

# 2019-2020 GRADUATE CATALOG SUPPLEMENT

Fall 2019

**This supplement describes changes in degree and certificate requirements that apply to students who first enroll during the fall 2019. All other provisions of the 2018-2020 Graduate Catalog and Addendum apply. This supplement should be used in conjunction with the 2018-2020 Graduate catalog.**

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FROSTBURG STATE UNIVERSITY  
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# 2019-2020 Academic Calendar

## **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. <b>Late Registration fee assessed.</b> (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
<b>December 9</b>	<b>Last Day of Classes</b>
December 10	Reading Day
December 11 – 17	Final Exams
<b>December 18</b>	<b>Commencement</b>

## **Fall 2019 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. <b>Late Registration fee assessed.</b> (PAWS and Academic Department)
<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”
<b>October 11</b>	<b>Last Day of Classes</b>
December 9	Last Day for students to remove “I” grades for Spring 2019 & Summer 2019
<b>December 18</b>	<b>Commencement</b>

## **Fall 2019 7-Week Online Session 2 (October 17 – December 9)**

<b>April 1</b>	<b>Registration Begins</b>
August 15	Recommended Continuing Student Registration Deadline – <i>Courses with low enrollment in Session 2 may be cancelled after this date</i>
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 ( <b>late registration fee assessed</b> ) (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
<b>December 9</b>	<b>Last Day of Classes</b>
<b>December 18</b>	<b>Commencement</b>

**Interession 2020 (January 2 – 24)****October 28, 2019**

December 4  
 December 11  
 December 18  
 December 18

**January 2, 2020**

January 3  
 January 3  
 January 13

**January 20****January 24****Registration Begins**

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

**Classes Begin**

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

**M.L. King Holiday – No Classes, Offices Closed****Last Day of Classes****Spring 2020 - Regular Semester January 27 – May 20****October 28, 2019**

January 2, 2020  
 January 2  
 January 3

**January 20****January 27**

January 27 – 31  
 March 6

**March 14 – 22****March 23**

May 12  
 May 12

**May 12**

May 13  
 May 14 – 20

**May 21****Spring 2020 Registration Begins**

Last Day to Register without Late Fees – Continuing Students  
 Spring Tuition Payment Due  
 Late Payment Fee Assessed – Continuing Students

**M.L. King Holiday – Offices Closed****Classes Begin**

Drop/Add Period and Late Registration. **Late registration fee assessed.** (PAWS and Academic Departments)  
 Last Day for Graduate/Doctoral Students to Withdraw from Courses with a "W"

**Spring Break – No classes****Classes Resume**

Last Day to Withdraw from Courses with a "WF"  
 Last Day for students to remove "I" grades for Fall 2019 & Interession 2020

**Last Day of Classes**

Reading Day  
 Final Exams

**Commencement****Spring 2020 -7-Week Online Session 1 (January 27 – March 13)****October 28, 2019**

January 2, 2020  
 January 3

**January 20**

January 26

**January 27****January 27 – 29**

February 14  
 March 13

**March 13**

May 12

**May 21****Registration Begins**

Last Day to Register without Late Fees for Continuing Students - Payment must be received in Billing Office  
 Late Payment Fees Assessed for Continuing Students

**M.L. King Holiday – Offices Closed**

Last Day to Register without Late Fees for New Students

**Classes Begin****Drop/Add Period. Late registration fee assessed. (PAWS and Academic Department)**

Last Day to Withdraw from Courses with a "W"  
 Last Day to Withdraw from Courses with a "WF"

**Last Day of Classes**

Last Day for students to remove "I" grades for Fall 2019 & Interession 2020

**Commencement****Spring 2020 -7-Week Online Session 2 (March 25 – May 12)****October 28, 2019**

January 7, 2020  
 January 20

**February 28, 2020**

March 5  
 March 6

March 24

**March 25****March 25 – 27**

April 14  
 May 12

May 12

**May 12****May 21****Registration Begins**

Recommended Continuing Student Registration Deadline – *Courses with low enrollment in Session 2 may be cancelled after this date*

**M.L. King Holiday – Offices Closed**

Last Day to Register without Late Fees for Continuing Students  
 Tuition Payment must be received in Billing Office  
 Late Payment and Late Registration Fees Assessed for Continuing Students  
 Last Day to Register without Late Fees for New Students

**Classes Begin****Drop/Add Period. Late registration fee assessed. (PAWS and Academic Department)**

Last Day to Withdraw from Courses with a "W"  
 Last Day to Withdraw from Courses with a "WF"  
 Last Day for students to remove "I" grades for Fall 2019 & Interession 2020

**Last Day of Classes****Commencement**

**Summer 2020 - 4- Week Session 1 (May 26 – June 1)**

<b>March 30</b>	<b>Registration Begins</b>
May 4	Registration Deadline (without late fees - <i>Payment is due or enrollment in an approved payment plan</i> )
May 11	Deregistration for Non-Payment Begins
May 18	Cancellation Date for Courses with insufficient enrollment
May 18	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by May 26
<b>May 25</b>	<b>Memorial Day - Offices Closed</b>
<b>May 26</b>	<b>Classes Begin</b>
May 27	Last Day to Add Courses / Last Day to Withdraw with 100% tuition refund
June 9	Last Day to Withdraw from Courses with a "W"
June 19	Last Day to Withdraw from Courses with a "WF"
<b>June 19</b>	<b>Last Day of Classes</b>

**Summer 2020 - 4- Week Session 2 (June 22 – July 17)**

<b>March 30</b>	<b>Registration Begins</b>
June 1	Registration Deadline (without late fees - <i>Payment is due or enrollment in an approved payment plan</i> )
June 8	Deregistration for Non-Payment Begins
June 15	Cancellation Date for Courses with insufficient enrollment
June 15	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by June 22
<b>June 22</b>	<b>Classes Begin</b>
June 23	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
<b>July 3</b>	<b>Independence Day – Offices Closed, No Classes</b>
July 7	Last Day to Withdraw from Courses with a "W"
July 17	Last Day to Withdraw from Courses with a "WF"
<b>July 17</b>	<b>Last Day of Classes</b>

**Summer 2020 - 4- Week Session 3 (July 20 – August 14)**

<b>March 30</b>	<b>Registration Begins</b>
June 26	Registration Deadline (without late fees - <i>Payment is due or enrollment in an approved payment plan</i> )
July 6	Deregistration for Non-Payment Begins
July 10	Cancellation Date for Courses with insufficient enrollment
July 10	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by July 20
<b>July 20</b>	<b>Classes Begin</b>
July 21	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
August 3	Last Day to Withdraw from Courses with a "W"
August 14	Last Day to Withdraw from Courses with a "WF"

**Summer 2020 - 6- Week Session 1 (May 26 – July 2)**

<b>March 30</b>	<b>Registration Begins</b>
May 4	Registration Deadline (without late fees - <i>Payment is due or enrollment in an approved payment plan</i> )
May 11	Deregistration for Non-Payment Begins
May 18	Cancellation Date for Courses with insufficient enrollment
May 18	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by May 26
<b>May 25</b>	<b>Memorial Day - Offices Closed</b>
<b>May 26</b>	<b>Classes Begin</b>
May 28	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
June 17	Last Day to Withdraw from Courses with a "W"
July 2	Last Day to Withdraw from Courses with a "WF"
<b>July 2</b>	<b>Last Day of Classes</b>

**Summer 2020 - 6- Week Session 2 (July 6 – August 14)**

<b>March 30</b>	<b>Registration Begins</b>
June 10	Registration Deadline (without late fees - <i>Payment is due or enrollment in an approved payment plan</i> )
June 17	Deregistration for Non-Payment Begins
June 24	Cancellation Date for Courses with insufficient enrollment
June 24	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by July 6
<b>July 3</b>	<b>Independence Day – Offices Closed</b>
<b>July 6</b>	<b>Classes Begin</b>
July 8	Last Day to Add a Course / Last Day to Withdraw with 100% tuition refund
July 29	Last Day to Withdraw from Courses with a "W"
August 14	Last Day to Withdraw from Courses with a "WF"
<b>August 14</b>	<b>Last Day of Classes</b>

**Summer 2020 - 12- Week Session (May 26 – August 14)**

<b>March 30</b>	Registration Begins
May 4	Registration Deadline (without late fees - <i>Payment is due or enrollment in an approved payment plan</i> )
May 11	Deregistration for Non-Payment Begins
May 18	Cancellation Date for Courses with insufficient enrollment
May 18	Deregistration for Non-Payment Ends; to remove charges, course must be dropped by May 26
<b>May 25</b>	<b>Memorial Day - Offices Closed</b>
<b>May 26</b>	<b>Classes Begin</b>
May 28	Last Day to Add a Course / Last Day to Withdraw with 100% tuition
<b>July 3</b>	<b>Independence Day – Offices Closed, No Classes</b>
July 13	Last Day to Withdraw from Courses with a "W"
August 14	Last Day to Withdraw from Courses with a "WF"
<b>August 14</b>	<b>Last Day of Classes</b>

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

# Graduate Tuition & Fees 2019 – 2020 Academic Year

## Expenses

This information applies to the academic year 2019-2020 academic year. 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.

### MASTER'S TUITION – (per credit hour)

Maryland Residents**	\$437
Out-of-State Residents	\$560

### NURSE PRACTITIONER TUITION - (per credit hour)

Maryland Residents**	\$490
Out-of-State Residents	\$670
Regional Residents***	\$553

### PHYSICIAN ASSISTANT TUITION - (per credit hour)

Maryland Residents**	\$516
Out-of-State Residents	\$750
Regional Residents***	\$616

### DOCTORAL TUITION - (per credit hour)

Maryland Residents**	\$612
Out-of-State Residents	\$766

### MANDATORY FEES (FACE-TO-FACE AND BLENDED COURSES) - (per credit hour)

Technology Fee	\$15
Athletic Fee+	\$60
Auxiliary Facilities Fee+	\$32
Student Union Operating Fee	\$24
Transportation Fee+	\$2
Sustainability Fee+	\$2
Total Fees	\$135

### MANDATORY FEES (ONLINE COURSES AND USMH LOCATION) - (per credit hour)

Technology Fee	\$15
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### OTHER FEES & EXPENSES

Summer School Administration	\$75
Application Fee	\$45
Career Services Credentials	\$20
4-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

### COURSE FEES

#### MAT Student Teaching Internship \$350

#### MSN Leadership & Management and Education Concentrations – Course Fee \$8 per course

(NURS 401, 402, 403, 404, 405, 406, 490, 491, 494, 495, 496)

#### MSN FNP and PMHNP Concentrations Course Fees:

MSN FNP simulation/lab course fees (5 courses/14 credits) \$123 per credit  
 MSN FNP simulation/lab course (6 courses/21 credits) \$143 per credit hour  
 FNP/PMHNP core course fees (1 course/4 credits) \$72

#### Physician Assistant Studies Course Fees:

Anatomy Course Fee \$140 per course (3 courses)  
 Patient Assessment and Diagnostic Course Fee -\$140 per course (3 courses)  
 Program Fee \$100 per semester  
 SCPE Course Fee (End of Rotation Exam) \$40 per course (10 courses)  
 Transition to Clinical Year Course Fee \$345  
 Summative/Capstone Course Fee \$399

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

*\*\*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.

### ROOM AND BOARD

The cost for room and board for each University residence hall student varies based on individual plans. 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 ticket for the University dining hall. See the chart below for detailed room and board options and prices.

#### Room Double – per semester

Plan 1 - \$2,637

Plan 2 - \$2,702

#### Room Single- per semester

Plan 1 - \$3,489

Plan 2 - \$3,787

#### Food Service –per semester

15 Meals w/\$50Flex - \$2,692

Gold Plan w/\$200 bonus dollars - \$2,509

Silver 19 Plan w \$100 bonus dollars - \$2,338

14 Meals w/\$125 Flex - \$2,692

14 Meals w/\$100 bonus dollars - \$2,241

12 Meals w/\$250 bonus dollars - \$2,326

## 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 \$25 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 \$60 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 \$32 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 \$24 per credit hour for operating expenses of the Lane University Center.

**Summer Fee:** A \$75 dollar summer fee is assessed to support the administration of summer school.

**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.

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

## Fees charged to all students:

**Technology Fee:** Graduate students are charged \$15 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: (Fall and Spring only)** 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

Summer payment plan is a 3 payment plan with 1/3 due at time of registration and 1/3 due each subsequent month.

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 Intersession, 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 2018-2020 graduate 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



## Mandatory Fees

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

**Activities Fee: (optional for graduate students)** An activities fee of \$25 per credit hour to support student publications, the campus radio station, social activities, student government and a balanced program of cultural events.

**Athletic Fee:** An athletic fee of \$60 per credit hour is used to support the University's program in intercollegiate and intramural athletics.

**Auxiliary Facilities Fee:** An auxiliary facilities fee of \$32 per credit hour is assessed for construction expenses of the auxiliary facilities.

**Student Union Operating Fee:** A Student Union operating fee of \$24 per credit hour is charged for operating expenses of the Lane Center.

**Sustainability Fee:** A fee of \$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.

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

**Technology Fee:** A Technology fee of \$15 per credit hour is assessed 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 or if payment is received after the due date.

**Payment Plans** are available through a partnership with CashNet. A 4-month plan is available for each semester with a \$45/term enrollment fee.

**Check Reissue Fee:** A \$30 stop payment check fee is assessed for checks the Bursar's Office needs to reissue.

**Career Services Credential Fee:** A \$20 fee allows the student to establish a credential file through the Office of Career Services. This is a one-time optional fee.

**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 payment of any obligation is returned for any reason. 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 payments returned to the University by the bank as "unpaid" (this includes payments in dispute or uncollected funds) must be paid within seven days of the University's notification to the student.

**Motor Vehicle Registration:** A \$40 annual motor vehicle registration fee is charged for students registering a vehicle.

**Study Abroad Administrative Fee:** A non-refundable administrative fee that covers all study abroad administrative costs of \$150 (check with the CIE website for specific information on costs).

**Balance Due Fee:** Students with a balance due after 10 business days will be charged an additional \$100 late payment fee.

## Special Course Work Fees

The following special fees for course work are non-refundable at the end of the free drop-add period:

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

**Additional Course Fees:** Course fees and studio fees range from \$10-\$300 for costs of the course.

**Special Instruction Fees:** Fees of \$10 - \$120 for students enrolled in GEP science laboratory courses and courses utilizing the Academic Computing facility are collected to cover laboratory supplies, equipment, software. Fees are also charged to cover art supplies in certain studio courses, course materials or field trips.

**Student Teaching Internship Fee:** A student teaching internship fee of \$350 will be charged for each quarter or semester at the beginning of the semester during which student teaching is scheduled.

# Policy Changes

## 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.

# 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). Please see the catalog pages for the full accreditation statement.
- MS in Nursing: Administration and Education Accredited by the Commission on Collegiate Nursing Education (CCNE). Please see the catalog pages for the full accreditation statement.
- 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)
- 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
- MS in Counseling Psychology: Master's in Psychology and Counseling Accreditation Council (MPCAC)
- MSM in Physician Assistant Studies – Provisional Accreditation by the Accreditation Review Commission on Education for the Physician Assistant. Please see the catalog page for this program for the full accreditation statement.

# College of Education

## Master of Science Athletic Training

The FSU MSAT Program prepares students for entry into Athletic Training and other allied health and professional fields. Near the completion of the program, students have the opportunity to sit for the Board of Certification (BOC) Examination.

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Coordinator:

Dr. Jackie Durst  
301.687.3228  
jrdurst@frostburg.edu

### Frostburg's MSAT at a Glance:

- 71 credit-hour program
- Accredited by CAATE, Commission on Accreditation of Athletic Training Education
- 24-month completion with full-time enrollment

### Admission Checklist:

- Graduate School Application and MSAT Program Application
- Official transcripts (completion of bachelor's degree by program start)
- Copy of required vaccination records
- Proof of criminal background check

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

### Who Should Apply?

FSU's MSAT program is open to all students with an undergraduate degree in Exercise and Sport Science or related field from a regionally accredited institution. The program is a full-time, entry-level professional program that prepares students to successfully pass the athletic training Board of Certification (BOC) Examination required of practicing athletic trainers.

### Admission Requirements

To be eligible for full program admission, students must:

1. have a baccalaureate degree in Exercise and Sport Science, or related field, from a regionally accredited college or university with a 3.0 GPA or higher

2. have completed undergraduate courses or equivalent within a minimum of a "B" grade:
  - Biomechanics for Exercise and Sport Science
  - Physiology of Exercise
  - Advanced Strength Training
  - Evaluation and Prescription in Fitness
  - Nutrition
  - Biology with lab
  - Chemistry with lab
  - Physics with lab
  - Anatomy and Physiology I & II
  - General or Introduction to Psychology
3. completion of Graduate School application and MSAT Program application
4. formal interview with MSAT Program faculty
5. completed Physical Examination & Medical History forms
6. copy of required vaccination record including Hepatitis B vaccine
7. proof of criminal background check

Please note that the program will determine if prerequisites are met by completing a transcript evaluation.

### 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 MSAT Application, are received.

### Program Objectives

Graduates of the program will be able to:

1. Integrate evidence-based practice standards when making clinical decisions and critically examine athletic training practice.
2. Synthesize how athletic training scholarship, evidence based practice, and life-long learning supports the practice of athletic training.
3. Combine and synthesize necessary skills within a complex healthcare system, including risk management, insurance, healthcare and reimbursement documentation, and facility management
4. Develop strategies and programs to reduce the incidence of injuries, illnesses, and optimize patients' overall health and quality of life.
5. Compose and integrate therapeutic intervention programs using clinical outcome measures and treatment goals to optimize the patients' overall health and quality of life.
6. Compose and develop management strategies for patients with acute injuries and illnesses.
7. Collect and synthesize patients' display of abnormal social, emotional, and mental behaviors, and then refer to other healthcare providers as necessary.
8. Integrate state and national government regulation in order to demonstrate moral and ethical judgement while practicing Athletic Training.
9. Theorize the importance of professional involvement, membership, and regulation among state, district, and national organizations
10. Integrate professional and ethical behaviors expected of the Athletic Trainer as a health care professional.

## Program of Study (71 credits)

### Required MSAT Core

ATTR 500	Foundations of Injury Management
ATTR 505	Orthopedic Assessment I [Lower Extremity]
ATTR 510	Orthopedic Assessment II [Upper Extremity]
ATTR 515	Emergency Medical Techniques
ATTR 520	Rehabilitation Exercise in Athletic Training I
ATTR 530	Athletic Training Administration
ATTR 600	Athletic Training Practicum I
ATTR 605	Research Methods
ATTR 615	Athletic Training Practicum II
ATTR 620	Rehabilitation Exercise in AT II
ATTR 625	General Medical Conditions
ATTR 630	Athletic Training Practicum III
ATTR 635	Therapeutic Modalities in Athletic Training
ATTR 640	Seminar in Athletic Training
ATTR 645	Psychosocial Intervention
ATTR 655	Athletic Training Practicum IV
ATTR 660	Evidence Based Practice in Athletic Training
ATTR 695	Athletic Training Practicum V: Immersive Clinical Education Experience
ATTR 700	Master's Athletic Training Research Paper/Project

## Course Load and Scheduling

FSU's MSAT program offers most courses in the fall and spring semesters. Students are admitted to the MSAT program in the summer and will engage in coursework during all summers of their academic program. Practicum courses require a clinical education field experience component.

## Program Progression

Students must seek advising prior to registering for courses and should follow the recommended progression plan. All MSAT courses must be passed with a B grade or higher before progressing in the sequence.

## Current MSAT Students

To receive an MSAT 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 Bachelor of Science in Exercise and Sport Science /Master of Science in Athletic Training Program

Frostburg State University offers a unique opportunity for students interested in becoming an Athletic Trainer to pursue a combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training program (BS/MSAT). This is an accelerated five year program where students will earn both degrees in just five years taking a total of 182 credits, instead of the usual six years with 191 total credits. Students can be admitted directly to this program as an entering first year student or may be admitted as a first or second year student, if the applicant has met all admission

requirements for the program. Students in the program will take up to 9 credits of graduate coursework while an undergraduate which will count toward both the undergraduate AND graduate degrees. Summer enrollment is required.

## Admission Requirements

High school students applying for the direct entry program as a first year student must apply to the university and complete the BS/MSAT supplemental application by March 1 which includes a personal statement and two letters of reference. Students must also meet a *1250 SAT- I Composite Score* by March 1. Upon submitting all required BS/MSAT supplemental application documents, selected students will be invited for an interview.

FSU first-year or sophomore Exercise and Sport Science major students can apply to the program, submitting all required BS/MSAT program supplemental application documents no later than March 1 prior to the third year of study and will be required to meet the following admission requirements:

- Cumulative 3.0 GPA
- Grade of B or better in all MSAT prerequisite courses:
  - Biomechanics for Exercise & Sport Science
  - Physiology of Exercise
  - Advanced Strength Training
  - Evaluation & Prescription in Fitness
  - Nutrition
  - Biology with lab
  - Chemistry with lab
  - Physics with lab
  - Anatomy & Physiology I and II
  - General or Introduction to Psychology

Please note that the program will determine if prerequisites are met by completing a transcript evaluation.

- Selected students will also be required to participate in an interview process to determine admission.
- Students admitted to the combined BS/MSAT program will be required to follow the BS/MSAT plan of study determined by the AT program director, maintain a 3.0 GPA and obtain a B or better in all MSAT prerequisite courses. This BS/MSAT plan of study includes required summer sessions. Students admitted to the program will be required to take the following courses which will satisfy the requirements for the undergraduate Exercise and Sport Science degree. These credits will also be counted toward the required 65 credits for the Master of Science in Athletic Training degree.

ATTR 500 Foundations of Injury Management (instead of EXSS 305)

ATTR 530 Athletic Training Administration (instead of EXSS 306)

ATTR 645 Psychosocial Intervention (instead of EXSS 341)

**NOTE:** Students admitted to the BS/MSAT program must meet all requirements outlined for progression into the MSAT program prior to matriculation into the graduate program. Students who do not meet the requirements for matriculation into the MSAT program, can continue in the Exercise and Sport Science major to graduate with a Bachelor of Science in Exercise and Sport Science upon successful completion of all degree program requirements.

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

## Certification Subject Areas

- ART (PK12)
- BIOLOGY
- CHEMISTRY
- EARTH SCIENCE
- ENGLISH
- FRENCH
- MATH
- MUSIC (PK12)
- PHYSICS
- SOCIAL STUDIES
- SPANISH

### 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 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.

## 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 (42-45 credits)

Professional Education Core	6 credits
Program Course Requirements	21-22 credits
Practicum Requirement	12 credits
Capstone	3 credits
<b>Total</b>	<b>42-45 credits</b>

#### Professional Education Core (6 credits)

EDUC 603	Research Methods
EDUC 606	Developmental Theory and Experiential Growth

#### Program Course Requirements (21-22 credits)

REED 517	Teaching Reading in the Content Areas
EDUC 565	Introduction to Technology for Teaching and Learning in the 21st Century
EDUC 663	Management and the Learning Environment
SPED 551	Adapting Instruction in Diverse Classrooms
EDUC 613	Classroom Assessment

#### Methods Courses (6-9 credits)

##### Sciences, English, Foreign Language, Math, Social Studies (6 credits)

SCED 51x	Content Area Methods
SCED 510	Secondary Methods and Curriculum

#### Art PK12 (7 credits)

SCED 510	Secondary Methods and Curriculum
EDUC 550	Education Methods for Secondary Teachers
EDUC 551	Art Education Methods for Elementary Teachers

#### Music PK12 (9 credits)

EDUC 552	General Music Methods for Elementary School
EDUC 553	General Music Methods for Secondary School
Choose One:	
MUSC 552	Choral Music Methods K-12
MUSC 553	Instrumental Music Methods K-12

#### Practicum Requirements (12 credits)

SCED 696	Practicum I with Secondary Seminar
SCED 697	Practicum II with Secondary Seminar

#### Capstone (3 credits)

SCED 700	MAT Secondary/P-12 Capstone: edTPA
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#### 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.

## Bachelor of Fine Arts in Art and Design to Master of Arts in Teaching Pathway

FSU undergraduate students majoring in art and design who wish to teach at the secondary school level can obtain both a Bachelor of Fine Arts in Art and Design and a Master of Arts in Teaching – Secondary (MATS) in five years through the following pathway offered by the MATS program. This pathway allows students to take up to nine credits of required graduate courses while completing their undergraduate program in art and design. These nine graduate credits will be used as electives toward their undergraduate degree as well as the requirements of the MATS. Students interested in this pathway should:

1. Discuss the MATS pathway option with their first-year advisor.
2. Meet with the MATS Coordinator as a first-year or sophomore student.
3. Apply to the MATS program in the Spring of their sophomore year (February 1 application deadline).
4. Once conditionally admitted (a requirement for the following graduate courses to count as electives in the undergraduate program as well as in the MATS program) take:
  - a. REED 517 Reading in the Content Area (Fall or Spring of Junior or Senior year).
  - b. SPED 551 Adapting Instruction in Diverse Classrooms (Fall Senior year).
  - c. SCED 510 Secondary Methods in Curriculum (Spring Senior year).

Please note that students who are considering this pathway should work with their advisor to create a plan of study that allows these nine credits of graduate courses to be

## Bachelor of Science to Master of Arts in Teaching Pathway (Sciences: Biology, Chemistry, Earth Science, or Physics)

FSU undergraduate students majoring in biology, chemistry, earth science or physics who wish to teach at the secondary school level can obtain both a Bachelor of Science in the content major (biology, chemistry, earth science, or physics) and a Master of Arts in Teaching – Secondary (MATS) in five years through the following pathway offered by the MATS program. This pathway allows students to take up to nine credits of required graduate courses while completing their undergraduate program in biology, chemistry, earth science or physics. These nine graduate credits will be used as electives toward their undergraduate degree as well as the requirements of the MATS. Students interested in this pathway should:

1. Discuss the MATS pathway option with their first-year advisor.
2. Meet with the MATS Coordinator as a first-year or sophomore student.
3. Apply to the MATS program in the Spring of their sophomore year (February 1 application deadline).
4. Once conditionally admitted (a requirement for the following graduate courses to count as electives in the undergraduate program as well as in the MATS program) take:
  - a. REED 517 Reading in the Content Area (Fall or Spring of Junior or Senior year).
  - b. SPED 551 Adapting Instruction in Diverse Classrooms (Fall Senior year).
  - c. SCED 510 Secondary Methods in Curriculum (Spring Senior year).

Please note that students who are considering this pathway should work with their advisor to create a plan of study that allows these nine credits of graduate courses to be taken in the Junior and Senior years in addition to a minimum of 12 undergraduate credits per semester.

## Bachelor of Science in Music to Master of Arts in Teaching Pathway

FSU undergraduate students wishing to teach music can enter the Bachelor's of Science in Music to Master of Arts in Teaching pathway and complete both a Bachelor of Science in Music and a Master of Art's in Teaching Secondary (PK12) Music in five years . This pathway allows music majors who have been admitted into the undergraduate option for Music Education to take up to 9 credits of required MAT graduate courses while completing their undergraduate program in Music.

Please note, students are required to be admitted to the Option in Music Education and the gain provisional admission to the MAT program. Students, at the completion of their sophomore evaluation, apply for provisional admission to the MAT program. Students applying to the MAT must meet all entry requirements as set forth by the College of Education MAT program to include a Bachelor of Science in Music and all required MAT prerequisites. A transcript review will be completed prior to the entrance into the MAT into the MAT after completion of the undergraduate degree. Any deficiencies must be completed before full admission and matriculation into the MAT program.

Students taking this option should work with their advisor to create a plan of study that allows the following 9 credits of graduate courses to be taken throughout the Junior and Senior years in addition to a minimum of 12 undergraduate credits per semester. Please note that winter session and summer courses may affect your ability to meet these requirements.

EDUC 552 General Music Methods for Elementary School (3 cr.)

EDUC 553 General Music Methods for Secondary School (3 cr.)

Choose one: (3 cr.)

MUSC 552 Choral Music Methods K-12

MUSC 553 Instrumental Music Methods K-12

# Master of Education

## Concentrations

### • CURRICULUM & INSTRUCTION

- EDUCATIONAL TECHNOLOGY
- NATIONAL BOARD CERTIFICATION
- TEACHER LEADERSHIP
- THE ELEMENTARY STEP 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 a 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
5. result in dismissal. Dismissals can be appealed to the Dean.
6. You must demonstrate academic and professional qualities to the satisfaction of the program faculty.
7. You must meet any additional requirements as specified by the area of concentration.

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### **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.

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### **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: Interdisciplinary

## For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

## Program Purposes

The individualized Interdisciplinary Master of Education Degree program is designed to allow students to tailor a program specific to their personal and professional goals. This degree allows for the flexibility to design a master's degree which can be used to develop a specific set of skills and knowledge that can create a set of marketable skills for your career advancement. These areas include: special education, curriculum and instruction, school counseling, educational leadership, management and leadership, psychology, educational technology, recreation, park and sport management, and higher education.

## 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 areas of focus with courses approved for graduate credit. Approval of the study plan is required by the program coordinator of the Interdisciplinary program and in some cases program coordinators from various other programs of study. The study plan 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.

## Program Curriculum (33 credits)

Professional Education Core	9 credits
Focus Area 1	12 credits minimum
Focus Area 2	9 credits minimum
Capstone	3
<b>Total</b>	<b>33 credits</b>

### Professional Education Core (9 credits)

CUIN654	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 Focus Areas (21 credits)

Courses are selected with the /program coordinator's approval. Courses must be selected from two areas of focus, including 12 credits in one focus area and 9 credits in a second area.

Available areas of focus include but are not limited to: special education, curriculum and instruction, school counseling, educational leadership, management and leadership, psychology, educational technology, recreation, park and sport management, and higher education. Additional focus areas can be approved by the program coordinator on a case-by-case basis.

### Capstone (3 credits)

EDUC 700 Master's Research Paper or Project

## Special Admissions Criteria

Applicants to this program must meet initially with the Interdisciplinary program coordinator. In cases where courses from other programs outside of Education are used as a focus area, the student may be required to meet with other program coordinators to gain approval to choose the area of focus as part of the overall degree plan. A study plan with signatures from coordinators from both focus 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 deregistered 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 Science: Recreation, Parks and Sport Management (online)

## Concentrations

- RECREATION AND PARKS MANAGEMENT
- SPORT MANAGEMENT

The online Master of Science in Recreation, Parks and Sport Management (RPSM) program is designed to provide professionals with the skills and techniques required of upper-level managers in public, nonprofit and commercial agencies in the recreation and sport management field. Individuals with degrees in allied fields who are currently working in recreation and sport management fields are encouraged to apply and will find the program professionally challenging and personally fulfilling. Students can select from two areas of concentration: 1) Recreation and Parks Management; and 2) Sport Management

The Recreation, Parks and Sport 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 recreation and sport management 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 RPSM faculty to provide a variety of perspectives and high-quality instruction. A new cohort begins every fall.

### 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

## Online Learning Approach

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 (spring, summer and fall courses are offered). Classes are not offered in winter term. The program is designed to accommodate professionals working in the field who desire to remain employed while completing their program. A new cohort will begin every fall.

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 their capstone experience. Students pursuing a concentration in Recreation and Parks Management can either complete a traditional thesis or complete a Master's Project from the following options: Business Plan, Case Study, Strategic Plan and Program or Facility Design and Development. Student pursuing a concentration in Sport Management can complete a traditional thesis, a project from the four options described above or a practicum experience. Students are encouraged to select a capstone experience that will focus on providing professional advancement within their current agency and the profession as a whole. Each of these capstone experiences 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.

## 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 recreation, parks and sport management field. Level of interest and experience will be considered in the admission process and should be depicted by the candidates in their career goals statement.

### 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.

**Disclaimer:** Please note that this degree program and any concentration therein, and specifically, the Sport Management concentration, is not offered by the College of Business and, accordingly, is not accredited by the Association to Advance Collegiate Schools of Business, or AACSB International.

**Program Curriculum (30 credits)**

The Master of Science in Recreation, Parks and Sport Management program includes two concentrations (each with 15 credits hours) and the two concentrations share 3 core courses (9 credits). The concentrations are: a) Recreation and Parks Management and b) Sport Management.

**Core Courses (9 credits)**

RECR 611	Concepts and Foundations of Leisure
RECR 652	Fiscal Management in RPSM
RECR 681	Research Methods and Evaluation in RPSM

**Concentration Courses (15 credits)****Recreation and Parks Management Concentration**

RECR 641	Managing Open Space Resources
RECR 651	Organizational Behavior and Leadership 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

**Sport Management Concentration (12 credits)**

PHEC 520	Sports Law and Ethics
RECR 600	Foundation of Sport Management
RECR 603	Current Issues in Sport Management
1 Elective (3 credits) chosen from the following options*:	
RECR 651	Organizational Behavior and Leadership in RPM
MGMT 510	Leadership and Ethics
MGMT 542	Organizational Behavior
MGMT 620	Human Resources Management
MGMT 621	Foundation of Analytics
RECR 593	Field Experience in RPSM
RECR 654	Developing Promotional Information Systems in RPM
RECR 655	Current Management Issues in RPSM

**Capstone (6 credits)****Recreation and Parks Management Concentration Capstone:**

RECR 683	Thesis/Project Preparation and Grant Writing in RPM
RECR 700	Research Project (3 credits) or RECR 710 Thesis (3 credits)

**Sport Management Capstone**

Option 1:	
RECR 696	Practicum in Sport Management (3 credits) and 3 credits elective
Option 2:	
RECR 683	Thesis/Project Preparation and Grant Writing in RPSM (3 cr.) and
RECR 700	Research Project in RPSM or RECR 710 Thesis in RPSM (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)

Supplemental courses may be required for students admitted to the program who lack experience in the field.

**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, Parks and Sport Management Master's Program.

# College of Liberal Arts & Sciences

## Master of Science in Counseling Psychology

### For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

### Program Coordinator:

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

### 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, motivational interviewing 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 and Counseling Accreditation Council.

These options are only available to students who are admitted into the counseling psychology master's program at Frostburg State University and eligible for candidacy for the master's degree in counseling psychology.

### 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, at the time of degree candidacy, and twice during the internship year.

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 program offers two areas of emphasis to provide specialized training in addictions counseling psychology and child and family

counseling psychology. These areas of emphasis are typically completed within the 3-year program of study. All National Counselor Exam (NCE) 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. Tests and Measures\*
  - f. 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.

\*Test and Measures – This course can be taken at Frostburg State University (PSYC 508 Tests and Measures) at the beginning of the student's program of study if this prerequisite is not met. 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):

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## Course Requirements (60 credits)

### General Requirements (42 credits)

PSYC 590	Special Topics in Psychology
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	Child and Adult 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

### Internship (14 credits)

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)

### Approved Electives (4 credits)

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

Four additional credits of internship (PSYC 694 or 695)

### 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

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## 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.

The program policy is to allow only those students enrolled in our program to enroll and take the field placement, on site supervision, and mandatory on campus group supervision. There are no exceptions to this policy

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## 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 Program Committee for recommendations.

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## Degree Candidacy

The degree candidacy provides 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.

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## 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.

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## 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.

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## 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.

# Addictions Counseling Psychology Emphasis

The program policy is to allow only those students enrolled in the Counseling Psychology program to enroll and take the field placement, on site supervision and mandatory on campus group supervision. There are no exceptions to this policy.

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## Graduate Emphasis

In addition to the listed courses, completion of the graduate degree in Counseling Psychology is required. (This requirement is consistent with state of Maryland law; a master's degree is required in health or human services.)

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## Program Curriculum

### Required Courses (38 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 Child and Adult Psychopathology
- PSYC 670 Multicultural Counseling Techniques
- PSYC 686 Addictions Issues and Treatment
- PSYC 695 and 696 Internship: 150 hours of supervised direct services in addictions counseling (14 credit minimum)\*

The program policy is to allow only those students enrolled in the Counseling Psychology program to enroll and take the field placement, on site supervision and mandatory on campus group supervision. There are no exceptions to this policy

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

# Child and Family Counseling Psychology Emphasis

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## Graduate Emphasis

In addition to the listed courses, completion of the graduate degree in Counseling Psychology is required. (This requirement is consistent with state of Maryland law; a master's degree is required in health or human services).

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## Program Curriculum

### Required Courses (32 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 617 Child and Adult Psychopathology
- PSYC 630 Theories & Techniques of Counseling I
- PSYC 650 Family Therapy
- PSYC 695 and 696 Internship: 150 hours of supervised direct services with children/adolescents & families (14 credits minimum)

# Master of Science in Nursing

## Concentrations

- EDUCATION (ONLINE)
- FAMILY NURSE PRACTITIONER (BLENDED)
- LEADERSHIP & MANAGEMENT (ONLINE)
- PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (BLENDED)

## Mission

The M.S. in Nursing at Frostburg State University provides a pathway to success for registered nurses in Western Maryland, the surrounding regions, and state-wide. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens within the community and across the nation. Program graduates will develop competencies in higher levels of leadership and practice to effectively work with patients and/or students across the continuum of care in a variety of settings.

## Vision

The M.S. in Nursing at Frostburg State University aims to increase the number of nurses able to teach and lead in Western Maryland, the surrounding region, and statewide by preparing graduates with a broad knowledge and practical expertise that builds and expands upon baccalaureate or entry-level nursing practice. This degree program provides graduates with a broader understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings.

## 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.

## Core Objectives

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

- Execute the change agent role by integrating multidisciplinary quality evidence to resolve practice issues and improve outcomes.
- Advocate as a leader in the coordination and implementation of integrated patient care technologies.
- Demonstrates effective communication and consultation with other inter-professionals as a leader of a healthcare team to manage and coordinate patient care.
- Integrate care across the continuum to provide patient-centered, culturally appropriate services to diverse populations through evidence-based planning, delivery, management, and evaluation.

The master's degree program in nursing at Frostburg State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001; 202-887-6791.

# Master of Science in Nursing – Education Concentration (online)

The Nursing Education concentration 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 AACN 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).

## 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

## Certification

The Education concentration does 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

Objectives parallel to AACN's The Essentials of Master's Education in Nursing (2011).

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

- Integrate critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems.
- Synthesize the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery.
- Apply evidence based methods, tools, performance measures, and standards that relate to the integration of quality principles within complex care settings.
- Advocate at the system level for policy transformation to improve health and health systems.
- Develop advanced nursing practice interventions that influence both 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
- 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



## Program Curriculum (40-41 credits)

MSN Core Requirements	13 credits
Education Specialty Core	7 credits
Education Concentration Courses	18-19 credits
Capstone	2 credits
<b>Total</b>	<b>40-41</b>

### MSN Core Courses (13 credits)

NURS 504	Nursing Informatics
NURS 602	Research and Systematic Analysis
NURS 603	Roles and Issues in Advanced Practice Nursing
NURS 605	Health Systems and Populations

### Education Specialty Core Requirements (7 credits)

NURS 507	Health Finance
NURS 601	Advanced Health, Physiology, and Pharmacology

### Education Concentration courses (15 credits)

NURS 613	Curriculum Development and Design
NURS 614	Teaching & Learning Strategies
NURS 615	Evaluation and Assessment of Clinical Education
NURS 692	Current Trends in Nursing Education
NURS 694	Graduate Nursing Practicum

### Students must also choose one of the following electives: (3-4 credits)

NURS 660	Adult and Geriatric Primary Care Theory
NURS 665	Pediatrics in Primary Care
NURS 668	Women's Health in Primary Care across the Lifespan
NURS 670	Mental Health in Primary Care across the Lifespan

### Capstone (2 credits)

NURS 700	Capstone
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## 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
- A total of two different nursing courses may be repeated during the program; a single course can be attempted no more than twice.

# Master of Science in Nursing – Leadership & Management Concentration (online)

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

### 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

## Certification

The Leadership and Management concentration does 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

- Integrate critical thinking and creativity to provide higher levels of leadership and practice in nursing and healthcare systems.
- Synthesize the impact of relationships between organizational and systems leadership as it relates to the implementation of quality and safe patient care delivery.
- Apply evidence-based methods, tools, performance measures, and standards that relate to the integration of quality principles within complex care settings.
- Advocate at the system level for policy transformation to improve health and health systems.
- Develop advanced nursing practice interventions that influence both 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
- 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

## Program Curriculum (37 credits)

MSN Core Requirement	13 credits
Leadership & Management Specialty Core	7 credits
Leadership & Management Concentration Courses	15 credits
Capstone	2 credits
<b>Total</b>	<b>37 credits</b>

### MSN Core Requirements (13 credits)

NURS 504	Nursing Informatics
NURS 602	Research and Systematic Analysis
NURS 603	Roles and Issues in Advanced Practice Nursing
NURS 605	Health Systems and Populations

### Leadership & Management Specialty Core Requirements (7 credits)

NURS 507	Health Finance
NURS 601	Advanced Health, Physiology, and Pharmacology

### Leadership & Management Concentration Courses (15 credits)

NURS 610	Administration of Healthcare Organizations
NURS 611	Organizational Theory
NURS 612	Health Policy
NURS 691	Current Trends in Nursing Administration
NURS 694	Graduate Nursing Practicum

### Capstone (2 credits)

NURS 700	Capstone
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## 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
- A total of two different nursing courses may be repeated during the program; a single course can be attempted no more than twice.

# Combined B.S. in Nursing/M.S. in Nursing (online)

## Concentrations

- EDUCATION (ONLINE)
- LEADERSHIP & MANAGEMENT (ONLINE)

The combined BS in Nursing/MS in Nursing program enables students to complete FSU's RN-BSN and MS in Nursing degree with a concentration in Education or Leadership and Management with 151 to 155 credit hours of academic credit. Separate pursuit of these degrees would require a minimum of 157 to 159 credit 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 :

### BSN/MSN Education Concentration (34-35 credits)

#### MSN Core (10 credits)

NURS 602	Research and Systematic Analysis
NURS 603	Roles and Issues in Advanced Practice Nursing
NURS 605	Healthcare Systems and Population

#### MSN Specialty Core (4 credits)

NURS 601	Advanced Health, Physiology and Pharmacology
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**Education Concentration Courses (15-16 credits)**

NURS 613	Curriculum Development and Design
NURS 614	Teaching and Learning Strategies
NURS 615	Evaluation and Assessment of Clinical Education
NURS 692	Current Trends in Nursing Education
NURS XXX	Clinical Specialty Elective (3 -4 credits)

**Practicum (3 credits)**

NURS 694	Graduate Nursing Practicum
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**Capstone (2 credits)**

NURS 700	Capstone
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**BSN/MSN Leadership & Management Concentration (31 credits)****MSN Core (10 credits)**

NURS 602	Research and Systematic Analysis
NURS 603	Roles and Issues in Advanced Practice Nursing
NURS 605	Healthcare Systems and Population

**MSN Specialty Core (4 credits)**

NURS 601	Advanced Health, Physiology and Pharmacology
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**Leadership & Management Concentration (12 credits)**

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

**Practicum (3 credits)**

NURS 694	Graduate Nursing Practicum
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**Capstone (2 credits)**

NURS 700	Capstone
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# Master of Science in Nursing – Family Nurse Practitioner (blended)

**For more information:**

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

**FNP Coordinator:**

Jill Buterbaugh  
Department of Nursing  
301.687.3417  
jsbuterbaugh@frostburg.edu

**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

**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 FNP program admits students each fall. Deadlines for application are as follows:

**March 1 – Deadline for completed applications (no elements missing)**

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 completed applications **MUST** be received by the above deadlines. Applications will be accepted and considered on a rolling basis and interviews will be held monthly. However, admission decisions will not be made until after the deadline and all interviews have been completed. Admission decisions will be communicated no later than April 1.

**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.

**Delivery Model (Blended)**

The program is delivered in a Blended 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) .

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

- Integrate multi-disciplinary evidence-based outcomes into clinical practice to provide expert care across the life span.
- Synthesize the impact of relationships between organizational and systems leadership to promote critical decision-making to ensure ethical, quality care delivery.
- Adapt practice standards to reflect current evidence-based methods, tools, and performance measures to ensure safe patient care.
- Advocate at the system level for policy transformation to enhance health and care delivery.
- Implement advanced nursing practice interventions reflecting a multi-disciplinary approach to facilitate improvements at the individual, population, and system level.

## 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

## 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.

## Program Curriculum (55 credits)

MSN Core Credits	13 credits
Nurse Practitioner Specialty Clinical Core Courses	15 credits
FNP Concentration Credits	13 credits
FNP Clinical Practicum Experiences	14 credits
<b>Total Credit Hours Required</b>	<b>55 credits</b>

### MSN Core Requirements (13 credits)

NURS 504	Nursing Informatics
NURS 602	Research and Systematic Analysis
NURS 603	Roles and Issues in Advanced Practice Nursing
NURS 605	Health Systems and Populations

### Nurse Practitioner Specialty Clinical Core Courses (15 credits)

NURS 650	Advanced Physiology and Pathophysiology across the Lifespan
NURS 651	Advanced Health Assessment & Diagnostic Reasoning across the Lifespan –Theory
NURS 653	Advanced Pharmacology: Essential Concepts across the Lifespan
NURS 675	Quality Improvement in Advanced Nursing Practice
NURS 701	Transitional Role Course for the Nurse Practitioner

### Family Nurse Practitioner Concentration (13 credits)

NURS 660	Adult and Geriatric Primary Care Theory
NURS 665	Pediatrics in Primary Care
NURS 668	Women's Health in Primary Care across the Lifespan
NURS 670	Mental Health in Primary Care across the Lifespan

### Family Nurse Practitioner Clinical Practicum Experience (14 credits)

NURS 652	Advanced Health Assessment & Diagnostic Reasoning (2)
NURS 662	Adult and Geriatric Primary Care Practicum I
NURS 663	Adult and Geriatric Primary Care Practicum II
NURS 664	Primary Care Management across the Lifespan
NURS 666	Pediatrics in Primary Care Practicum
NURS 669	Women's Health in Primary Care across the Lifespan Practicum
NURS 671	Mental Health in Primary Care across the Lifespan Lab

# Master of Science in Nursing – Psychiatric and Mental Health Nurse Practitioner (blended)

## For more information:

Office of Graduate Services  
301.687.7053  
gradservices@frostburg.edu

## PMHNP Coordinator:

Audra Houser  
Department of Nursing  
301.687.3029  
ajhouser@frostburg.edu

## 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

## 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 PMHNP program admits students each fall. Deadlines for application are as follows:

### March 1 – Deadline for completed applications (no elements missing)

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 completed applications **MUST** be received by the above deadlines. Applications will be accepted and considered on a rolling basis and interviews will be held monthly. However, admission decisions will not be made until after the deadline and all interviews have been completed. Admission decisions will be communicated no later than April 1.

## 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 (Blended)

The program is delivered in a blended 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).

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

1. Integrate multi-disciplinary evidence-based outcomes into clinical practice to provide expert care across the life span.
2. Synthesize the impact of relationships between organizational and systems leadership to promote critical decision-making to ensure ethical, quality care delivery.
3. Adapt practice standards to reflect current evidence-based methods, tools, and performance measures to ensure safe patient care.
4. Advocate at the system level for policy transformation to enhance health and care delivery.
5. Implement advanced nursing practice interventions reflecting a multi-disciplinary approach to facilitate improvements at the individual, population, and system level.

## 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 (60 credits)

MSN Core Credits	13 credits
Psychiatric and Mental Health Nurse Practitioner (PMHNP) Specialty Core	15 credits
Psychiatric and Mental Health Nurse Practitioner (PMHNP) Concentration	18 credits
Psychiatric and Mental Health Nurse Practitioner (PMHNP) Clinical Practicum Experiences	14 credits
<b>Total Credit Hours Required</b>	<b>60 credits</b>

### MSN Core Requirements (13 credits)

NURS 504	Nursing Informatics
NURS 602	Research and Systematic Analysis
NURS 603	Roles and Issues in Advanced Practice Nursing
NURS 605	Health Systems and Populations

### Psychiatric and Mental Health NP Specialty Core (15 credits)

NURS 650	Advanced Physiology and Pathophysiology across the Lifespan
NURS 651	Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan – Theory
NURS 653	Advanced Pharmacology: Essential Concepts across the Lifespan
NURS 675	Quality Improvement in Advanced Nursing Practice
NURS 701	Transitional Role Course for the Nurse Practitioner

### Psychiatric and Mental Health NP Concentration (18 credits)

NURS 625	Neurobiology of Psychiatric Disorders across the Lifespan
NURS 626	Psychopharmacology across the Lifespan
NURS 627	Psychiatric Diagnostic Reasoning across the Lifespan – Theory
NURS 629	Physical Health Issues Common in Psychiatric Disorders across the Lifespan
NURS 630	Therapeutic Management of Adult/Geriatric Psychopathology I – Theory
NURS 632	Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Theory
NURS 634	Therapeutic Management of Child/Adolescent Psychopathology II – Theory
NURS 636	Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Theory
NURS 638	Therapeutic Management of Vulnerable Populations III – Theory

### Psychiatric and Mental Health NP Clinical Practicum Experiences (14 credits)

NURS 628	Psychiatric Diagnostic Reasoning across the Lifespan – Practicum
NURS 631	Therapeutic Management of Adult/Geriatric Psychopathology I – Practicum
NURS 633	Adult/Geriatric Focused Brief Individual and Group Psychotherapy for the Psychiatric NP – Practicum
NURS 635	Therapeutic Management of Child/Adolescent Psychopathology Practicum
NURS637	Child/Adolescent Focused Brief Individual and Family Psychotherapy for the Psychiatric NP – Practicum
NURS 639	Therapeutic Management of Vulnerable Populations Psychopathology III – Practicum

## 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.

## 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, Parks and Sport Management Master’s Program.

# New & Revised Course Descriptions

## Athletic Training - New Courses

- ATTR 500- Foundations of Injury Management** 3 cr.  
This course is designed to be a basic introduction into injury management within the field of Athletic Training. It is meant to give students their first exposure to this field. It is also intended to give students the knowledge necessary to give assistance to an injured student, athlete, and/or client. Emphasis is placed on musculoskeletal injuries that occur during exercise or athletic competition. Additionally, professional rescuer CPR and first aid will be covered. Lecture. Summer MSAT only
- ATTR 505 – Orthopedic Assessment I: Lower Extremity** 4 cr.  
General and specific athletic injury assessment procedures are covered. Emphasis is placed on the lumbar spine, pelvis, and lower extremity including on field/clinic evaluation processes, SOAP Note documentation and gait and posture analysis. 3 hrs lecture, 2 hrs lab. Fall MSAT only
- ATTR 510 - Orthopedic Assessment II: Upper Extremity** 3 cr.  
General and specific athletic injury assessment procedures are covered. Emphasis is placed on the cervical spine, head/face, and upper extremity including on field/clinic evaluation processes and SOAP Note documentation. 3 hrs lecture, 2 hrs lab. Spring MSAT only
- ATTR 515 - Emergency Medical Techniques** 3 cr.  
Knowledge and skills in the evaluation, immediate management and treatment of medical emergencies of acute injuries and illnesses are covered. Also the use of various equipment used in emergency medical management. Lecture. Fall MSAT only
- ATTR 520 - Rehabilitation Exercise in Athletic Training I** 4 cr.  
Various aspects of the rehabilitation process for the injured patient. Goals, techniques, evaluation methods, and specific rehabilitation programs covered. 3 hrs lecture, 2 hrs lab. Fall MSAT only
- ATTR 530 – Athletic Training Administration** 3 cr.  
Administration and management strategies in athletic training. Human resource management, financial management, facility design and planning, client management, and ethics and legal liability issues. Lecture. Summer MSAT only
- ATTR 600- Clinical Education I** 3 cr.  
Provides the student in Athletic Training extensive exposure to the field. Focuses on the theoretical base of the field as well as introductory injury prevention, management concepts, and prophylactic taping and bracing within the collegiate athletic setting. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within the collegiate athletics setting (maximum hours = 250). Practicum. Fall MSAT only
- ATTR 605 - Research Methods** 3 cr.  
Research design and methods oriented to prepare students for performing effective and responsible graduate level research in any discipline of choice. It is primarily oriented towards beginning graduate students working on a M.S. degree in Athletic Training, but will provide the tools necessary for students in other disciplines to perform and communicate research effectively. This course will introduce research topics and the data collection and application of statistical methods used in Athletic Training and related research. The emphasis is oriented towards physiology research, but nearly the entire course applies to other areas of health science, sports science, and athletic training. Lecture. Spring MSAT only
- ATTR 615 - Clinical Education II** 3 cr.  
Participation within the daily management of the athletic training clinical environment. It is designed to help students develop athletic training clinical skills in a professional manner and dress and act appropriately as an allied health care professional. Students

will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within the secondary school setting (maximum hours = 250). Practicum. Spring MSAT only

- ATTR 620 - Rehabilitation Exercise in Athletic Training II** 4 cr.  
Advanced study in the science and application of safe rehabilitative exercise techniques for both the general population as well the physically active. Hands on manual based techniques for patients will be the primary emphasis. Prerequisite: ATTR 520 [Rehabilitation Exercise in Athletic Training I]; 3 hrs lecture, 2 hrs lab. Fall MSAT only.
- ATTR 625 - General Medical Conditions** 3 cr.  
Pathology and clinical information of various general medical conditions commonly seen in the physically active. Also includes information on pharmacological issues in Athletic Training. Lecture. Fall MSAT only
- ATTR 630 - Clinical Education III** 3 cr.  
Continued in-depth study of both the theoretical and practical clinical aspects of athletic training. The student will learn to utilize many of the previously learned Athletic Training skills and knowledge's by integrating these into their clinical education and clinical experience. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within orthopedic and non-orthopedic medical settings (maximum hours = 250). Practicum. Summer MSAT only
- ATTR 635 - Therapeutic Modalities in Athletic Training** 4 cr.  
Study of both the theoretical basis and practical usage of various therapeutic modalities. Designed for individuals who routinely treat sports-related injuries. 3 hrs lecture, 2 hrs lab. Spring MSAT only
- ATTR 640 - Capstone in Athletic Training** 3 cr.  
Designed to be the continued in-depth study of both the theoretical and clinical application of Athletic Training competencies and proficiencies. It is intended to be a course for the student to refine and master competencies and proficiencies learned previously in other courses. Clinical Integrated Proficiencies will be utilized so that students can make the connection from the classroom to the clinic. The course is also intended to review pertinent information to become better prepared to take the BOC certification examination. Lecture. Spring online MSAT only
- ATTR 645- Psychosocial Intervention** 3 cr.)  
Provides a theoretically sound basis for the integration of psychosocial aspects related to athletic training. Lecture. Summer MSAT only
- ATTR 650 - Graduate Project/Research** 4 cr.  
Prepares student to conceptualize and conduct independent research. In this course, students will execute a project designed to expand the students' knowledge of athletic training by working with a mentor (students' choice). The student will devise a research topic related to a domain in athletic training and conduct a research study/project. Students will present the mentor with a research paper that is to be submitted at a state, district, or national conference for a poster or oral presentation. Lecture. Spring online MSAT only
- ATTR 655 - Clinical Education IV** 3 cr.  
The continued in-depth study of both the theoretical and practical clinical aspects of athletic training. The student will learn to utilize many of the previously learned Athletic Training skills and knowledge's by integrating these into their clinical education and clinical experience. Students will also be assigned to clinical education rotations under the direct supervision of a Preceptor and will be required to complete 200 clinical education hours within the collegiate setting. (maximum hours = 250). Practicum. Fall MSAT only
- ATTR 660 – Evidence Based Practice in Athletic Training** 3 cr.  
This course will examine scientific experimentation vs. anecdotal case description in Athletic Training. Student learns to systematically find, appraise, and use the most current and valid research findings as the basis for clinical decisions. Lecture. Fall MSAT only

**ATTR 695 Clinical Education V: Immersive Clinical Education Experience 5 cr.**  
Gives students the opportunity to utilize their classroom knowledge in a practical setting. This course will provide students with the opportunity to obtain direct experience involving specific Athletic Training issues. The location of the experience will be decided by the student (on or off-campus) under the direction of a Preceptor. Students must complete at least 300 clinical education hours at their designated clinical site. Emphasis is placed on the evaluation skills as defined by the clinical proficiencies delineated and published by the CAATE. (maximum hours = 350). Practicum. Spring MSAT only

## Education

### New Courses

**HIED 600 Foundations of Higher Education 3cr.**  
Introduction to the historical foundations of higher education and its primary areas of responsibility, the historical purpose and development of higher education, college and university organizational structures, mission and purpose in American higher education, access to higher education, student experiences, and current external forces (such as accreditation, funding, degree worth, and college readiness, retention and completion). Variable

**HIED 601 College Student Development Theory 3cr.**  
IA review of a range of human development theories that offer insight into the processes of student learning, growth, and development during the postsecondary years (including theory to practice through developmental assessment, programing, and the creation of environments which support college student growth and development. Variable.

**HIED 601 Foundations of Student Affairs 3cr.**  
A comprehensive introduction to the field of student affairs and its role within the context of American higher education, including the nature of student affairs as a field of study and a profession, major functional areas with student affairs administration, and professional competencies required for good student affairs practice. Variable.

## English

### New courses

**ENGL 550 Women and Literature 3 cr.**  
A cross-cultural study of womanhood as portrayed by male and female writers over the centuries. Variable. Prerequisite: C or better in ENGL 101 or 111 or permission of instructor.

**ENGL 571 Seminar in Critical Theory 3 cr.**  
Study of literary critical theory and application to an independent student project. Required of English majors in the literature concentration. Fall. Prerequisites: C or better in ENGL 101 or 111 or permission of instructor; senior status

### Deleted Courses

**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 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 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.

## Nursing

### Change in course title, description or credits

**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. Students will have the opportunity to practice these advanced skills in a patient care setting. Lecture/Lab ILL. 3 hrs. lecture. 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. Students will have the opportunity to practice advanced skills on aggregate populations in the clinical area. Lecture/Lab ILL. 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 650, 651, 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 625, 650, 651, 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 625, 650, 651, 653.



**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:* 625, 650, 651, 653.

**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, 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 625, 626, 627, 628, 629, 650, 651, 653.

**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 625, 626, 627, 628, 629, 650, 651, 653.

**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 625, 626, 629, 650, 651, 653.

**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 625, 626, 629, 650, 651, 653.

**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 625, 626, 627, 628, 629, 630, 631, 632, 633, 650, 651, 653.

**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 625, 626, 627, 628, 629, 630, 631, 632, 633, 650, 651, 653.

**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 625, 626, 629, 632, 633, 650, 651, 653.

**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 625, 626, 629, 632, 633, 650, 651, 653.

**NURS 638 Therapeutic management of Vulnerable Populations Psychopathology 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 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 650, 651, 653.

**NURS 639 Therapeutic management of Vulnerable Populations Psychopathology 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 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 650, 651, 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. Prerequisite: Admission to NP Program. 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. Prerequisite NURS 650, 653.

**NURS 652 Advanced Health Assessment and Diagnostic Reasoning across the Lifespan – Practicum** 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. 90-hour practicum (skills lab). Spring. *Prerequisite:* NURS 650, 653.

**NURS 660 Adult and Geriatric Primary Care Theory. 4 cr.**

This course enhances the core knowledge of the advanced practice nurse providing the information, education and resources to provide primary care at an expert level to the adult and geriatric population. It is presented in a systems format with emphasis on health promotion, disease prevention and management. Course must be taken with NURS 662. 3 Credits theory and 1 credit on-campus lab (4 credits), Blended. Fall. *Prerequisites: NURS 650, 651, 652, 653 or with permission of NP program director.*

**NURS 662 Adult and Geriatric Primary Care Practicum I 2 cr.**

This practicum course will provide the advanced practice nurse the opportunity to experientially obtain competence in performing expert level comprehensive physical examinations to accurately formulate diagnosis and differential diagnosis. The student will develop and execute treatment plans for health promotion, disease prevention and management of acute and chronic illness in the adult and geriatric populations. 2 credits. Practicum I must be taken synchronously with NURS 660 and will have 90 clinical hours in an office setting. For full time students, NURS 663 will be taken synchronously will require an additional 90 clinical hours in an office setting. *Prerequisites: NURS 650, 651, 652, 653*

**NURS 663 Adult and Geriatric Primary Care Practicum II 2 cr.**

This practicum course will provide the advanced practice nurse the opportunity to experientially obtain competence in performing expert level comprehensive physical examinations to accurately formulate diagnosis and differential diagnosis. The student will develop and execute treatment plans for health promotion, disease prevention and management of acute and chronic illness in the adult and geriatric populations. 2 credits. It requires 90 clinical hours with a qualified preceptor in a primary care or internal medicine office setting. For full time students, practicum II will be taken synchronously with NURS 660 and 662; part-time students will take it as per progression plan. Fall/Summer. *Prerequisites: NURS 650, 651, 652, 653.*

**NURS 664 Primary Care Management across the Lifespan 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: Must be taken in final semester in FNP concentration.*

**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 650,651,652,653; or with permission of NP program director.*

**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 650,651,652,653.*

**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; or with permission of NP program director.*

**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. Summer. *Prerequisites: NURS 650, 651, 652, 653.*

**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; or permission of NP program director.*

**NURS 671 Mental Health in Primary Care across the Lifespan Lab 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 FNPs. Emphasis will be on ethical and legal considerations and scope and standards of practice in the primary care setting. Summer. *Prerequisites: NURS 650, 651, 652, 653.*

**NURS 694 Graduate Nursing Practicum 3 cr.**

Students operationalize the leader or advanced care nurse in their respective specialty areas in appropriate agencies and facilities in conjunction with an expert nurse leader or advanced care nurse/nurse educator. A project involving a topic of interest to the student and organization, using clinical practice skills along with role skills gained in their respective specialty area courses will be initiated. Varied. *Prerequisite/Co-requisite:NURS 691 or 692..*

**NURS 700 Capstone 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. Variable. *Prerequisite/ Co-requisite NURS 695 or NURS 694.*

**NURS 701 Transitional Role Course for the Nurse Practitioner 1 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. Online lecture. Summer, Fall. *Prerequisite: Must be taken in final semester in NP program.*

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## Psychology

Graduate students in the FSU 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.

### Change in course title

**PSYC 617 Child and Adult Psychopathology 3cr.**

Examination of the nature, classification and etiology of child, adolescent and adult mental disorders. Developmental psychopathology and Biopsychosocial approaches are emphasized, and evidence-based treatment is considered. Enrollment is limited to

students admitted to the M.S. in Counseling Psychology Program or permission of the instructor. Prerequisite: under-graduate abnormal psychology or permission of instructor.

## Change in credits

### **PSYC 695 Internship in Counseling** 6-12 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.

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## Recreation, Parks and Sport Management

### New courses

#### **RECR 600 Foundations of Sport Management** 3 cr.

Foundational principles and practices of Sport Management. Topics include the history of sport management, management principles applied in sport management, governance, social justice, career paths, and sports value to education. Fall.

#### **RECR 601 Current Issues in Sport Management** 3 cr.

Examination of current trends and global issues in the sport industry. Understanding how current sport trends and issues are linked to the past and influence the future. Fall.

#### **RECR 603 Facilities Planning and Management** 3 cr.

Principles and techniques of planning and operating recreation and sport facilities. The course will address facility development, use considerations, and auxiliary functions. Fall.

#### **RECR 696 Practicum in Sport Management** 3 cr.

Students operationalize the leadership role in appropriate sport agencies and facilities in conjunction with an expert sports leader. A project involving a topic of interest to the student and the organization will be initiated. Minimum 135 hours on site. Variable.

#### **RECR 710 Thesis in RPSM** 1-6 cr.

Activities related to the production of a research thesis on an approved topic. Variable.

## Change in course title and/or description

#### **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. Fall.

#### **RECR 652 Fiscal Management in RPSM** 3 cr.

Addresses obtaining, allocating and reporting funding. Topics include planning strategies, fiscal planning, budget development, financial management tools, enterprise accounts, contracts and grants. Spring.

#### **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. Spring.

#### **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. Summer.

#### **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. Summer.

#### **RECR 681 Research Methods and Evaluation in RPSM** 3 cr.

Provides an introduction to research methods used in the RPM field. Spring.

#### **RECR 683 Thesis/Project Preparation and Grant Writing in RPSM** 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. Fall.

#### **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 700 Research Project in RPSM** 1-6 cr.

Individual investigation or project related to the area of concentration and professional education. Variable.

## 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. Amended April 19, 2019.)

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>; or
- 4) Is entitled to rehabilitation under 38 U.S.C. §3012 (a).

An individual as described in Section IV. F. will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, or 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 April 19, 2019 shall be applied to all student tuition classification decisions effective Summer semester 2019 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)