of safe, quality and effective care. Variable.

**NURS 507 Health Finance** 3 cr.

Conceptual and practical issues related to health care economics, finances and budgeting, including accounting, business planning, cost/benefit analysis, managing financial resources and other management tools for the nurse administrator. 3 hrs. lecture. Spring, summer.

**NURS 601 Advanced Health, Physiology and Pharmacology** 4 cr.

Study of normal physiologic and pathologic mechanisms of disease, comprehensive physical assessment and pharmacotherapeutics. Assessment, diagnosis and management of clients' common health problems in a safe, high-quality, cost-effective manner. Analysis of an in-depth health history, including signs and

symptoms, developmental stages and psychosocial and cultural characteristics. 3 hrs. lecture. Fall.

**NURS 602 Research and Systematic Analysis 4 cr.**

Discussion of clinical, management and education leadership roles in health care. Analysis and synthesis of research with applications within specialization. 4 hrs. lecture. Variable.

**NURS 603 Roles and Issues in Advanced Practice Nursing 3 cr.**

Examination of the theoretical basis, scope and status of professional roles and legal and ethical responsibilities of nurses prepared for advanced clinical and managerial placements in diverse health care settings. Fall.

**NURS 605 Healthcare Systems and Populations 3 cr.**

Focuses on health promotion of diverse populations. Learn to critically analyze health promotion initiatives from the perspective of improving health outcomes, impact of health policy, system organization, and financial structures. Exploration of public health and program development to address identified deficits in the community to promote public wellness. Development a health promotion plan based on epidemiology, risk stratification, social determinants of health, regulatory and policy regulations, and funding opportunities. Spring.

**NURS 610 Administration of Health-Care Organizations 3 cr.**

Examines the role of the nurse leader to include leadership theory and application, professional development and performance management, inter-professional teams and collaboration, facilitating change, and self-reflection. Contemporary topics affecting the role of the nurse leader: transformational leadership, technology to support quality and safety, emotional intelligence, mindfulness, the aging population and its effect on delivery system, strategic management, and succession planning. Fall, Spring.

**NURS 611 Organizational Theory 3 cr.**

Focus on social science and organizational/systems theories. Management principles, complexity science and issues related to dynamic organizational behavior in the health-care setting. Students may take MGMT 542 Organizational Behavior. Credit cannot be earned for both NURS 611 and MGMT 542. Fall, spring.

**NURS 612 Health Policy 3 cr.**

Examines historical and current health policy issues related to socio-political environment, persuasive argument, advocacy, legislative and regulatory influences, and how these apply to leaders in healthcare. Experiencing the political arena through written, verbal and experiential assignments will provide confidence in navigating health policy agenda, at local, federal and global level. Fall, Spring.

**NURS 613 Curriculum Development and Design 3 cr.**

Theories of curriculum development and nursing education will be examined from philosophical and historical foundations. 3 hrs. lecture. Fall, spring.

**NURS 614 Teaching and Learning Strategies 3 cr.**

Examination of a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Students establish nurse education practicum goals and objectives and are required to obtain a nurse educator preceptor. Practicum hours involve practical observational and hands-on experiences in the clinical and classroom environments. 3 hrs. lecture. Fall, spring.

**NURS 615 Evaluation and Assessment of Clinical Education 3 cr.**

Selection and implementation of instructional strategies and media appropriate to variety of learning styles and behavior objectives. Didactic and experiential applications. Focuses on measurement principles of reliability and validity, test construction, assessment of skill acquisition and competence, and interpreting results. 3 hrs. lecture. Fall, spring.

**NURS 625 Neurobiology of Psychiatric Disorders Across the Lifespan 2cr.**

Transition students from general concepts utilized in advanced practice to specific theories that are unique to the role of the psychiatric NP. Focuses on the current and evolving biological theories as a major dimension in understanding the etiology, course, and outcomes of selected psychiatric disorders. Major biological theories of psychiatric disorders in relationship to their respective technologies, neuroanatomical structures, neurochemical pathways, specific behaviors and symptomatology are explored. Lecture. Summer. *Prerequisites:* NURS 504, 602, 603 (may be taken concurrently), 605, 650, 651, 652, 653.

**NURS 626 Psychopharmacology Across the Lifespan 2 cr.**

Transition students from general advanced pharmacology concepts to specific theories regarding psychotropic medication. Develop an understanding of psychotropic medication mechanism of action, indications, acute vs. chronic dosing strategies, risks and benefits, short and long-term side effects, safe management practices, interactions, and discontinuation strategies. Lecture. Summer. *Prerequisites:* NURS 504, 602, 603, 605, 625, 627 (may be taken concurrently), 628 (may be taken concurrently) 629, 650, 651, 652, 653.

**NURS 627 Psychiatric Diagnostic Reasoning Across the Lifespan – Theory 2 cr.**

Builds upon the advanced health assessment & diagnostic reasoning across the lifespan course. Designed to prepare psychiatric NP students to develop skills in conducting comprehensive psychiatric evaluations and in the preparation of case formulations. A biopsychosocial, patient-centered perspective is emphasized. Lecture. Fall. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626 (may be taken concurrently), 629, 650, 651, 652, 653. *Co-requisite:* NURS 628.

**NURS 628 Psychiatric Diagnostic Reasoning Across the Lifespan – Practicum 3 cr.**

Practicum course ensures that psychiatric NP students are experientially prepared to competently perform comprehensive psychiatric evaluations across the lifespan and develop case formulations using a biopsychosocial, patient-centered approach. 135-hour practicum. Fall. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626 (may be taken concurrently), 629, 650, 651, 652, 653. *Co-requisite:* NURS 627.

**NURS 629 Physical Health Issues Common in Psychiatric Disorders Across the Lifespan 2 cr.**

Enhances the core knowledge of the psychiatric NP student in navigating complex physical health problems commonly co-morbid in mental health populations. Provides information, education and resources to identify primary care management issues for conditions commonly seen in patient populations and the implications for co-managing multiple morbidities. Lecture. Fall. *Prerequisites:* NURS 650, 651, 652, 653.

**NURS 630 Therapeutic Management of Adult/Geriatric Psychopathology I - Theory 2 cr.**

Focus on theory and concepts relevant to management of psychopathology in adult and geriatric populations. Principles from physical, behavioral and social sciences are central in this course. Comprehensive, patient-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. Lecture. Spring. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 632 (may be taken concurrently), 633 (may be taken concurrently), 650, 651, 652, 653. *Co-requisite:* NURS 631.

**NURS 631 Therapeutic Management of Adult/Geriatric Psychopathology I – Practicum 3 cr.**

Practicum course ensures that psychiatric NP students are experientially prepared to develop, implement, then evaluate comprehensive, patient-centered care plans in adults and geriatric with psychopathology. Advanced skills will be further developed in case management, psychopharmacology, psychobiological interventions, psychoeducation, crisis intervention and consultation/liaison. 135-hour practicum. Spring. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 632 (may be

taken concurrently), 633 (may be taken concurrently), 650, 651, 652, 653. Co-requisite: NURS 630.

**NURS 632 Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Theory 2 cr.**

Focus on the theory relevant to conducting brief individual and group therapy within the scope and standards of the psychiatric nurse practitioner role. Emphasis on preparing the student to provide appropriate brief models of psychotherapy within various mental health care environments. Lecture. Spring. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 629, 650, 651, 652, 653. Co-requisite: NURS 633.

**NURS 633 Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Practicum 1 cr.**

Practicum course ensures that psychiatric NP students are experientially prepared to competently perform brief, time-limited individual and group psychotherapy with adult and geriatric patients with psychopathology in accordance with scope and standards of practice. 45-hour practicum. Spring. *Prerequisite:* NURS 504, 602, 603, 605, 625, 626, 629, 650, 651, 652, 653. Co-requisite: NURS 632.

**NURS 634 Therapeutic Management of Child/Adolescent Psychopathology II – Theory 2 cr.**

Focus on the theory and concepts relevant to management of psychopathology in the child and adolescent populations. Principles from physical, behavioral and social sciences are central. Comprehensive, patient and family-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. Lecture. Summer. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 636 (may be taken concurrently), 637 (may be taken concurrently), 650, 651, 652, 653. Co-requisite: NURS 635.

**NURS 635 Therapeutic Management of Child/Adolescent Psychopathology II – Practicum 3 cr.**

Practicum course ensures that psychiatric NP students are experientially prepared to develop, implement, then evaluate comprehensive, patient and family-centered care plans in children and adolescents with psychopathology. Advanced skills will be further developed in case management, psychopharmacology, psychobiological interventions, psychoeducation, crisis intervention and consultation/liaison. 135-hour practicum. Summer. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 636 (may be taken concurrently), 637 (may be taken concurrently), 650, 651, 652, 653. Co-requisites: NURS 634.

**NURS 636 Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Theory 2 cr.**

Focus on the theory relevant to conducting child/adolescent individual and family therapy within the scope and standards of the psychiatric nurse practitioner role. The emphasis is on preparing the student to provide appropriate time-limited individual and family interventional models of psychotherapy within various mental health environments. Lecture. Summer. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 629, 632, 633, 650, 651, 652, 653. Co-requisite: NURS 637.

**NURS 637 Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Practicum 1 cr.**

Practicum course ensures that psychiatric NP students are experientially prepared to competently perform individual and family-based psychotherapy with child and adolescent patients with psychopathology, and their families, in accordance with scopes & standards of practice. 45-hour practicum. Summer. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 629, 632, 633, 650, 651, 652, 653. Co-requisite: NURS 636.

**NURS 638 Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Theory 2 cr.**

Focuses on the theory and concepts relevant to management of psychopathology in vulnerable sub-populations experiencing psychopathology across the lifespan.

Principles from physical, behavioral and social sciences are central. Comprehensive, patient-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. Lecture. Fall. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 650, 651, 652, 653. Co-requisite: NURS 639.

**NURS 639 Therapeutic Management of Vulnerable Populations Psychopathology Across the Lifespan III – Practicum 3 cr.**

Ensures that psychiatric NP students are experientially prepared to holistically care for and manage psychopathology in vulnerable patient populations across the lifespan. Advanced skills further developed in population health, psychopharmacology, psychobiological interventions, psychoeducation, crisis intervention and consultation/liaison. Comprehensive, patient-centered care plans will be developed, implemented, then evaluated in accordance with the scope and standards of practice of psychiatric-mental health nursing. 135-hour practicum. Fall. *Prerequisites:* NURS 504, 602, 603, 605, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 650, 651, 652, 653. Co-requisite: NURS 638.

**NURS 650 Advanced Physiology and Pathophysiology Across the Lifespan 4 cr.**

Provides fundamental and comprehensive core knowledge of normal and abnormal body system functioning across the lifespan with emphasis on scientific basis of illness and disease. Presented in a body systems format. Includes diseases known to occur in specific populations. Lecture. Fall.

**NURS 651 Advanced Health Assessment and Diagnostic Reasoning Across the Lifespan 4 cr.**

Intended to expand the baccalaureate prepared nurses assessment skills to the expert level providing a firm foundation for identification of normal, variations of normal and abnormal physical examination findings across the lifespan as well as identification of differential diagnosis. Includes on-campus skills lab. Course designed to align with Essentials of Master's Education in Nursing I & IX and NONPF Competencies. 3 cr. online; 1 cr. on-campus lab. Spring.

**NURS 652 Advanced Health Assessment and Diagnostic Reasoning Across the Lifespan – Practicum 1-2 cr.**

Provides experiential knowledge in advanced assessment skills and the opportunity to develop proficiency in a clinical lab setting. Utilizes simulated and live model situations to allow the advanced practice nurse to develop competency in assessment skills. 2 Credits FNP; 1 Credit PMHNP, 45-90-hour practicum (skills lab). Spring. Co-requisite: NURS 651.

**NURS 653 Advanced Pharmacology: Essential Concepts Across the Lifespan (3cr.)**

Teaches the essential concepts for prescribing therapeutic, supplemental and preventative medicines across the lifespan. Provides core concepts of pharmacology to ensure an understanding of drug classifications, metabolism, interactions and appropriate therapeutic prescribing. Includes legal, ethical and safe prescribing considerations. Lecture. Fall.

**NURS 660 Primary Care Management Across the Lifespan 4 cr.**

Enhances the core knowledge of the advanced practice nurse providing the information, education and resources to provide all aspects of primary care at an expert level and common office procedures/protocols for disease management and prevention. Includes on-campus skills lab. Course designed to align with Essentials of Master's Education in Nursing I, IV, VII & IX and NONPF competencies. 3 cr. lecture online; 1 cr. on-campus lab. Fall.

**NURS 662 Primary Care Management Across the Lifespan Practicum I 2cr.**

Practicum course ensures FNP students are experientially prepared to competently perform comprehensive physical examinations to accurately formulate diagnosis and

differential diagnosis. Focuses on development and execution of treatment plans for health promotion, disease prevention and management of acute and chronic illness across the lifespan. 90-hour practicum. Fall. *Prerequisites:* NURS 650, 651, 652, 653. *Co-Requisite:* NURS 660, NURS 663 (optional).

**NURS 663 Primary Care Management Across the Lifespan Practicum II 2 cr.**

Ensures FNP students are experientially prepared to competently perform expert level comprehensive physical examinations to accurately formulate diagnosis and differential diagnosis. Focuses on development and execution of treatment plans for health promotion, disease prevention and management of acute and chronic illness across the lifespan. 90-hour practicum. Fall. *Prerequisites:* NURS 650, 651, 652, 653. *Co-requisite:* NURS 660 and 662 can be taken as pre- or co-requisites.

**NURS 664 Primary Care Management Across the Lifespan Practicum III 3cr.**

Ensures FNP students are experientially prepared for independent practice utilizing all skills developed during the program. Must be taken in the student's last semester of attendance. Requires active participation in the clinical care of patients in a family practice setting. 135-hour practicum. Varied. *Prerequisites:* NURS 670, 671 with a "B" or higher. *Co-requisite:* NURS 701

**NURS 665 Pediatrics in Primary Care 3cr.**

Provides core knowledge for providing primary health care for the special population of pediatrics. Presented in a developmental format with emphasis on health promotion, disease prevention, childhood illnesses and their management. Includes information on diseases more prevalent in the pediatric population well as acute illness/injury and chronic care concerns. Lecture. Spring. *Prerequisites:* NURS 660, 662, 663. *Co-requisite:* NURS 666.

**NURS 666 Pediatrics in Primary Care Practicum (2cr.)**

Provides the opportunity to experientially develop proficiency in clinical skills unique to pediatric care, from birth to adolescence. It requires the student to participate in clinical care in a pediatric office setting. 90-hour practicum. Spring. *Prerequisites:* NURS 660, 662, 663. *Co-requisite:* NURS 665.

**NURS 668 Women's Health in Primary Care Across the Lifespan 3cr.**

Addresses the special, inherent needs of women throughout stages of development across the lifespan. Provides core knowledge on gynecology, obstetrics and family planning. Discusses sexually transmitted disease identification, treatment and prevention. Discusses the developmental stages of pregnancy and specialized care as well as identification of the critical concepts in providing primary care to the pregnant patient. Lecture. Summer. *Prerequisites:* NURS 650, 651, 652, 653. *Co-requisite:* NURS 669

**NURS 669 Women's Health in Primary Care Across the Lifespan Practicum 2cr.**

Provides the opportunity to experientially develop proficiency in clinical skills unique to gynecology and obstetrics in an office setting. Prepares the advanced practice nurse to perform common, basic gynecology procedures, counsel and educate patients on contraception, identify and treat sexually transmitted infections and provide appropriate health promotion and disease prevention recommendations across the lifespan with sensitivity to cultural diversity, personal beliefs and lifestyle situations. 90-hour practicum (74 in clinical setting; 16 skills lab). Summer. *Prerequisites:* NURS 650, 651, 652, 653. *Co-requisite:* NURS 668.

**NURS 670 Mental Health in Primary Care Across the Lifespan 3cr.**

Building upon the advanced health assessment & diagnostic reasoning across the lifespan course, focuses on the development of skills in conducting comprehensive psychiatric evaluations and making informed DSM 5 diagnoses with differentials. A biopsychosocial, patient-centered perspective is emphasized across the lifespan. Lecture. Summer. *Prerequisites:* 650, 651, 652, 653. *Co-requisite:* 671

**NURS 671 Mental Health in Primary Care Across the Lifespan Practicum 1cr.**

Focuses on the experiential preparation to perform a comprehensive psychiatric evaluation across the lifespan and make treatment decisions that are based on best practice guidelines in the primary care setting, as well as scopes and standards of practice for FNP's. Emphasis will be on ethical and legal considerations and scope and standards of practice in the primary care setting. 45-hour practicum. Summer. *Prerequisites:* 650, 651, 652, 653 *Co-requisite:* 670.

**NURS 675 Quality Improvement in Advanced Practice Nursing 3 cr.**

Focuses on theory, methods, processes and tools of quality improvement to develop, implement, evaluate and adapt evidence-based health care practices in diverse settings. Includes focus on vulnerable populations and cultural diversity across the lifespan. Activities include quality improvement processes at the office, organizational and systems levels. Application of theories and processes to validate critical decision making outcomes. Lecture. Fall.

**NURS 691 Current Trends in Nursing Administration 3 cr.**

Examines major topics in healthcare administration such as professional development and certification, shared governance, finance, and healthcare quality metrics, and reimbursement methods. Students will analyze these topics and complete a comprehensive assignment that demonstrates their ability to lead in an organization. *Prerequisite/Co-requisite:* NURS 610, NURS 611, NURS 612 or permission from Program Coordinator. Fall and spring.

**NURS 692 Current Trends in Nursing Education 3 cr.**

Examines the contemporary issues of nursing education. While traditional contexts for learning are included, students will also focus on modern technology, professional development, and trends in nursing education. Students will explore education, leadership, communication, ethical and legal issues, evidence-based practice/practice based evidence, research and scholarship, program and project management, and current technology in nursing education. Fall, spring. *Prerequisites/ Co-requisites:* NURS 613, NURS 614, NURS 615 or permission by Program Coordinator.

**NURS 694 Graduate Nursing Practicum 3 cr.**

Students operationalize the leadership or education role in appropriate agencies and facilities in conjunction with an expert nursing leader or educator. A project involving a topic of interest to the student and the organization will be initiated. (Minimum of 135 hours on site.) Fall, spring. *Prerequisite/Co-requisite:* NURS 691 or 692.

**NURS 695 Nursing Education Practicum 3 cr.**

Students work with preceptors to fulfill clinical and educational objectives developed during the experience. Research project leading to the writing of a scholarly paper suitable for publication. (Minimum of 135 hours on site.) Fall, spring. *Prerequisite/ Co-requisite:* NURS692.

**NURS 700 Master's Capstone Project/Thesis 2 cr.**

Synthesis of theoretical and clinical knowledge for the master-prepared nurse executive or educator. Student will complete a major scholarly project to reflect the overall program objectives. Fall, spring, summer. *Prerequisite/ Co-requisite:* NURS 695 or NURS 694.

**NURS 701 Transitional Role Course for the Nurse Practitioner 3 cr.**

This course will assist the student nurse practitioner transition to the role of the graduate/professional nurse practitioner in preparation for clinical practice. Content will be the culmination of all previous courses and practicum experiences. Focus will be on preparing the student to sit for certification, to apply for state licensure, to apply for additional state-specific licensures necessary/required, to apply for a Drug Enforcement Agency license, to apply for a National Public Identification (NPI) number, insurance credentialing, and malpractice/liability insurance specific to state of practice. The focus will also cover the responsibility of continuing education and maintaining national certification throughout one's career. Emphasis will also be on

the importance of advocacy specific to the nurse practitioner. Legal and ethical responsibilities will be reviewed within the scope and standards of the NP role. A professional portfolio will be developed in preparation for securing employment as a NP. Course designed to align with Essentials of Master's Education in Nursing IX and NONPF Competencies. 1 Credit. Online lecture. Summer, Fall.

## Physics

**PHYS 590 Special Topics** **1-4 cr.**  
Designed for in-service physics/science middle and high school teachers. Active physics learning, research-based workshops to enhance content, constructivist learning and teaching, use of technology, demonstrations and assessment. Repeatable for credit if topics are substantially different. Summer only.

## Political Science

**POSC 522 American Constitutional Law I** **3 cr.**  
A study of the Constitution of the United States as defined in the principal decisions and opinions of the courts, with emphasis on the relationship between the federal government and the state governments and among the three branches of the federal government.

**POSC 523 American Constitutional Law II** **3 cr.**  
A study of the Constitution of the United States as defined in the principal decisions and opinions of the courts, with emphasis on the relationship of the individual to the federal and state governments.

**POSC 527 The American Presidency** **3 cr.**  
An analysis of the modern American presidency. It emphasizes the president's interaction with the bureaucracy and Congress in the making of American public policy, both domestic and foreign. Topics include the evolution of the president's role in the American political system, the nature of presidential power and the impact of the president's personality and the growth of the White House staff on executive leadership and decision making.

**POSC 571 American Political Thought** **3 cr.**  
Analytical study of the evolution of political ideas and institutions in the United States from the colonial period to the mid-20th century. Topics include our Puritan and Enlightenment heritage, the impact of political reform movements and themes in American policy.

**POSC 591 Seminar in Political Science** **3 cr.**  
Lectures, discussions, student reports, research techniques, criticism, interpretation. Individual research (senior thesis) on a common topic, with interim reports and final formal presentation of a paper. *Prerequisite: written permission of instructor.*

**POSC 598 Readings in Political Science** **1 to 6 cr.**  
Individual advanced readings on a special interest. Regular conference with instructor. Repeatable for maximum of 6 credits if topics are substantially different. Every semester. *Prerequisites: two of the following: POSC 110, 211, 321; plus written permission of instructor.*

**POSC 698 Readings in Political Science** **3 cr.**  
Advanced readings and independent study in a topic of advanced special interest. Repeatable for maximum of 6 credits if topics are substantially different. *Prerequisites: permission of instructor, graduate standing.*

## Psychology

Graduate students in the M.S. Counseling Psychology program will be given priority enrolling in all graduate-level psychology courses. If you have not been admitted to the M.S. Counseling Psychology program, then you will need to be granted permission by the instructor to take any of the courses listed as graduate-level courses.

**PSYC 504 Psychology of the Exceptional Child** **3 cr.**  
Developmental and behavioral characteristics of exceptional children as they relate to inclusion, classroom management, federal laws and psychological treatment. Topics on exceptional children include mental retardation, physical disabilities, giftedness, emotional problems and autism. *Prerequisite: PSYC 210/212 or permission of instructor.*

**PSYC 508 Tests and Measurements** **3 cr.**  
Psychological and educational tests, their validity, reliability, scale transformation, norms and standardization. Administration, uses and interpretation of various instruments of assessment. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 510 Introduction to Counseling** **3 cr.**  
Practical and theoretical foundation for further study. The nature of helping relationships, conditions for counseling, stages in the counseling process and the counselor as a professional helper. Role playing, audio and video tape experiences, and related skill-development exercises. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 520 Physiological Psychology** **3 cr.**  
Characteristics of the nervous and endocrine system and their relationship to human behavior. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 530 Health Psychology** **3 cr.**  
Psychological principles applied to the promotion and maintenance of health, the prevention and treatment of illness and changing public opinion about health-related matters. Behavioral components of health risk factors and improvement of the health care system are addressed. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 540 Survey of Family Psychology and Intervention Issues** **3 cr.**  
General survey of the principal theories and research about family interaction patterns and interventions with families. Areas discussed include systems approaches, family life cycle development, social forces affecting families and mental health issues, including substance abuse/dependency. *Not intended to prepare students to provide family therapy. Does not meet program requirements for M.S. Counseling Psychology students. Prerequisites: one developmental course and graduate standing.*

**PSYC 550 Multicultural Counseling Issues** **3 cr.**  
Introduction to the issues of gender, class, race, culture, sexual orientation and physical ability, as these variables may influence their ability to be present and counsel individuals who are different from themselves. Students will examine between and within group differences in light of various social, cultural, historical and political contexts. The goals of this course are to increase student awareness of self and others as cultural beings and gain knowledge about various cultural groups in the United States. *Prerequisite: PSYC 150.*

**PSYC 570 Research Methods Applications** **4 cr.**  
Application of univariate and multivariate research methods and statistical procedures to analyze data from research projects in psychology and related fields. Instruction in computer data analysis and professional presentation to prepare students for work and graduate study. Lab required. Fall. *Prerequisite: PSYC 300/301 or permission of instructor.*

**PSYC 581 History and Systems****3 cr.**

Historical foundations of the discipline of psychology. Survey of recent and current systems of theoretical ideas in psychology. Attention to the roots of the discipline in philosophy and science, consideration of the work of great psychologists and associated systems. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 585 Behavioral Approaches to Human Problems****3 cr.**

Therapeutic application of learning principles to problems in the behavior of children and adults; normal childhood development; education and habit disorders; depression, severely disordered behavior, anxiety; and sexual problems in adults. Behavioral assessment, behavior change programs and evaluation of such programs. Individual research and project required. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 590 Special Topics in Psychology****1-4 cr.**

Either a practicum to develop psychological skills or a content-oriented course to provide a critical appraisal of a selected topic, as announced. Does not duplicate any other course offered by the Department of Psychology. Four credits when 5 contact hrs. are required (such as 2 hrs. lab and 3 hrs. lecture). Repeatable for maximum of 12 credits if topics are substantially different. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 591 Seminar in Psychology****3 cr.**

Oral reports on a selected theme topic presented and discussed by students in a group setting. Written reports may also be required. Attendance at all seminar meetings expected. May be repeated for credit if topics are substantially different. Variable. *Prerequisites: PSYC 150/151 and 3 additional credits in psychology or permission of instructor.*

**PSYC 600 Introduction to Counseling and Assessment****3 cr.**

Practical and theoretical foundation for further study. The nature of helping relationships, conducting clinical assessment, psycho-social assessment, mental status exam, dynamic formulation, stages in the counseling process and the counselor as a professional helper. Role playing, audio and/or video tape experiences, and related skill-development exercises. *Prerequisites: Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor.*

**PSYC 602 Advanced Research Evaluation and Interpretation****3 cr.**

Analysis of research design theory and practice. Development of skills to evaluate and apply research to counseling (practice). *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor.*

**PSYC 610 Small Group Dynamics/ Introduction to Group Counseling****3 cr.**

Small group process, including leadership, early and later stages in the development of a group; application and integration of group counseling theories and techniques. Participation in lab exercises required. *Prerequisite: PSYC 410 or PSYC 510. Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor.*

**PSYC 614 Advanced Developmental Psychology****3 cr.**

General survey of the principle theories and research concerning human development. Areas discussed include psychosocial, cognitive and physical development. The clinical implications of development are considered. *Prerequisites: Undergraduate developmental psychology course and admission to the M.S. in Counseling Psychology program or permission of instructor.*

**PSYC 616 Psychological Issues in Career Counseling****3 cr.**

The interconnectedness of work/career issues to the other facets of an individual's life, providing a framework for understanding how psychological issues affect one's ability to function effectively in the workplace, and, in turn, how work-related issues affect one's non-work existence. Development of career counseling and assessment skills.

**PSYC 617 Adult Psychopathology****3 cr.**

Examination of the nature, classification and etiology of adult mental disorders. Biopsychosocial approach is emphasized, and evidence-based treatment is considered. *Prerequisite: undergraduate abnormal psychology or permission of instructor.*

**PSYC 618 Child Psychopathology****3 cr.**

Examination of the nature, classification and etiology of child/adolescent emotional and behavioral disorders. Developmental psychopathology and biopsychosocial approaches are emphasized. Evidence-based treatment is considered. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisite: PSYC 614.*

**PSYC 619 Professional, Ethical and Legal Issues in Counseling****3 cr.**

Professional standards, legal standards and ethical issues and practices in counseling, including substance abuse counseling.

**PSYC 630 Theories and Techniques of Counseling I****3 cr.**

Evidence-based theory and treatment strategies. Emphasis on in-class practice. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisite: PSYC 600.*

**PSYC 640 Theories and Techniques of Counseling II****3 cr.**

Advanced evidence-based theory and treatment strategies. Emphasis on in-class practice. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisite: PSYC 630.*

**PSYC 650 Family Therapy****3 cr.**

Emphasis on evidence-based family therapy approaches. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisites: PSYC 600, PSYC 614, PSYC 618 and PSYC 630.*

**PSYC 660 Individual Assessment****3 cr.**

Study and application of Intelligence scales and other instruments for evaluating characteristics of the individual. Case-appropriate use of materials for intellectual assessment will be emphasized with the opportunity to expand into aptitude, achievement, interests, personality assessment. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisites: PSYC 408 or PSYC 508, and PSYC 600.*

**PSYC 670 Multicultural Counseling Techniques****3 cr.**

Focuses on developing skills and a conceptual framework that will enhance the student's ability to counsel individuals of diverse cultural backgrounds. Self-understanding and its effect on cross-cultural relationships will also be emphasized. *Prerequisites: PSYC 600, SCCO 600 or permission of instructor.*

**PSYC 680 Advanced Treatment Strategies With Children, Adolescents and Families****3 cr.**

Emphasis on evidence-based treatment approaches for children, adolescents and their families. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisites: PSYC 600, PSYC 614, PSYC 618, PSYC 630 and PSYC 650.*

**PSYC 686 Addictions Issues and Treatment****3 cr.**

Practical application of research and theory to addiction counseling. Overview of treatment-related issues, including assessment and diagnosis. Review of psychopharmacology. *Prerequisite: PSYC 410/510 or 600, or permission of instructor.*

**PSYC 692 Advanced Seminar in Counseling****3 cr.**

Advanced study in major topic areas of counseling. Repeatable for maximum of 9 credits if topics are substantially different. *Enrollment limited to students admitted to the M.S. in Counseling Psychology program or permission of instructor. Prerequisite: permission of instructor.*

**PSYC 695 Internship in Counseling 5-12 cr.**

On-site supervised experience in vocational, educational and psychological counseling. Integration of counseling skills, theory, ethics and practices. Between 15 and 36 hours per week. Graded Pass/Non Pass. *Prerequisites: all program requirements completed except PSYC 692; permission of instructor.*

**PSYC 696 Advanced Internship in Counseling 5-12 cr.**

Continuation of PSYC 695. Placement in appropriate on-the-job, on-site supervised situations. Repeatable for credit each semester of enrollment. Graded Pass/Non Pass. *Prerequisite: completion of PSYC 695.*

**PSYC 698 Readings in Psychology 1-6 cr.**

Advanced individualized study under direction of faculty. Summaries and conclusions to form required written report. Usual credit 1-3 hrs. Repeatable for maximum of 9 credits if topics are substantially different. Proposal required. *Prerequisite: graduate standing.*

**PSYC 699 Individual Research in Psychology 1-6 cr.**

Research, practicum or other individualized learning experience, directed by faculty. Reading and group setting projects ineligible (see PSYC 698 and 490/491). Formal written report required. Usual credit 1-3 hrs. Repeatable for maximum of 9 credits if topics are substantially different. Proposal required. *Prerequisite: graduate standing.*

---

## Recreation and Parks Management

### Health

**HLTH 505 Human Sexuality 3 cr.**

Content and topics related to sexual and reproductive health relative to the individual and society. Spring.

**HLTH 600 Public Health Practice 3 cr.**

Foundations of community/public health concepts, practices, settings and professional responsibilities and competencies. Spring.

**HLTH 603 Foundations of Health Behavior 3 cr.**

Introduction and examination of the models, theories and research related to effective methods of motivating and facilitating positive health behavior changes and practices within individuals and populations. Fall.

**HLTH 609 Health Communications and Resources 3 cr.**

Identification, development, design and delivery of information intended to positively impact the health, health behavior and decision making of individuals and populations.

**HLTH 693 Field Work in Health Agencies 1-6 cr.**

Field study and participation in planned programs of official and voluntary health agencies. Repeatable up to 6 hrs. Offered as needed.

### Recreation

**RECR 593 Field Experience in RPM 3-6 cr.**

A guided work experience directly related to the student's academic program. Course does not count toward degree requirements. Variable.

**RECR 611 Concepts and Foundations of Leisure 3 cr.**

A study of recreation and leisure behavior, including concepts, theories and terminology. Emphasizes a historical and literary examination of the park and recreation field as a social movement and as a leisure industry. Fall.

**RECR 641 Managing Open Space Resources 3 cr.**

Focus on the integration of the subsystems that comprise a resource management plan from a recreational perspective, including geology, soils, topography, vegetation, wildlife, hydrology, water quality, historical, cultural and archeological resources. Fall.

**RECR 651 Organizational Behavior and Leadership in RPM 3 cr.**

Addresses organizational behavior and leadership, including the following topics: management by objectives, total quality management, time management, conflict management, group dynamics, relationship to boards and commissions, and motivating employees. Spring.

**RECR 652 Fiscal Management in RPM 3 cr.**

Addresses obtaining, allocating and reporting funding. Topics include planning strategies, fiscal planning, budget development, financial management tools, enterprise accounts, contracts and grants. Summer.

**RECR 653 Communications and Organizational Decision Making in RPM 3 cr.**

Focus on understanding the development and role of the executive as a decision maker and leader within an organization and on the development of oral and written communication skills at the executive level. Fall.

**RECR 654 Developing Promotional Information Systems in RPM 3 cr.**

Focus on the development of information systems to promote the agency and its programs. Topics include client-oriented marketing, needs assessments, promotion and public relations. Spring.

**RECR 655 Current Management Issues in RPM 3 cr.**

Focus on topics of special interest to managers in RPM, such as personnel management, the changing work place, trends in leisure services, changing role and scope of public park and recreation agencies, legal issues, contracts, negligence, liability, risk management and emerging human resource issues. Fall.

**RECR 681 Research Methods and Evaluation in RPM 3 cr.**

Provides an introduction to research methods used in the RPM field. Fall.

**RECR 683 Thesis/Project Preparation and Grant Writing in RPM 3 cr.**

Assists students in developing an initial thesis/project proposal and identifying alternative funding options to support their proposal. Students will gain practical experience in grant identification and writing, as well as identifying potential funding sources for agencies. Summer.

**RECR 694 Mentorship Program in RPM 3 cr.**

A guided experience under the direct supervision of a leader in the field. Course does not count toward degree requirements. Variable.

**RECR 699 Individual Research in RPM 3 cr.**

An individual investigation or project related to the area of concentration of the student. Course does not count toward degree requirements. Variable.

**RECR 700 Research Project or Thesis variable with a maximum of 6 cr.**

Individual investigation, case study or project related to the area of concentration and professional education. Enroll in final credit(s) of this course in the semester in which you expect the paper or project to be approved. Should you not complete the thesis or project in the final semester, you will receive a CS grade in this course and will be required to re-enroll in a minimum of 1 additional credit of this course each fall and spring semester thereafter until the paper or project is completed. Your progress and the decision of the thesis advisor will determine the number of credits for which you must register. Course is graded P/N. Variable. *Prerequisite: RECR 683 or permission of instructor.*



---

## Social Science

**SOSC 700 Master's Research Paper or Project** **3 cr.**  
An individual investigation or project related to area of concentration and professional education.

---

## Sociology

**SOCI 536 Sociological Aspects of Mass Communication** **3 cr.**  
The social development of the mass media, societal influences upon them and their effects upon society. *Prerequisite: 9 hrs. of sociology or permission of instructor.*

**SOCI 542 Juvenile Delinquency** **3 cr.**  
The social causes and consequences of juvenile delinquency. Juvenile law, the police, courts and correctional institutions. *Prerequisite: SOCI 100 or SOCI 111.*

**SOCI 568 Sociology of Later Life** **3 cr.**  
The dimensions of aging, including the aging process, the implications of increasing life expectancy and societal reactions to the aged. *Prerequisite: SOCI 100 or SOCI 111.*

**SOCI 591 Seminar in Sociology** **3 cr.**  
Advanced studies in selected topics. Individual study and research for class reports. Formal paper required. *Prerequisite: permission of instructor.*

**SOCI 599 Individual Problems in Sociology** **1-3 cr.**  
Special research project open to any upper-level student who submits a proposal, prior to the semester of the project, to the professor who will supervise the project. Department chair's written approval of the project is required. Formal report of the study is required and filed. Repeatable for maximum of 6 credits if topics are substantially different. *Prerequisite: permission of the instructor.*

**SOCI 625 Community Analysis for Administrators** **3 cr.**  
Appraisal of community theory; practical applications of research to community reconnaissance. The role of community information and personnel in decision making. *Prerequisite: enrollment in the University of Maryland Administration Doctoral program.*

---

## Theatre

**THEA 500 Theatre Production** **3-6 cr.**  
Practical application of the principles of theatre production on the advanced level, involving participation in actual production, classes and workshops of university-affiliated professional theatre. May be repeated to a maximum of 9 credits. *Permission of department required.*

**THEA 590 Special Topics in Theatre** **1-6 cr.**  
Research or applied experience on an announced selected topic. May be repeated to a maximum of 6 credits. *Permission of department required.*

**THEA 593 Field Work in Theatre Practice** **1-3 cr.**  
Participation in production and/or management for an approved theatre, or for an organization in a related communication field. Participants in university-affiliated theatre may be eligible. May be repeated to a maximum of 6 credits. *Permission of department required.*

**THEA 699 Individual Research in Theatre** **1-6 cr.**  
Individual research in a topic related to theatre. Topic and study outline to be approved by department chair prior to registration. Written and oral reports required. Can be repeated to a total of 6 credits.

# Personnel Register

As of May 9, 2018

## Administration

### OFFICE OF THE PRESIDENT

RONALD H. NOWACZYK, President. B.A., Northwestern University; M.A., Ph.D., Miami University of Ohio.

BRADFORD S. NIXON, University General Counsel. B.A., Davidson College; J.D., University of New Hampshire School of Law.

VACANT, Title IX Coordinator.

### ACADEMIC AFFAIRS

ELIZABETH A. THROOP, Provost and Vice President for Academic Affairs. B.A., Macalester College; M.S.W., University of Illinois at Chicago; M.A., Ph.D., University of California, San Diego.

JOHN F. BOWMAN II, Vice Provost. B.S., The Ohio State University; M.A., University of Kentucky; Ph.D., University of Pittsburgh.

AARON M. HOEL, Director of Research and Sponsored Programs. B.A., University of Northern Iowa; M.A., University of Kansas.

DAVID A. WEBB, Contract and Grant Specialist. B.A., Frostburg State University.

VICTORIA M. GEARHART, Director of the Center for International Education. B.S., M.Ed., Frostburg State University.

LARISSA A. ALLEN, Coordinator of International Student Services. B.S., Iowa State University.

JOHNSTON N. HEGEMAN, Associate Provost for Student Success and Registrar. B.S., M.Ed., Frostburg State University; Ed.D., West Virginia University.

PHYLLIS M. CASEY, Associate Registrar. B.A., Virginia State University; M.Ed., The Pennsylvania State University.

JODI L. TERNENT, Business Analyst, Student Records. A.A., Allegany College of Maryland; B.S., Frostburg State University.

CAROL E. COSNER, Business Analyst, Student Records.

VACANT, Director of Programs Advancing Student Success (P.A.S.S.).

TAMARA E. LOWRY, Director of Student Support Services. B.S., M.Ed., Frostburg State University.

DONALD W. MAXWELL, Academic Counselor/Math Specialist. B.S., M.S., Youngstown State University.

R. SHAWN JONES, Student Development Specialist. B.S., University of South Carolina; M.A., Webster University.

HOLLY S. CLARK, Student Development Specialist. B.S., M.Ed., Frostburg State University.

MARK E. SMITH, Director of Tutoring Services. B.A., M.A., West Virginia University.

HOLLY H. VEITH, Director of Disability Support Services. B.S., M.S.W., Radford University.

KIMBERLY M. KUREK, Director of Developmental Mathematics. A.A., Allegany College of Maryland; B.S., M.Ed., Frostburg State University.

JUSTIN C. ZIMMERMANN, Instructional Coordinator for Developmental Mathematics. A.S., Allegany College of Maryland; B.S., Frostburg State University.

LATISHA V. COOPER, Learning Specialist. B.A., Lynchburg College; M.A., Union College.

BETH A. STALLINGS, Director of Freshman Advising and Retention. B.S., Frostburg State University; M.S., West Virginia University.

KEITH E. DAVIDSON, JR., Academic Counselor. B.S., Frostburg State University; M.A., Indiana University of Pennsylvania.

MICHELLE A. HOUSE, Academic Counselor. B.A., Frostburg State University; M.S.W., West Virginia University.

TIMOTHY J. MALLOY, Director of Upward Bound. B.S., M.B.A., Frostburg State University.

CONSTANCE A. RALSTON, Assistant Director of Upward Bound. B.A., Alma College; M.Ed., Frostburg State University.

RITA M. HEGEMAN, Director of the Regional Math/Science Center. B.S., Frostburg State University.

ANGELA D. FERGUSON, Assistant Director of the Regional Math/Science Center. B.S., Frostburg State University; M.S., West Virginia University.

WRAY N. BLAIR, Associate Provost for Enrollment Management. B.S., M.S., West Virginia University.

ANGELA L. HOVATTER, Director of Student Financial Aid. B.S., M.Ed., Frostburg State University.

KELLI R. KIDWELL, Financial Aid Counselor. B.S., M.Ed., Frostburg State University.

JESSICA L. TAYLOR, Financial Aid Counselor. B.S., M.Ed., Frostburg State University.

PATRICIA E. GREGORY, Director of Admissions. B.S., M.B.A., Frostburg State University.

JULIE A. RANDO, Associate Director of Admissions. B.S., M.Ed., Frostburg State University.

TIFFANY M. PIROLOZZI, Assistant Director of Admissions. B.S., M.Ed., Frostburg State University.

HANNAH E. DEPREY-SEVERANCE, Admissions Counselor. B.S., Frostburg State University.

CASSANDRA D. STEWARD, Admissions Counselor. B.S., Frostburg State University.

SARAH-BETH BITTINGER, Director of Assessment and Institutional Research. B.S., Frostburg State University; M.S., University of Delaware; Ed.D., Frostburg State University.

SELINA M. SMITH, Assistant Director of Institutional Research. A.A., Allegany College of Maryland; B.S., Frostburg State University.

SEAN D.C. MORTON, Institutional Research Analyst Senior. B.S., M.B.A., Frostburg State University.

JASON A. DRAPER, Institutional Research Analyst. B.S., Frostburg State University; M.A., Towson University.

DORIS SANTAMARIA-MAKANG, Interim Associate Provost. B.S., Universidad Pedagógica Nacional, Bogota, Colombia; M.Ed., Boston College; Ed.D., Boston University.

LEA M. MESSMAN-MANDICOTT, Director of the Library. B.A., M.L.S., State University of New York at Geneseo; Ed.D., West Virginia University.

PAMELA S. WILLIAMS, Associate Director for Library User Services. B.A., St. Joseph College; M.L.S., Kent State University; M.A., Frostburg State University.

DOROTHY I. CAMPBELL, Interim Dean, College of Liberal Arts and Sciences. B.S., Southeast Missouri State University; M.A., Central Missouri State University; Ph.D., The Ohio State University.

CINDY E. HERZOG, Associate Dean, College of Liberal Arts and Sciences. B.A., Bloomsburg University of Pennsylvania; M.A., Psy.D., Indiana University of Pennsylvania.

CONRAD E. MAUST, Director of the Performing Arts Center. A.A., Garrett Community College; B.F.A., West Virginia University; M.F.A., The Pennsylvania State University.

MELANIE K. LOMBARDI, FSU TV Cable Channel 3 Manager. B.S., Frostburg State University.

R. SCOTT FRITZ, Associate Dean, College of Liberal Arts and Sciences. B.S., St. Vincent College; M.S., Indiana University of Pennsylvania; Ph.D., West Virginia University.

LINDA A. STEELE, Program Coordinator. B.S., M.B.A., Frostburg State University.

VALERIE K. FRITZ, Academic Laboratory Manager/Biology. B.S., Washington and Jefferson College; B.S., M.S., West Virginia University.

DUANE L. MILLER, Academic Laboratory Manager/Physics and Engineering.

BLAIR E. KNOUSE, Academic Laboratory Manager/Chemistry. B.S., M.A., Frostburg State University.

JASON K. LITTEN, Geospatial Laboratory Manager. B.S., Frostburg State University.

DANIEL R. SAUNDERS, Nursing ATB Program Coordinator. A.S., College of Southern Maryland; B.S., Frostburg State University.

JULIA Y. MILLER, Clinical Placement Coordinator/Nursing. R.N., A.A., Allegany College of Maryland; B.S.N., Frostburg State University.

KAYLA L. BRADLEY, Recruitment and Retention Specialist/Nursing. B.S., M.B.A., Frostburg State University.

SUDHIR SINGH, Dean, College of Business. M.M.S., Birla Institute of Technology and Science; M.B.A., Georgia Institute of Technology; Ph.D., Virginia Polytechnic Institute and State University.

THOMAS D. SIGERSTAD, Associate Dean, College of Business (starting 7/2/2018). B.S., University of Pittsburgh; M.B.A., University of North Texas; Ph.D., The University of Oklahoma.

BOYCE C. WILLIAMS, Interim Dean, College of Education. B.A., Lincoln University; M.A., Ph.D., Michigan State University.

KIM H. ROTRUCK, Acting Associate Dean, College of Education. B.S., M.Ed., Frostburg State University; Ed.D., West Virginia University.

JENNIFER J. DELANEY, Program Coordinator, Unit Assessment and Clinical Experiences. B.S., M.Ed., Frostburg State University.

VICKIE M. MAZER, Director of Graduate Services. A.A., Potomac State College; B.S., M.S., West Virginia University; Ed.D., Frostburg State University.

DONNA R. YODER, Graduate Services Coordinator. A.A., Garrett Community College.

BRITTNI K. KAETZEL, Director of Special Academic Services. A.A., Allegany College of Maryland; B.S., Frostburg State University.

## UNIVERSITY ADVANCEMENT

JOHN T. SHORT, JR., Vice President for University Advancement and Executive Director of the FSU Foundation, Inc. B.A., Franklin and Marshall College; J.D., University of Connecticut School of Law.

TODD R. MOFFETT, Director of Advancement Services. B.S., West Virginia Wesleyan College.

LYNN B. KETTERMAN, Prospect Research Analyst. B.S., University of Delaware.

SHANNON L. GRIBBLE, Director of Alumni and Donor Relations. B.S., Frostburg State University.

BROOKE R. KIRCHNER, Alumni Relations and Events Specialist. B.S., Seton Hill University.

ELISABETH A. NELSON, Director of Annual Giving. B.S., Frostburg State University.

JASON P. ANDRICK, Major Gifts Officer. B.S., Frostburg State University; M.B.A., University of Maryland, College Park.

VACANT, Development Officer.

COLLEEN C. STUMP, Associate Vice President for University Advancement. B.S., M.Ed., Indiana University of Pennsylvania.

ELIZABETH D. MEDCALF, Director of News and Media Services. B.A., Roanoke College.

CANDIS V. JOHNSON, Public Information Specialist. B.A., Emory University.

ROBERT S. SPAHR, Public Relations Specialist. B.S., Frostburg State University

VACANT, Writer/Digital Communications Specialist.

ANN TOWNSELL, Director of Publications. B.S., Frostburg State University.

CHARLES D. DICKEN, Director of Radio Station WFWM. A.A., Allegany College of Maryland; B.S., Frostburg State University; M.A., The Catholic University of America.

## REGIONAL DEVELOPMENT AND ENGAGEMENT

ALBERT A. DELIA, Vice President for Regional Development and Engagement (starting 7/9/2018). B.A., Drew University.

## STUDENT AFFAIRS

THOMAS L. BOWLING, Vice President for Student Affairs. B.A., Illinois State University; M.Ed., Wayne State University; Ph.D., Florida State University.

JEFFREY L. GRAHAM, Assistant Vice President for Student Affairs. B.S., M.S.W., West Virginia University; Ed.D., Frostburg State University.

CARL W. CROWE, Student Conduct Administrator. B.S., Frostburg State University; M.Ed., Salisbury University.

ROBBIE L. CORDLE, Director of Career Services. B.A., University of Richmond; M.S., Virginia Commonwealth University; Ed.D., The College of William and Mary.

AMY L. SHIMKO, Director of Student Development. B.S., Frostburg State University; M.P.H., University of South Carolina.

DONALD E. SWOGGER, Director of Substance Abuse Prevention. B.A., Alderson-Broadbent College; M.Ed., Frostburg State University.

DANIELLE L. DABROWSKI, Director of Veterans Services. A.A., Harrisburg Area Community College; B.S.B.A., M.S., Shippensburg University.

WILLIAM MANDICOTT, Assistant Vice President for Student and Community Involvement. B.A., State University of New York at Geneseo; M.A., Indiana University of Pennsylvania.

ALLEN FLANAGAN, Director of Lane University Center. B.A., M.P.A., M.L.S., West Virginia University.

JACKIE BUCZKOWSKI, Assistant Director of Event Services. B.S.B.A., Western New England University; M.S., West Chester University of Pennsylvania.

T. COLIN DOWNEY, Technical Services Coordinator. B.S., Towson University.

ROBERT N. COOPER, Director of Student Activities. B.A., M.Ed., Lynchburg College.

JAMIE M. WINTERS, Assistant Director of Student Activities and Greek Life. B.S., M.Ed., Frostburg State University.

PATRICK W. O'BRIEN, Director of Civic Engagement. B.S., Frostburg State University.

LISA T. CLARK, Director of ASTAR! AmeriCorps Program. B.S., Salisbury University.

ASHLEY M. DANIELS, National Service Coordinator. B.S., Frostburg State University; M.A., Indiana University of Pennsylvania.

MELANIE A. MOORE, Associate Director of Cultural Events Series. B.S., M.Ed., Frostburg State University.

DONNA L. BRINER, Box Office Manager. A.A., Allegany College of Maryland.

VACANT, Production Services Coordinator.

MELISSA R. MARTZ, Graphic Artist/Social Media Coordinator. B.S., Frostburg State University.

COURTNEY O. THOMPSON, Director of Residence Life (*starting 6/11/2018*). B.S., Northern Caribbean University; M.S., University of Maryland Eastern Shore; M.Ed., Upper Iowa University.

SEAN E. McNALLEY, Associate Director of Residence Life. B.A., University of Virginia's College at Wise; M.A., Appalachian State University.

KATIE S. BUEHNER, Assistant Director of Residence Life. B.A., University of Pittsburgh at Johnstown; M.S., Indiana University of Pennsylvania.

ROBIN V. WYNDER, Director of the Center for Student Diversity, Equity and Inclusion. B.S., M.S., Frostburg State University.

DOUGLAS J. BAER, Director of Leadership and Experiential Learning. B.A., Truman State University; M.S., University of Central Missouri.

DARLENE C. SMITH, Director of Health Services and Nurse Practitioner. R.N., A.A., Allegany College of Maryland; B.S.N., M.S., University of Maryland, Baltimore.

LEIGH ANN STEELE, Nurse Practitioner. R.N., A.A., Allegany College of Maryland; B.S.N., Indiana Wesleyan University; M.S.N., Walden University.

AMY S. KIDDY, Nurse. R.N., A.A., Allegany College of Maryland; B.S.N., University of Maryland, Baltimore.

AMY L. MALONE, Nurse. R.N., A.S., Allegany College of Maryland; B.S.N., University of Maryland, Baltimore.

PATRICIA J. ROBISON, Director of Counseling and Psychological Services. B.S., Washington College; M.A., The Fielding Institute; Ph.D., Thomas Jefferson University.

KEVIN R. SIMONSON, Staff Psychologist/Training Director. B.S., Eastern Nazarene College; M.A., Marist College; Ph.D., Radford University.

KELLY A. BAILEY, Staff Psychologist/Counselor. B.A., Ithaca College; M.A., San Diego State University; Ph.D., West Virginia University.

JOHN S. DeHART, Staff Psychologist/Counselor. B.S., The Pennsylvania State University; M.S., Chestnut Hill College.

KRISTA J. POWELL, Staff Psychologist. B.A., College of Notre Dame of Maryland; M.S., The Johns Hopkins University; M.S., Psy.D., Palo Alto University.

## ADMINISTRATION AND FINANCE

LEON L. WYDEN, JR., Vice President for Administration and Finance. B.B.A., University of Detroit Mercy; CPA, CGMA.

VACANT, Associate Vice President for Finance and Comptroller.

MICHAEL E. SHEETZ, Director of General Accounting. A.A., Allegany College of Maryland; B.S., Frostburg State University.

SARA L. WILHELM, Senior Accountant. B.S., Frostburg State University.

LINDA T. BURL, Accountant. B.S., Frostburg State University.

TINA S. NIGHTINGALE, Bursar. A.A., Potomac State College; B.S., M.B.A., Frostburg State University.

BRENDA L. Kane, Assistant Bursar. A.A., Potomac State College; B.S., West Virginia University; M.B.A., Frostburg State University.

VICKI R. MAUST, Accountant. B.A., Grace College.

TIMOTHY P. ARNOLD, Director of Conferences and Events. B.S., M.B.A., Frostburg State University.

KENNETH M. EMERICK, JR., Assistant Manager of the University Store/Textbooks and Store Operations. B.S., Frostburg State University.

RACHEL L. FARRIS, Assistant Manager of the University Store/Merchandising and Store Operations. B.S., M.B.A., Frostburg State University.

DENISE L. MURPHY, Director of Budget. B.S., M.Ed., Frostburg State University.

KEVIN D. GREIG, Director of Mail and Printing Services.

AMY J. NIGHTENGALE, Payroll Services Manager. A.A., Allegany College of Maryland.

ALAN R. SNYDER, Coordinator of Procurement.

SHERRI L. SHEETZ, Budget Analyst. B.S., Frostburg State University.

CYNTHIA R. SMITH, Chief of Police. A.A., Garrett Community College; B.S., M.S., Johns Hopkins Police Executive Leadership Program.

D. TROY DONOWAY, Chief Information Officer. B.S., M.B.A., Salisbury University.

LORI M. BENNETT, Director of Networking and IT Security. B.S., West Virginia University.

GARY J. TRENUM, IT Network Administrator. B.S., Frostburg State University.

ROGER W. WILTROUT, JR., IT Network Administrator.

DARREL K. LANE, Voice Communication Specialist. A.S., National Institute of Technology.

TIMOTHY D. PELESKY, Director of Enterprise Applications. B.S., University of Pittsburgh at Johnstown; M.S., Shippensburg University.

TERESA J. FECK, IT System Analyst Senior. A.A., Allegany College of Maryland; B.S., M.B.A., Frostburg State University.

RICHARD J.B. (BRUCE) LEHMAN III, Systems Programmer Senior. A.A., Potomac State College.

KEVIN J. ROBISON, Systems Programmer Senior. A.A., Allegany College of Maryland; B.S., Frostburg State University.

LARRY A. WARD, Systems Programmer Senior. B.S., Frostburg State University.

JORDAN D. SWOGGER, IT Programmer Analyst. B.S., Frostburg State University.

JUSTIN L. LILLER, IT Programmer Analyst. A.S., Allegany College of Maryland; B.S., M.S., Frostburg State University.

MATTHEW G. SETTLE, IT Security Analyst. A.A.S., University of Phoenix.

BETH L. KENNEY, Director of Technology Services and Instructional Design and Delivery. A.S., Allegany College of Maryland; B.S., M.B.A., Frostburg State University.

KAREN S. KERNS, Help Desk Manager. B.S., University of Maryland Baltimore County.

CINDY D. HAY, IT Support Analyst. B.S., Arkansas Tech University; M.S., Frostburg State University; M.D.E., M.B.A., University of Maryland University College.

AMBER B. BALLASES, IT Support Analyst. B.S., M.Ed., Frostburg State University.

HAROLD E. (HARRY) FIKE III, Technical Support Manager. B.S., Liberty University.

ALVIN R. BEEMAN, JR., Technical Services Coordinator. A.A., Allegany College of Maryland.

- BRIAN K. WILSON, Multimedia Programmer/Distance Education Specialist. B.S., M.Ed., Frostburg State University.
- RITA M. THOMAS, Instructional Designer. A.S., Allegany College of Maryland; B.T.P.S., M.Ed., Ed.D., Frostburg State University.
- JUSTIN M. KEEL, Instructional Designer. A.S., Allegany College of Maryland; B.S., Frostburg State University; M.E.T., Boise State University.
- DENISE R. FRIEND, Instructional Designer. B.A., California University of Pennsylvania; M.B.A., Frostburg State University.
- TRAVIS R. GLESSNER, Director of Systems Engineering. A.A., Delaware Technical and Community College; B.S., Wilmington University.
- V. ANDREW WOLODKIN, Database Administrator. B.S.E.E., West Virginia University.
- E. WADE BLUEBAUGH, Systems Engineer. A.S., Allegany College of Maryland.
- JOHN C. HELMAN, Systems Engineer. A.A.S., Potomac State College; B.S., Fairmont State University.
- REID D. BLUEBAUGH, Director of Web and Mobile Applications. B.S., Frostburg State University.
- STEPHANIE R. CESNICK, Web Services Manager. B.S., Frostburg State University.
- JEREMY L. SPENCER-GARLITZ, Web Application Engineer. A.A., Allegany College of Maryland.
- JOSHUA A. RAY, Web Support Specialist. A.S., Allegany College of Maryland; B.S., Frostburg State University.
- JOSEPH M. LITTLE, Data Warehouse Architect. B.S., Frostburg State University; M.S., West Virginia University.
- VACANT, Chief Human Resources Officer.
- BETH W. HOFFMAN, Director of ADA/EEO and Immigration Compliance. B.S., Shenandoah College; M.Ed., Frostburg State University.
- ELIZABETH M. THOMAS, Associate Director of Human Resources. A.A., Allegany College of Maryland; B.S., University of Maryland University College.
- LEE ANN NIGHTINGALE, Manager of Benefits and Wellness Program. B.S., M.B.A., Frostburg State University.
- LISA D. HERSCH, Senior Human Resources Specialist. B.A., Seton Hill University.
- KELLY K. DURST, Senior Employment Specialist. B.A., Hood College.
- ROBERT J. BOYCE, Director of Facilities. Associate Degree in Electrical Engineering, The Pennsylvania State University; B.S., University of Pittsburgh.
- JOHN L. BREWER, Assistant Director of Facilities/Planning, Maintenance and Housekeeping. B.S., Frostburg State University.
- DOUGLAS McKENZIE, Project Manager.
- JASON I. HILL, Assistant Director of Facilities/Construction, Operations and Engineering. A.A., Potomac State College; B.S., West Virginia University.
- JASON A. HOWARD, Manager of Specifications. A.S., Allegany College of Maryland; B.S., Frostburg State University.
- JON F. DIAMOND, Program Administrative Specialist. B.S., Frostburg State University.
- TROY A. DELL, Director of Athletics. B.A., Gettysburg College; M.S., McDaniel College.
- RUBIN STEVENSON, Associate Director of Athletics. B.A., Salisbury University; M.S., Central Connecticut State University.
- GUY S. ROBERTSON, Assistant Director of Athletics and Head Coach, Baseball. B.S., Elon College; M.S., McDaniel College.
- KEITH E. BYRNES, Assistant Director of Athletics and Head Coach, Men's Soccer. B.A., Plattsburgh State University.
- CRYSTAL G. REDINGER, Assistant Director of Athletics for Business Operations and Senior Woman Administrator. B.S., University of Maryland University College.
- NOAH Z. BECKER, Sports Information Director. B.S., California University of Pennsylvania; M.S., Frostburg State University.
- DELANE L. FITZGERALD, Head Coach, Football. B.S. James Madison University; M.A., Bethel University.
- PETER J. MAYER, Assistant Coach, Football. B.A., Ithaca College.
- TIRELL W. HIATT, Assistant Coach, Football. B.S., Southern Virginia University.
- JOHN A. KELLING, Assistant Coach, Football. B.S., University of Minnesota, Mankato; M.S., Ohio University.
- SEAN E. BROWN, SR., Head Coach, Men's Basketball. B.A., M.Ed., Frostburg State University.
- CARRIE E. SAUNDERS, Head Coach, Women's Basketball. B.S., Shepherd University; M.Ed., Frostburg State University.
- DALE R. LUY, Head Coach, Men's and Women's Track and Field and Men's and Women's Cross Country. B.A., Gettysburg College; M.Ed., The Pennsylvania State University; D.S.M., U.S. Sports Academy.
- JUSTIN A. ANDERSON, Head Coach, Men's and Women's Swimming. B.A., The University of Mary Washington; M.A., Trinity College.
- AARON M. WILF, Head Coach, Men's and Women's Tennis. B.A., Dickinson College.
- THOMAS D. PEARCE, Head Coach, Men's Lacrosse. B.A., Gettysburg College; M.S., McDaniel College.
- HAYLEY M. WHEAR, Head Coach, Women's Lacrosse. B.S., Lynchburg College; M.S., Salisbury University.
- WESLEY W. LANDRUM, Head Coach, Women's Softball. B.S., M.Ed., Frostburg State University.
- BRIAN D. PARKER, Head Coach, Women's Soccer. B.S., Frostburg State University; M.A., West Virginia University.
- KAITLIN A. BOERMAN, Head Coach, Women's Field Hockey. B.A., M.S., McDaniel College.
- REBECCA A. FLETCHER, Head Coach, Women's Volleyball. B.A., Washington and Jefferson College.
- KARLA R. SCHOENLY, Head Athletic Trainer. B.S., M.S., Frostburg State University.
- CASSANDRA K. DONAHUE, Assistant Athletic Trainer. B.S., Frostburg State University; M.S., California University of Pennsylvania.
- KYLE J. LINHART, Director of Fitness/Strength and Conditioning. B.S., Kent State University; M.Ed., Frostburg State University.
- AMY S. NAZELROD, Coordinator of Activities for Life, Intramurals and Club Sports. B.S., Frostburg State University.

## Graduate Faculty

WILLIAM L. ANDERSON, Professor of Economics and M.B.A. Coordinator. B.S., University of Tennessee-Knoxville; M.A., Clemson University; Ph.D., Auburn University.

EHSAN ARDJMAND, Assistant Professor of Management. B.S., Amir Kabir University of Technology, Iran; M.S., Tarbiat Modares University, Iran; Ph.D., Ohio University.

WILLIAM J. AuMILLER, Assistant Professor of Educational Professions. B.S., Frostburg State University; M.M., West Virginia University; Ed.D., University of Maryland, College Park.

YAN BAO, Professor of Accounting. B.S., M.S., Xiamen University, China; Ph.D., Kent State University; CPA.

JENNIFER L. BISHOFF, Assistant Professor of Educational Professions. B.S., Frostburg State University; M.S., University of North Carolina at Wilmington; Ed.D., West Virginia University.

DIANE C. BLANKENSHIP, Professor of Kinesiology and Recreation. B.A., M.S., Radford University; Ed.D., Temple University.

SUNSHINE L. BROSI, Associate Professor of Biology. B.A., Warren Wilson College; M.S., University of Kentucky; Ph.D., University of Tennessee.

DOUGLAS H. BROWN, Principal Faculty/Clinical Coordinator for the Physician Assistant Program. A.A.S., Frederick Community College; B.A., Hood College; M.S., Shenandoah University; PA-C.

NATALIA BUTA, Associate Professor and Chair of the Department of Kinesiology and Recreation. B.S., University of Oradea, Romania; M.A., Central Michigan University; Ph.D., University of Florida.

JILL S. BUTERBAUGH, Assistant Professor of Nursing. R.N., A.A., Allegany College of Maryland; B.S.N., University of Pittsburgh at Johnstown; M.S.N., Widener University.

WILLIAM P. CHILDS, Professor of Educational Professions. B.A., University of Richmond; M.Ed., University of Virginia; Ed.D., Virginia Polytechnic Institute and State University.

MOHSEN CHITSAZ, Professor of Computer Science and Information Technologies. M.S., North Dakota State University; M.S., Moorhead State University; Ph.D., University of North Dakota.

REBECCA M. CHORY, Associate Professor of Management. B.A., M.A., West Virginia University; Ph.D., Michigan State University.

HEATHER C. CISNEROS, Assistant Professor of English and Foreign Languages. B.A., M.A.T., Frostburg State University; Ed.D., Argosy University, Phoenix.

DUSTIN P. DAVIS, Professor of Visual Arts. B.S., Northland College; M.F.A., University of Wisconsin.

JUDITH A. DIERUF, Professor of Visual Arts. B.A., Montana State University; B.F.A., University of Washington; M.F.A., Montana State University.

SARAH C. DUMNICH, Assistant Professor of Mathematics. B.A., Washington and Jefferson College; M.S., Ph.D., Lehigh University.

JUSTIN R. DUNMYRE, Associate Professor and Chair of the Department of Mathematics. B.S., The Pennsylvania State University; M.A., Ph.D., University of Pittsburgh.

JACQUELINE R. DURST, Assistant Professor of Kinesiology and Recreation and Clinical Education Coordinator of the Athletic Training Education Program. B.S., Frostburg State University; M.S., California University of Pennsylvania; D.Ed., Indiana University of Pennsylvania.

JODI L. EIRICH, Associate Professor of Educational Professions. B.A., Fairmont State College; M.Ed., Frostburg State University; Ed.D., West Virginia University.

JENNIFER A. FLINN, Associate Professor of Psychology. B.S., M.A., Geneva College; Ph.D., West Virginia University.

MICHAEL B. FLINN, Associate Professor of Computer Science and Information Technologies. B.S., M.S., Frostburg State University; D.Sc., Robert Morris University.

JONATHAN M. FLOOD, Assistant Professor of Geography. B.A., M.A., University of North Carolina at Greensboro; Ph.D., The University of Texas at Austin.

HEATHER A. GABLE, Associate Professor and Chair of the Department of Nursing. R.N., A.S., Allegany College of Maryland; B.S.N., M.S., D.N.P., University of Maryland, Baltimore.

LAXMAN M. HEGDE, Professor of Mathematics. B.S., M.S., Karnatak University, India; Ph.D., Old Dominion University.

ROBERT M. HEIN, Associate Professor of Visual Arts. B.F.A., Ball State University; M.F.A., University of Cincinnati.

JOYCE H. HENDERSON, Assistant Professor of Educational Professions. B.S., California University of Pennsylvania; B.S., The University of Oklahoma; M.A., San Jose State University; Ed.D., Indiana University of Pennsylvania.

DANIEL J. HOCKING, Assistant Professor of Biology. B.S., University of New Hampshire; M.A., University of Missouri; Ph.D., University of New Hampshire.

CHUNG-CHI "EDWIN" HUANG, Assistant Professor of Computer Science and Information Technologies. B.S., M.S., Ph.D., Taiwan National Tsing Hua University.

DONG WOOK HUH, Assistant Professor of Management. LL.B., Seoul National University; M.S., M.B.A., Baylor University; Ph.D., Texas A&M University.

HEATHER L. HURST, Assistant Professor of Educational Professions. B.S., M.Ed., East Stroudsburg University of Pennsylvania; Ph.D., University of Pennsylvania.

KIMBERLY M. JAMES, Assistant Professor of Psychology. B.A., The University of Tampa; M.S., Psy.D., Nova Southeastern University.

SCOTT P. JOHNSON, Professor of Political Science. B.A., Youngstown State University; M.A., University of Akron; Ph.D., Kent State University.

ROBERT B. KAUFFMAN, Professor of Kinesiology and Recreation. B.S., M.S., The Pennsylvania State University; Ph.D., University of Maryland, College Park.

KAREN L. KELLER, Associate Professor of Biology. B.A., M.S., Frostburg State University; Ph.D., University of Georgia.

ERICA H. KENNEDY, Associate Professor of Psychology. B.A., Franklin & Marshall College; M.S., Ph.D., University of Georgia.

THOMAS D. LAMBERT, Associate Professor of Biology. B.S., M.S., University of Wisconsin-Oshkosh; Ph.D., University of Toronto.

KURTIS H. LEMMERT, Professor of Mathematics. B.S., Frostburg State University; M.S., Ed.D., West Virginia University.

KENNETH J. LEVITT, Assistant Professor of Management. B.S., State University of New York at Oneonta; M.S., Fairleigh Dickinson University; Ph.D., Stevens Institute of Technology.

DAVID A. LEWIS, Professor of Political Science. B.A., Occidental College; M.A., Ph.D., University of California, Davis.

ROBERT W. LEWIS, Professor of Kinesiology and Recreation. B.S., Capital University; M.A., Ph.D., The Ohio State University.

MARTHA M. MATTARE, Associate Professor of Management. B.S., Kansas State University; M.B.A., Frostburg State University; M.A., Ph.D., Fielding Graduate University.

JANET A. MATTERN, Assistant Professor of Educational Professions. B.S.Ed., M.Ed., D.Ed., Indiana University of Pennsylvania.

MARY BETH McCLOUD, Associate Professor of Nursing. A.A., Allegany College of Maryland; B.S.N., West Virginia University; M.S.N., Western Governor's University.

KRISTINE E. McGEE, Associate Professor of Educational Professions. B.S., Towson University; M.E., Frostburg State University; Ed.D., West Virginia University.

EMILY K. MILLESON, Associate Professor of Educational Professions. B.A., M.Ed., West Virginia University.

MICHAEL L. MONAHAN, Associate Professor and Chair of the Department of Management. B.A., Westminster College; M.B.A., Frostburg State University; Ed.D., West Virginia University.

LISA L. MORSHEAD, Associate Professor of Psychology. B.S., Michigan State University; M.A., Ed.D., Western Michigan University.

MICHAEL P. MURTAGH, Professor and Chair of the Department of Psychology. B.S., James Madison University; M.S., Villanova University; Ph.D., University of Montana.

KEVIN H. PETERSON, Professor of Psychology. B.S., University of Steubenville; M.S., Frostburg State University; Ed.D., West Virginia University.

KARA N. PLATT, Associate Professor of Nursing. B.S.N., Shenandoah University; M.S.N., University of Maryland, Baltimore; D.N.P., The Johns Hopkins University.

FRANCIS L. PRECHT, Professor of Geography. B.S., Towson University; M.A., Michigan State University; Ph.D., University of Georgia.

DAVID P. PUTHOFF, Associate Professor and Chair of the Department of Biology. B.S., The Ohio State University; Ph.D., University of California, Riverside.

RICHARD L. RAESLY, Professor of Biology. B.S., Albright College; M.S., Frostburg State University; Ph.D., The Pennsylvania State University.

SHAKIL M. RAHMAN, Professor of Management. B.S., NED University, Pakistan; M.S., Ph.D., Iowa State University.

MATTHEW E. RAMSPOTT, Associate Professor of Geography. B.S., University of Nebraska; M.S., Texas State University; Ph.D., University of Kansas.

JENNIFER E. RANKIN, Associate Professor of Educational Professions. B.A., M.Ed., Frostburg State University; M.Ed., West Virginia University; Ed.D., Nova Southeastern University.

TRINA P. REDMOND-MATZ, Associate Professor of Psychology. B.A., Lycoming College; M.A., Kutztown University of Pennsylvania; Ph.D., The Pennsylvania State University.

LANCE L. REVENNAUGH, Professor of Mathematics. B.S., Marietta College; M.A.T., Northwestern University; M.S., Miami University; Ed.D., University of Maryland.

GEORGE B. RINARD, Professor and Chair of the Department of Computer Science and Information Technologies. B.S., University of Utah; M.S., Ph.D., West Virginia University.

KELLY M. ROCK, Assistant Professor of Nursing. R.N., Mercy Hospital School of Nursing; B.S.N., M.S.N., University of Pittsburgh; D.N.P., Carlow University.

KIM H. ROTRUCK, Professor of Educational Professions. B.S., M.Ed., Frostburg State University; Ed.D., West Virginia University.

DORIS SANTAMARIA-MAKANG, Associate Professor of Educational Professions. B.S., Universidad Pedagógica Nacional, Bogota, Colombia; M.Ed., Boston College; Ed.D., Boston University.

BETH A. SCARLOSS, Associate Professor of Educational Professions. A.A., Napa Valley College; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University.

WILLIAM L. SEDDON, Professor of Biology. B.S., The Pennsylvania State University; M.S., Slippery Rock University of Pennsylvania; M.S., Ph.D., University of Illinois at Urbana-Champaign.

THOMAS L. Serfass, Professor of Biology. B.A., M.S., East Stroudsburg University of Pennsylvania; Ph.D., The Pennsylvania State University.

KATHIE J. SHAFFER, Professor and Chair of the Department of Accounting. B.S., M.B.A., Frostburg State University; D.M., University of Maryland University College; CMA.

AMIT J. SHAH, Professor of Management. M.B.A., Marshall University; D.B.A., U.S. International University.

THOMAS D. SIGERSTAD, Associate Professor of Management. B.S., University of Pittsburgh; M.B.A., University of North Texas; Ph.D., The University of Oklahoma.

LISA L. SIMPSON, Assistant Professor of Kinesiology and Recreation. B.S., M.Ed., Frostburg State University; Ed.D., West Virginia University.

BETH R. SMOLKO, Physician Assistant Program Director. B.A., St. Mary's College of Maryland; M.M.S., Midwestern University; PA-C.

JOHN L. STOOOTHOFF, Associate Professor of Educational Professions. B.A., Hartwick College; M.S., State University College at Oneonta; M.S., Ph.D., State University of New York at Albany.

REBEKAH T. TAYLOR, Associate Professor of Biology. B.A., Lehigh University; Ph.D., Emory University.

GLENN E. THOMPSON, Assistant Professor of Educational Professions. B.S., Lock Haven University; M.S., West Virginia University; Ph.D., The Pennsylvania State University.

JAMELYN C. TOBERY-NYSTROM, Associate Professor of Educational Professions. B.A., Hood College; M.L.A., Western Maryland College; Ed.D., The George Washington University.

CHIULIEN CHUANG VENEZIA, Associate Professor of Accounting. B.B.A., Fu-Jen Catholic University, Taiwan; M.S., University of Missouri at Kansas City; D.B.A., Nova Southeastern University; CPA.

JODI G. WELSCH, Associate Professor and Associate Chair of the Department of Educational Professions. B.S., Frostburg State University; M.Ed., Ph.D., University of Virginia.

JOHN W. WRIGHT, Assistant Professor of Kinesiology and Recreation. B.S., Frostburg State University; M.S., Ohio University.

LIANGLIANG XIAO, Associate Professor of Computer Science and Information Technologies. Ph.D., Academy of Mathematics and Systems Sciences, China; Ph.D., University of Texas at Dallas.

EYAD YOUSSEF, Assistant Professor of Marketing and Finance. B.S., Norfolk State University; M.B.A., Ph.D., Old Dominion University.

XINLIANG "DAVID" ZHENG, Associate Professor of Computer Science and Information Technologies. B.S., Beijing University of Physical Education; M.E., Ph.D., University of South Carolina.

YING "JOY" ZHENG, Assistant Professor of Computer Science and Information Technologies. B.A., Towson University; M.S., University of Northern Virginia; D.Sc., Towson University.

---

## Library Faculty

LEA M. MESSMAN-MANDICOTT, Director of the Library. B.A., M.L.S., State University of New York at Geneseo; Ed.D., West Virginia University.

PAMELA S. WILLIAMS, Associate Director for User Services. B.A., St. Joseph College; M.L.S., Kent State University; M.A., Frostburg State University.

AMANDA L. BENA, Access Services Librarian. B.A., Washington College; M.L.S., Clarion University of Pennsylvania.

LISA A. HARTMAN, Reference Librarian/Government Documents. B.S., West Virginia University; M.L.I.S., University of South Carolina.

SEAN HENRY, Library Webmaster/Coordinator of Library Instruction. B.A., M.A., University of Georgia; M.L.S., Emporia State University; Ph.D., University of Kansas.

RANDALL A. LOWE, Collection Development/Acquisitions and Serials Librarian. B.A., Shippensburg University; M.L.S., Drexel University.

THERESA M. MASTRODONATO, Reference Librarian/Coordinator of Library Instruction for First Year Students. B.A., State University of New York College at Geneseo; M.L.S., University at Buffalo, The State University of New York; M.D.E., University of Maryland University College; Ed.D., Frostburg State University.

VIRGINIA R. WILLIAMS, Catalog Librarian. B.A., Long Island University; M.S.L.I.S., Drexel University.

---

## Emeriti

### Administration

CATHERINE R. GIRA, President. B.S., California State College, Pennsylvania; M.Ed., M.L.A., The Johns Hopkins University; Ph.D., The American University.

DAVID C. ROSE, Vice President for Administration and Finance. B.S., Shippensburg University.

PHILIP M. ALLEN, Dean, School of Arts and Humanities. B.A., Swarthmore College; Ph.D., Emory University.

SUSAN ARISMAN, Dean, College of Education. B.S., Marquette University; M.A., University of Minnesota; Ph.D., University of Chicago.

MARY J. GARTNER, Associate Provost. A.B., Oberlin College; Ed.D., Harvard University.

COLLEEN K. KIRK GRAYSON, Registrar. B.S., Frostburg State University.

RICHARD A. REPAC, Associate Vice President for Finance and Comptroller. A.A., Hagerstown Junior College; B.S., University of Maryland; M.B.A., Frostburg State University.

JOHN L. LOWE, Assistant Vice President for Student Development. B.A., Muskingum College; M.S., Miami University; Ph.D., American University.

MARJORIE J. ROBISON-NELSON, Director of Student Financial Aid. B.S., Frostburg State University.

STEPHEN I. ORNSTEIN, Director of Networking and Telecommunications. B.S., Salem College.

DAVID M. GILLESPIE, Director of the Library. A.B., Glenville State College; M.L.S., Indiana University; A.M.D., Ph.D., Florida State University.

SPENCER F. DEAKIN, Director of Counseling and Psychological Services. B.A., M.Ed., Temple University; Ph.D., Syracuse University.

MARY JANE PLUMMER, Director of Cultural Events Series. A.A., Allegany College of Maryland.

PATRICK J. DEASY, Counselor/Coordinator of Veterans Affairs. B.S., M.S., Springfield College.

### Faculty

ELIZABETH C. ADAMS, B.A., College of Wooster; M.A., The University of Iowa; M.A., Columbia University; Ph.D., West Virginia University.

ALICE C. ALEXANDER, B.A., West Virginia Wesleyan College; M.Ed., Frostburg State University; Ed.D., West Virginia University.

ABDORRAHIM ASHKEBOUSSI, B.S., National University of Iran; M.B.A., Ph.D., Saint Louis University.

CATHERINE C. ASHLEY-COTLEUR, B.A., Kent State University; M.A., The Ohio State University; M.B.A., Frostburg State University; Ph.D., The George Washington University.

JOHN N. BAMBACUS, B.S., Frostburg State University; M.A., West Virginia University.

RONALD E. BARRY, JR., B.A., University of Connecticut; M.A., Indiana State University; Ph.D., University of New Hampshire.

GLYNN R. BAUGHER, B.A., Emory & Henry College; M.A., Ph.D., Tulane University.

WILLIAM S. BINGMAN, B.S., M.A., Ed.D., West Virginia University.

JORN K. BRAMANN, M.A., University of Wyoming; Ph.D., University of Oregon.

ANN R. BRISTOW, B.S., M.S., Ph.D., Virginia Commonwealth University.

ANGELO A. BUCCHINO, B.A., Immaculate Conception College; M.A., Ph.D., Duquesne University.

HENRY W. BULLAMORE, B.A., Valparaiso University; M.A., University of Illinois at Urbana-Champaign; Ph.D., The University of Iowa.

CRAIG L. CAUPP, B.S., Ball State University; M.S., Indiana University; Ph.D., Utah State University.

JERRY A. CHESSER, B.S., University of Baltimore; M.S., Hood College.

CAROL CLEVELAND, B.S., Alabama College; M.S., University of Tennessee; Ph.D., University of Alabama.

NICHOLAS H. CLULEE, B.A., Hobart College; M.A., Ph.D., University of Chicago.

LOUIS R. CONCORDIA, B.S., Drexel University; M.B.A., University of San Francisco; Ph.D., University of Northern Colorado.

MAUREEN P. CONNELLY, B.A., Saint John's University; M.A., Ph.D., The Ohio State University; M.S.W., University of Maryland.

GARY D. COOK, B.A., Evangel College; M.A.; Ph.D., University of Nebraska - Lincoln.

JAMES V. COTTON, B.S., Slippery Rock University of Pennsylvania; M.Ed., Ed.D., The Pennsylvania State University.

SARAH R. CRALL, B.A., Marietta College; M.Ed., Frostburg State University; M.S., University of Pittsburgh.

JAMES M. CRAWLEY, B.A., Lynchburg College; M.A., George Peabody College.

NANCY W. CRAWLEY, B.A., Lynchburg College; M.Ed., Frostburg State University.

ANTHONY E. CROSBY, JR., B.S.J., M.A., Ohio University; Ph.D., University of Kentucky.

MARGARET M. DALTON, B.S., University of New Hampshire; M.S., University of Minnesota; Ph.D., West Virginia University.

DAVID M. DEAN, B.A., Wabash College; M.A., Ph.D., The University of Texas at Austin.

JOAN DEVEE DIXON, B.M., M.M., Drake University; D.M.A., Southwestern Baptist Theological Seminary.

MARTHA R. DOLLY, B.A., Frostburg State University; M.A., Temple University; Ph.D., Indiana University of Pennsylvania.

ROBERT S. DONNELLY, A.S., University of Alaska; M.B.A., Harvard University; Ed.D., University of Massachusetts.

ROBERT J. DOYLE, B.S., Georgia Institute of Technology; M.A., Ph.D., University of Virginia.

DONALD W. DUCKSON, A.B., University of California; M.A., San Diego State College; Ph.D., University of Colorado.

THOMAS H. DULZ, B.S., Lawrence Technological University; Ph.D., Michigan State University.

KATHLEEN S. ELDER, A.B., M.A., University of Nebraska, FSA.

CHARLES J. EWERS, B.A., Georgetown University; M.S., Towson University; Ph.D., The Catholic University of America.

CHARLES J. FARMER, A.B., University of North Carolina; M.A., Indiana University; Ph.D., University of Maryland.



- DAVID J. FELL, B.A., M.A., Ball State University; Ph.D., Kent State University.
- MARY K. FINAN, B.A., Loyola College; M.Ed., Frostburg State University; Ed.D., University of Maryland, College Park.
- HUOT FISHER, B.M., Oberlin College; M.M., M.A., University of Illinois; D.M.A., University of Arizona.
- DENNIS D. GARTNER, B.A., M.A., University of North Dakota; Ph.D., University of Wisconsin.
- CONNIE J. GROER, B.S., M.B.A., Frostburg State University; CPA.
- ELLEN K. GROLMAN, B.M., University of Massachusetts; M.M., Wichita State University; D.M.A., University of Missouri at Kansas City.
- AMY L. HARMAN, B.A., Elon College; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Maryland.
- GLORIA J. HARRELL-COOK, B.S., University of North Carolina at Pembroke; M.A., Ph.D., University of Illinois.
- THOMAS F. HAWK, B.S., U.S. Naval Academy; M.B.A., Harvard University; Ph.D., University of Pittsburgh.
- BONNIE L. HIRCOCK, B.S., The Ohio State University; M.S., Frostburg State University; Ed.D., West Virginia University.
- CHARLES H. HIRCOCK, B.A., M.S., University of Nebraska at Kearney; Ph.D., The Ohio State University.
- JOSEPH M. HOFFMAN, B.S., The Pennsylvania State University; M.S., Ph.D., University of Colorado.
- KAREN S. HOLBROOK, B.A., College of Wooster; M.Ed., Ph.D., University of Toledo.
- JUDY E. HOLMES, B.S., M.Ed., University of Southern Maine; Ed.D., University of Massachusetts at Amherst.
- PAUL P. HUNT, B.S., A.B., Glenville State College; M.S., Ph.D., University of Tennessee.
- BARBARA HURD, B.A., College of William and Mary; M.Ed., Frostburg State University; Ed.D., University of Maryland.
- RICHARD A. JOHNSON, B.S., M.B.A., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia; CPA.
- JOHN P. JONES, B.S., Alderson-Broaddus College; M.A., West Virginia University; D.Ed., The Pennsylvania State University.
- RONALD P. KEALY, B.S., St. Cloud State College; M.Ed., Ed.D., University of Florida.
- GORDON E. KERSHAW, A.B., University of Maine; A.M., Boston College; A.M., Ph.D., University of Pennsylvania.
- ROBIN KRANZ, B.A., Colorado College; Ph.D., Syracuse University.
- JOY KROEGER-MAPPES, B.S., DePaul University; M.A., Ph.D., Georgetown University.
- MARION S. LEONARD, B.A., The Pennsylvania State University; M.B.A., Drexel University; CPA.
- I. ROBERT LLEWELLYN, B.A., Morgan State University; M.F.A., The Maryland Institute College of Art.
- PAUL R. LYONS, B.S., University of the State of New York; B.A., University of South Florida; M.S.M., Frostburg State University; M.R.C., Ph.D., University of Florida.
- THOMAS A. MAPPES, B.S., University of Dayton; Ph.D., Georgetown University.
- JAMES O. MARTIN, B.S., Massachusetts Institute of Technology; Ph.D., University of North Dakota.
- MARTHE A. MCCLIVE, B.A., Hiram College; M.B.A., West Virginia University; Ph.D., University of Southern California.
- LINDA G. McCULLOCH, B.A., M.A.C.T., University of Tennessee; M.F.A., Northwestern University.
- ROBERT L. MCFARLAND, B.A., Oberlin College; M.A., Ph.D., Kent State University.
- CONSTANCE M. MCGOVERN, B.A., College of Our Lady of the Elms; M.A., Ph.D., University of Massachusetts at Amherst.
- ZITA M. MCSHANE, B.S., Ursuline College; M.A., Cleveland State University; Ph.D., Case Western Reserve University.
- JOYCE M. MIDDLETON, B.S., Frostburg State University; M.Acc., Ph.D., University of Georgia; CPA.
- DANIEL A. MIZAK, B.A., Washington and Jefferson College; M.A., Ph.D., University of Pittsburgh.
- MARY W. MUMPER, B.S., Indiana University of Pennsylvania; Ph.D., University of Maryland, Graduate School Baltimore.
- JOHN A. NERAL, A.B., Youngstown State University; M.A., Ph.D., University of Pittsburgh.
- NORMAN W. NIGHTINGALE, B.S., M.Ed., Frostburg State University; Ed.D., University of Maryland, College Park.
- WILLIAM NIZINSKI, B.S., California State College; M.S., The Pennsylvania State University.
- MICHAEL R. OLSON, B.A., Augustana College; M.A., Southern Illinois University; Ph.D., The University of Iowa.
- JACOB OPPER, B.M., M.M., Ph.D., Florida State University.
- STEPHEN C. OWENS, B.S., Frostburg State University; M.A., Ed.D., Teachers College, Columbia University.
- LINDSY E. PACK, B.S., M.A., Stephen F. Austin State University; M.Ed., Ph.D., Texas A&M University; M.S., Arkansas State University; Ph.D., Indiana University.
- THOMAS J. PALARDY, B.S., M.A., Ph.D., The Ohio State University.
- KAREN S. PARKS, B.S., M.A., West Virginia University; Ed.D., University of Maryland.
- EIRA PATNAIK, B.A., M.A., Allahabad University, India; M.A., D.A., Syracuse University.
- WILLIAM J. PEGG, B.S., Alderson-Broaddus College; M.S., Ph.D., West Virginia University.
- RICHARD E. PESTA, B.S., Rider College; M.S.B.A., Bucknell University.
- TYRA C. PHIPPS, B.S., Frostburg State University; M.A., Ball State University; Ed.D., Indiana University.
- JAMES G. PIERCE, B.M., Friends University; M.M., Conservatory of Music, Kansas City.
- ROBERT E. PLETTA, B.A., Baldwin Wallace College; M.A., Vanderbilt University.
- DANIEL M. PLUCINSKI, B.A., M.B.A., University of Pittsburgh; J.D., University of Baltimore School of Law; CPA; CMA.
- KERAMAT POORSOLTAN, B.A., M.A., University of Tehran; M.A., Ph.D., University of Georgia.
- DAVID R. PRESS, B.S., M.A., Northwestern University; Ph.D., Carnegie Mellon University.
- MARYJO A. PRICE, B.A., Wittenberg University; M.A.L.S., University of Denver; M.A., Frostburg State University.
- JUDITH J. PULA, B.A., M.Ed., Frostburg State University; Ph.D., Indiana University of Pennsylvania.
- ROBERT M. RIGGS, B.A., The George Washington University; M.A., University of Illinois.
- ROBERT K. RILEY, B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., West Virginia University.

SHARON L. ROBINSON, A.A., Virginia Intermont College; B.S., Carson-Newman College; M.P.A., Texas Christian University; CPA.

EDWARD L. ROOT, B.S., M.Ed., Frostburg State University; Ed.D., University of Maryland.

ALAN M. ROSE, A.B., The Johns Hopkins University; A.M., Ph.D., Columbia University.

LEE B. ROSS, B.A., M.A., DePauw University; Ph.D., Miami University of Ohio.

PATRICIA A. SANTORO, B.A., Mary Washington College of the University of Virginia; M.A., Ph.D., University of North Carolina at Greensboro.

LES B. SATTINGER, B.S., Indiana University; M.F.A., Ohio University.

KEITH W. SCHLEGEL, B.A., M.A., Miami University; Ph.D., West Virginia University.

CARLETON A. SHORE, B.S., Frostburg State University; M.Ed., Ed.D., West Virginia University.

DONALD F. SHRINER, B.S., Shippensburg University; M.S., University of Notre Dame; Ph.D., University of Maryland.

DONALD C. SIMMONS, B.A., Bridgewater College, M.B.A., James Madison University, CPA.

CARL F. SLEMMER, B.S., Bethany College; M.Ed., Frostburg State University; Ed.D., University of Maryland, College Park.

THOMAS W. SMALL, B.S., M.S., Illinois State University; Ph.D., University of Wisconsin, Madison.

R. VAUGHN SNYDER, B.S., Grace College; M.S., St. Francis College; Ph.D., Ohio University.

KAREN A. SODERBERG SARNAKER, B.M.Ed., Pacific University; M.M.Ed., Lewis and Clark College; M.M., D.M.A., University of Arizona.

CHARLES R. STERRETT, B.S., The Pennsylvania State University; M.S., Air Force Institute of Technology; Ph.D., American University.

KENNETH D. STEWART, A.B., Duke University; Ph.D., University of Nebraska.

BARBARA A. SURGENT, B.A., Trenton State College; M.Ed., Frostburg State University.

FREDERICK C. SURGENT, B.A., M.A., Trenton State College; Ed.D., West Virginia University.

FRANCIS M. TAM, A.B., University of California; M.S., University of Minnesota.

JUDITH N. THELEN, B.A., LeMoyne College; M.A., Ph.D., Syracuse University.

AHMAD TOOTOONCHI, B.S., Gilan College of Management; M.S., Ph.D., U.S. International University.

RICHARD M. TRASK, A.B., M.A., The George Washington University; Ph.D., University of Illinois.

WILLIAM J. VAIL, A.B., M.S., Ph.D., West Virginia University.

MICHAEL J. WALLINGER, B.F.A., Wayne State College; M.A., Colorado State University; Ph.D., University of Oregon.

ROBERT E. WELLS, B.S., University of Rhode Island; M.Ed., Fitchburg State College; M.S., Indiana University.

DON B. WESER, B.S., Bethany College; M.S., West Virginia University; Ph.D., Georgia Institute of Technology.

EDWARD T. WHITE, B.A., West Virginia University; M.A., Ph.D., The Pennsylvania State University.

KURT F. WOLFE, JR., B.S., Frostburg State University; M.A., Ph.D., University of Maryland.

WAYNE A. YODER, B.A., Goshen College; M.S., Ph.D., Michigan State University.

---

## The Board of Regents of the University System of Maryland

Mr. James T. Brady, Chair

Mr. Barry P. Gossett, Vice-Chair

Mr. Gary L. Attman, Treasurer

Ms. Linda R. Gooden, Assistant Treasurer

Dr. Michelle A. Gourdine, Secretary

Mr. Robert D. Rauch, Assistant Secretary

Mr. Norman R. Augustine

Mr. Joseph Bartenfelder, ex officio

Ms. Katrina J. Dennis, Esq.

Ms. Ellen Fish

Mr. James Holzapfel

Ms. D'Ana Johnson

Mr. Robert Neall

Mr. Robert Pevenstein

Mr. Louis Pope

Dr. Frank M. Reid III

Mr. William A. Shorter, Jr., Student Regent

# Policies

## USM Bylaws, Policies and Procedures of the Board of Regents

### Policy on Student Classification For Admission and Tuition Purposes

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006, Amended February 15, 2008, Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017. Amended June 16, 2017.)

Check the USM website ( [www.usmd.edu/regents/bylaws/SectionVIII](http://www.usmd.edu/regents/bylaws/SectionVIII)) for the most up-to-date version.

#### I. Policy

##### A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,<sup>1</sup> it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

##### B. Qualification for In-State Status

Generally, in order to qualify for in-state status, a prospective, returning, or current student must demonstrate that he or she is a permanent Maryland resident. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

##### C. Standard of Proof

The student seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known or presented to it.

#### II. Determination of Residency Status

##### A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution, to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all of the following requirements for the 12-month period (or shorter period indicated):

- 1) Has continuously maintained his or her primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside of Maryland, and has filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their

owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.

- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state.
- 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- 7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 8) Has a legal ability under Federal and Maryland law to live permanently and without interruption in Maryland.

##### B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered financially independent if the student provides 50% or more of his or her own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

#### III. Change In Classification For Tuition Purposes

##### A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all of the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition for the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

##### B. Criteria for Change in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to 1) make Maryland his or her permanent home; 2) abandon his or her former home state; 3) reside in Maryland indefinitely; and reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all of the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period he or she:

- 1) Continuously maintained his or her primary living quarters in Maryland.
- 2) Has substantially all of his or her personal property, such as household effects, furniture and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state Students

who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.

- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state.
- 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
- 7) Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.
- 8) Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 9) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

### C. Rebuttal Evidence

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
  - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc., (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarship, grant, student loan, etc.), **or**
  - b. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.
- 6) Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank

accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g. divorce, family relocation, taking care of a sick family member, etc.)

### D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

### E. Change in Circumstances Altering In-State Status

The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

### F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected

## IV. Criteria For Temporary Qualification of Non-Residents For In-State Status

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- C. . An active duty member of the Armed Forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including the reserve components thereof, who is stationed in Maryland, resides in Maryland, or is domiciled in Maryland, or his/her spouse or a financially dependent child of that active duty member. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.<sup>2</sup>
- D. A veteran of the Armed Forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland.<sup>3</sup>
- E. A veteran who lives in Maryland and was discharged from a period of at least 90 days of service in the active military, naval, or air service less than three years before the date of the veteran's enrollment and is pursuing a course of education with educational assistance under the Montgomery G.I. Bill (38 U.S.C. §3001) or the Post-9/11 G.I. Bill (38 U.S.C. §3301).<sup>4</sup> A veteran so described will continue to retain in-state status if the veteran is enrolled prior to the expiration of the three-year period following discharge, is using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school
- F. Anyone who lives in Maryland, and:

- 1) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and enrolls within three years of the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
- 2) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and the transferor is a member of the uniformed services who is serving on active duty; or
- 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. §3311(b)(9)).<sup>5</sup>

An individual as described in F.(1) will continue to retain in-state status if the individual is enrolled prior to the expiration of the three-year period following the veteran's discharge, is using educational benefits under chapter 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.

H. For UMUC, only, a full-time active member of the Armed Forces of the United States on active duty, or his/her spouse.

I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

## V. Additional Procedures

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

## VI. Definitions

A. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.

B. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50% or more of his or her own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage.

F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

H. Continuous Enrollment:

- 1) Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
- 2) Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.

I. Armed Forces of the United States: As defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including the reserve components thereof.

## VII. Implementation

This Policy as amended by the Board of Regents on February 17, 2017 and also on June 16, 2017 shall be applied to all student tuition classification decisions effective Spring semester 2018 and thereafter.

<sup>1</sup> Annotated Code of Maryland, Education Article §12-101.

<sup>2</sup> Annotated Code of Maryland, Education Article § 15-106.4.

<sup>3</sup> Annotated Code of Maryland, Education Article § 15-106.4.

<sup>4</sup> 38 U.S.C.A. § 3679(c).

<sup>5</sup> 38 U.S.C.A. § 3679(c).

## FSU Procedure for Residency Status Appeals

Any student who wishes to appeal the decision of residency status previously determined by the Office of the Registrar or the Admissions Office, may do so in writing to the Appeals Board for Residency Status. This board shall consist of representatives designated by the Provost, the Vice President for Student and Educational Services, and the Vice President for Administration and Finance. The appeal will be reviewed by the board members in the order listed. Only by unanimous agreement of the board members will the decision of the Office of the Registrar or Admissions be overruled. Upon request, the President or designee has the authority to waive any residency requirements if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result.

A student desiring to appeal should obtain and submit the University System of Maryland "Petition for Change in Classification for Tuition" through the office that made the original residency status decision, the Office of the Registrar or the Admissions Office.

## University Procedures for Review of Alleged Arbitrary and Capricious Grading

### Grounds for Grievance

The following procedures implement the University System of Maryland Policy for Review of Alleged Arbitrary and Capricious Grading (BOR III-1.20) and are designed to provide a means for a student to seek review of final course grades alleged to be arbitrary and capricious. In this policy the term *arbitrary and capricious* grading means 1) the assignment of a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.

Alleging a final grade to have been determined in an arbitrary and capricious manner is the sole ground upon which a student may seek review under these procedures. Since matters within the instructor's sphere of academic judgment — such as choice of instructional and evaluation methods, criteria, and standards for evaluation — are not grounds for grievance, the burden of proving arbitrary and capricious grading by clear and convincing evidence will rest with the student.

### How to Undertake a Grade Grievance

Students or faculty who desire additional information about the procedures that follow should contact the Associate Provost. Class days are days classes are in session in the subsequent semester after the grade that the student wants to grieve is assigned. The timetable portrays the maximum time allotted. Participants can meet their responsibilities any time before the specified day.

**Stage I: Mediation**

A student seeking review for a final grade in a course should make a reasonable effort to confer with the instructor (in person or in writing) and attempt to resolve the matter informally. If this effort is unsuccessful, the student approaches the chair of the department offering the course to request mediation of the grade dispute. This action must be taken no later than the 15th class day of the semester subsequent to the term in which the grade was received. The chair will inform the student of the grounds proper to a grade grievance, as stated above. The chair also will review relevant material and consult with the instructor in an effort to resolve the issue of the grade. (If the instructor involved is the chair, the student approaches the senior faculty member in the department to request mediation.) Mediation must be completed no later than the 25th class day.

In cases where a resolution mutually acceptable to the student and the instructor is not forthcoming, and the student wishes to pursue a formal grievance, the student may proceed to Stage II.

**Stage II: Formal Grievance**

As a precondition to filing a formal grievance, a student must fulfill all of his/her responsibilities and meet the deadline specified in Stage I: Mediation above.

No later than the end of the 30th class day of the semester, a student still wishing to grieve a grade must file a written grievance with the instructor's College dean. This grievance must describe in detail the bases for the allegation that the grade was arbitrary and capricious, and include all evidence supporting that claim. The student must send copies of this statement to the instructor and the chair.

Within 10 class days of receipt of a student's written, Stage II grievance, the dean will dismiss the grievance if the student 1) did not participate in Stage I: Mediation and/or meet the deadline specified in Stage I; 2) did not file the Stage II appeal by the stated deadline; 3) does not furnish evidence that the allegations, if true, constitute arbitrary and capricious grading, as defined above; and/or 4) has filed a complaint concerning the same grade with the ADA/EEO Compliance Office alleging discrimination or sexual harassment.

If the grievance is not dismissed, the dean shall ask the instructor to respond to the grievance in writing within ten class days, addressing the response to the dean and copying the student and the chair. The dean will ask the chair to forward all documentary evidence collected during the mediation stage to the dean.

If the grievance is not dismissed, the dean shall appoint a grade grievance committee of three tenured faculty members and shall set the date for an informal, non-adversarial grade grievance hearing to occur within five class days following the due date for a written response from the instructor. The student, the instructor, and the chair will be invited to attend the hearing, and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the hearing, neither the student nor the instructor may be accompanied by a representative or advisor. If the academic records of other students in the grievant's class are relevant to the discussion, the grievant must be excused for that portion of the hearing to protect the privacy of other students. The grade grievance committee shall forward its written recommendation to the dean within five class days after the conclusion of the hearing. The dean may accept, reject or alter the recommendation. The dean shall render a decision to the student in writing, either in support of the original grade or of a grade change, with copies to the instructor, the chair and the members of the grade grievance committee. If the dean recommends a grade change and the instructor refuses to change the grade, the dean will vacate and replace the grade in question.

In deciding whether the circumstances justify changing the grade, the dean shall determine whether the grievant has provided clear and convincing evidence of *arbitrary and capricious* grading. The dean's decision is final.

1. The right to inspect and review the student's educational records within forty-five (45) days of the day the University receives a request of access. Requests for inspection should be made in writing and directed to the Office of the Registrar.
2. The right to request an amendment of the student's education records if the student believes that they are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A request to amend education records must be made in writing and submitted to the Registrar. The request must clearly identify the part of the record the student wants changed and why it should be changed. If the University decides not to amend the record as requested, the University will notify the student of its decision, and if the decision is negative, the procedures for a hearing regarding the request.
3. The right to consent to disclosures by the University of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.

The University discloses education records without a student's prior written consent under several exceptions to FERPA, including the exception for disclosure to school officials with legitimate education interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibilities for the University. A "school official" is any person employed by the University in any administrative, supervisory, academic, research or support staff position; any person or company with whom the University has contracted (such as an auditor or collection agent); or any student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The following categories of information are considered by the University to be directory information and may be disclosed without the student's prior consent unless the student submits a Directory Restrictions Form using PAWS: Name; local, home and email address; local and home telephone number; major field of study; classification; dates of attendance, degrees, honors and awards received; officially recognized activities and sports; weight and height for athletes; and most recent school or educational institution attended.

The Directory Restrictions Form in PAWS can be found using the following path: Student Center>User Preferences>FERPA restrictions>Edit FERPA Directory Restrictions.

Note that directory information may be released to commercial organizations and may be used for solicitation purposes. However, restricting release of directory information will prevent the University from providing such information to prospective employers and other organizations, media, friends and family.

4. A student may permit inspection of education records by parents, guardians or others by completing a Release of Information Form in PAWS on an annual basis. The form can be found using the following path: Student Center>"other academics" drop down box> Release of Information.
5. The right to file with the U.S. Department of Education a complaint if the student believes that the University has failed to comply with the requirements of FERPA. Complaints may be filed with the Family Policy and Regulations Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-5901.

---

## Student Records Annual Notification

Under the Family Educational Rights and Privacy Act (FERPA), students have certain rights regarding the inspection and disclosure of education records directly related to the student and maintained by the University. These rights include:

# Index

Academic Calendar .....	iv	Mathematics.....	80
Academic Probation .....	17	MBA .....	80
Academic Progress Standards.....	11	Music .....	81
Academic Regulations & Procedures.....	16	Nursing .....	82
Accreditation .....	1	Physics.....	85
Addictions Counseling Emphasis Program .....	51, 52	Political Science .....	85
Admission Requirements .....	5	Psychology .....	86
Alcohol/Drug Programs .....	15	Recreation and Parks Management .....	88
Americans With Disabilities Act .....	4	Social Science .....	88
Appeals .....	18	Sociology .....	88
Application for Graduation .....	18	Theatre.....	89
Applied Computer Science, M.S. Program.....	42	Course Load .....	16
Applied Ecology & Conservation Biology, M.S. Program .....	44, 46	Course Numbering.....	16
Art Courses .....	61	Course Repetition .....	16
Assistantships .....	12	Credit and Course Load .....	16
Biological Sciences, M.S. Programs.....	44	Curriculum & Instruction, M.Ed. Program .....	30, 32
Biology Courses .....	63	Deferred Payment Plans .....	9
Board of Regents of the University of Maryland System .....	98	Degree Program Admission .....	8
Career and Professional Development Services .....	14	Disability Support Services .....	14
Charges for Collection of Unpaid Bills .....	9	Dismissal .....	17
Chemistry Courses .....	65	Diversity and Equal Opportunity .....	4
Child and Family Counseling Emphasis .....	51, 52	Doctor of Education in Educational Leadership .....	19
Combined B.S. in Accounting/MBA .....	29	Economics Courses .....	67
Combined B.S./M.S. in Nursing.....	55	Education Courses .....	61, 68
Communication Studies Courses.....	65	Educational Leadership Ed.D. ....	19
Computer Labs.....	3	Educational Leadership M.Ed. ....	30, 34
Computer Science, Master of Science in Applied .....	42	English Courses .....	76
Computer Science Courses .....	66	Enrollment of Undergraduates in Graduate Courses .....	6
Continuous Enrollment Requirement .....	17	Exercise & Sport Science Courses.....	78
Counseling and Psychological Services .....	14	Expenses .....	8
Counseling Psychology, M.S. Program .....	49	Facilities .....	2
Course Changes .....	16	Faculty.....	94
Course Descriptions.....	61	Family Nurse Practitioner .....	56
Art .....	62	Fees .....	8
Biology.....	63	Financial Aid .....	10
Chemistry.....	65	Foreign Languages and Literature Courses .....	76
Communication Studies.....	65	Geography Courses .....	77
Computer Science.....	66	Grade Grievance Policy .....	101
Economics.....	67	Grading System .....	16
Education, Doctorate Level .....	61	Graduate Assistantships .....	12
Education, Master's Level .....	68	Graduate Degree Requirements.....	16
English .....	76	Graduate Emphasis Programs in Psychology .....	51, 52
Exercise and Sport Science .....	77	Graduate Institutional Learning Goals.....	11
Foreign Languages and Literature .....	76	Graduate Mission Statement .....	5
Geography .....	77	Graduate Program Governance .....	5
Health and Physical Education .....	77	Graduate Scholarships.....	11
History .....	79	Graduate Study at FSU.....	5
		Graduate Tuition & Fees .....	8
		Graduation .....	18

Hagerstown (FSU@USMH) .....	3	Policies.....	99
Health and Physical Education Courses .....	78	Policy on Compliance With Disability Discrimination Laws .....	14
Health Insurance and Fees .....	14	Political Science Courses .....	88
Health Services .....	14	Procedures for Review of Alleged Arbitrary and Capricious Grading .....	101
History Courses .....	75	Provisional Status.....	5
Housing .....	15	Psychiatric & Mental Health Nurse Practitioner Program .....	56
Identification Card .....	9	Psychology Courses .....	86
Immunizations .....	14	Psychology, Master of Science in Counseling Program.....	49
Independent Study .....	17	Reading M.Ed. Program .....	30, 36
Interdisciplinary M.Ed. Program .....	30, 35	Recreation and Parks Management, M.S. Program .....	59
Inter-Institutional Enrollment .....	18	Recreation Courses .....	88
International Student Admission .....	7	Refund Policy .....	9
International Student Application Deadlines .....	7	Refund Schedules .....	9
International Students at FSU .....	7	Required Medical Forms .....	14
Instructional Design & Delivery Department .....	3	Residency Policy.....	99
Lane University Center .....	3	Residency Status Appeals .....	101
Library .....	2	Retention of Student Records .....	18
Literacy Education M.Ed. Program .....	30, 36	Return of Funds for Title IV Financial Aid Recipients .....	11
Loans.....	10	Room and Board .....	9
Main Campus .....	2	Satisfactory Academic Progress Standards for Graduate Students .....	11
Master of Arts in Teaching - Elementary .....	21	Schedule of Application for Graduation .....	18
Master of Arts in Teaching - Secondary .....	23	Scholarships .....	11
Master of Business Administration .....	26	School Counseling, M.Ed. Program .....	30, 38
Master of Education .....	30	Senior Citizen Golden Identification Card .....	6
Master of Science in Applied Computer Science .....	42	Social Science Courses .....	88
Master of Science in Applied Ecology & Conservation Biology .....	44, 46	Sociology Courses.....	88
Master of Science in Biological Sciences .....	44	Spanish Courses .....	76
Master of Science in Counseling Psychology .....	49	Special Education, M.Ed. Program .....	30, 40
Master of Science in Nursing .....	53	Student Loans .....	10
Master of Science in Recreation and Parks Management .....	59	Student Records .....	18
Master of Science in Wildlife/Fisheries Biology .....	44, 48	Student Records Annual Notification .....	102
Master's Degree Requirements .....	16	Student Residency Classification Policy .....	99
Master's Thesis and Research Paper/Project Registration .....	16	Student Services.....	14
Mathematics Courses .....	80	Students' Rights and Responsibilities.....	5
MBA .....	26	Summer School Assistantships.....	12
MBA Courses .....	81	Teacher Education Report Card .....	4
Mission of the University .....	1	Technology Services .....	3
Music Courses .....	82	Theatre Courses.....	89
Non-Degree Status.....	6	Thesis/Research Paper Registration .....	16
Nursing Master of Science Program .....	53	Time Limitations .....	18
Nursing Courses .....	82	Transcripts .....	18
Other Instructional Sites & Online Programs .....	3	Transfer Credit .....	17
Payment of Fees .....	9	Tuition .....	8
Payment Plan .....	9	Tuition Waiver .....	12
Performing Arts Center .....	3	University System of Maryland at Hagerstown .....	3
Personnel Register .....	90	Veterans Services .....	15
Physical Education Center .....	3	Wildlife/Fisheries Biology, M.S. Program .....	48
Physical Education Courses .....	78	Withdrawal .....	16
Physics Courses .....	85	Writing Services .....	15

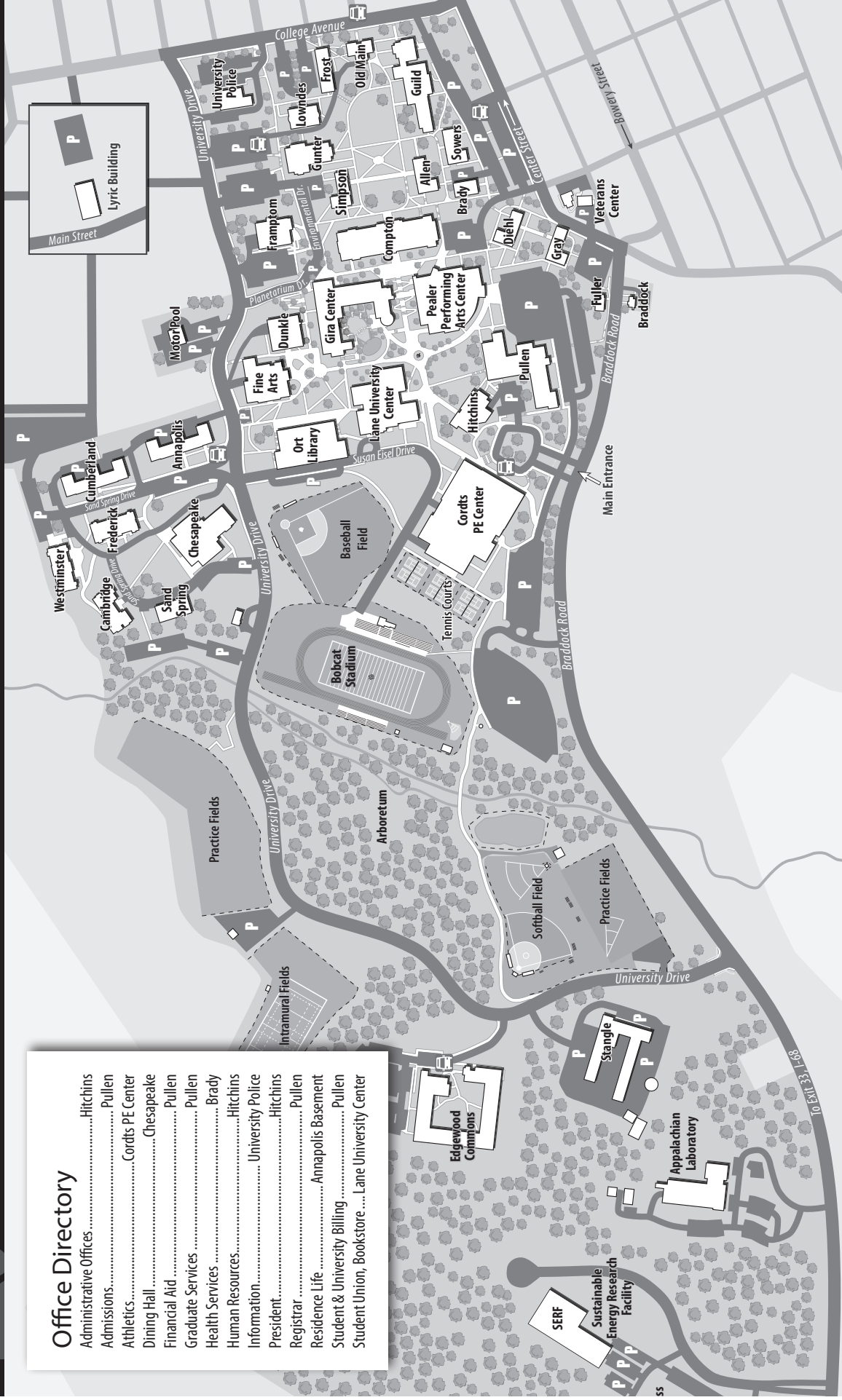




# Welcome to FROSTBURG STATE UNIVERSITY

## Office Directory

Administrative Offices .....	Hitchins
Admissions .....	Pullen
Athletics .....	Cordts PE Center
Dining Hall .....	Chesapeake
Financial Aid .....	Pullen
Graduate Services .....	Pullen
Health Services .....	Brady
Human Resources .....	Hitchins
Information .....	University Police
President .....	Hitchins
Registrar .....	Pullen
Residence Life .....	Annapolis Basement
Student & University Billing .....	Pullen
Student Union, Bookstore .....	Lane University Center



Large gray areas indicate parking lots



One University. A World of Experiences.

# Frostburg State University Facts

<b>Founded</b>	1898
<b>Location</b>	Frostburg, a town of 7,500 people in the mountains of Western Maryland.
<b>Travel</b>	You can reach the University in a 2-1/2 hour drive west from Baltimore or Washington (each 150 miles) or in a 2-hour drive southeast from Pittsburgh (100 miles). Interstate 68 provides the most direct route. Use Exit 33 (Midlothian/Braddock Road) for quick access to the campus.
<b>Mission</b>	We are a regional, public comprehensive state university and a constituent of the University System of Maryland (12 member institutions).
<b>Degrees Awarded</b>	Bachelor of Arts Bachelor of Fine Arts Bachelor of Science Master of Arts Master of Business Administration Master of Education Master of Science Doctor of Education in Educational Leadership
<b>Academic Year</b>	Fall and spring semesters plus optional summer session and Intersession (January session)
<b>Average Enrollment</b>	4,700 undergraduate 650 graduate/doctoral



*One University. A World of Experiences.*

Frostburg State University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by FSU; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. You may obtain a copy of this report by contacting the Office of Graduate Services.