



Office of the Provost
16300 Old Emmitsburg Road
Emmitsburg, Maryland 21727

301-447-5218 | OFFICE
301-447-5863 | FAX
msmary.edu

May 5, 2025

Sanjay K. Rai, Ph.D.
Secretary of Maryland Higher Education
Maryland Higher Education Commission
217 East Redwood Street, Suite #2100
Baltimore, MD 21202

Dear Dr. Rai,

On behalf of Mount St. Mary's University, I am submitting to you a proposal for a **New Stand-Alone, Upper Division Certificate in Project Management**. Mount St. Mary's is seeking approval from the Maryland Higher Education Commission to offer this program through the Bolte School of Business.

Enclosed, you will find the complete proposals and cover sheet for your review. A check in the amount of \$850.00, representing the required fees, is being sent under separate cover to the attention of Collegiate Affairs, Maryland Higher Education Commission.

Thank you in advance for your timely consideration of these proposals. I look forward to hearing from you.

Sincerely,

Boyd Creasman, Ph.D.
Provost



Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

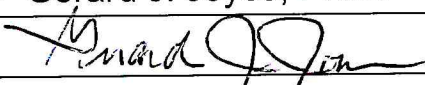
Mount St. Mary's University

Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment ☒ Yes Payment ☐ OR *STARS #
Submitted: ☐ No Type: ☒ Check # **28454**

Payment Amount: \$850.00 Date Submitted: **05.14.2025**

Department Proposing Program	School of Business
Degree Level and Degree Type	Upper Division Certificate
Title of Proposed Program	Project Management
Total Number of Credits	15
Suggested Codes	HEGIS: 506.00 CIP: 52.0211
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalog.msmary.edu/
Preferred Contact for this Proposal	Name: Corinne Farneti
	Title: Dean, Bolte School of Business
	Phone: 301-447-5878
	Email: farneti@msmary.edu
President/Chief Executive	Type Name: Gerard J. Joyce, Ph.D.
	Signature:  Date: 5-5-2025
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

Mount St. Mary's
University

Check:

28454

05/14/2025

Invoice Date	Ref Nbr	Description	Invoice Amount	Discount	Net Amt
5/6/25	May 2025	MHEC Project Management New Stand-Alone Certificate	850.00	0.00	850.00
Totals			850.00	0.00	\$850.00

NEGOTIABLE

NOT
NEGOTIABLE

NOT
NEGOTIABLE

TOTAL THIS CHECK

THIS IS WATERMARKED PAPER - DO NOT ACCEPT WITHOUT NOTING WATERMARK - HOLD TO LIGHT TO VERIFY WATERMARK



MOUNT ST. MARY'S
UNIVERSITY

16300 Old Emmitsburg Road
Emmitsburg, Maryland 21727
msmary.edu | 301-447-6122

PNC Bank, N.A. 040
Maryland

NO. 28454

15-3
540

PROTECTED BY POSITIVE PAY

DATE: 05/14/2025

AMOUNT: \$*****850.00

PAY Eight Hundred Fifty and 00/100

TO
THE
ORDER
OF

Maryland Higher Education Commission
217 East Redwood Street
Suite 2100
Baltimore, MD 21202

FOR ALL AMOUNTS ABOVE \$5,000 SECOND SIGNATURE REQUIRED

⑈00028454⑈ ⑆054000030⑆ 5595081155⑈

A. Centrality to Institutional Mission and Planning Priorities

1. Description of the program and how it relates to the institution's approved mission:

The proposed undergraduate project management certificate supports the delivery of the MSMU mission and the undergraduate program's goals and objectives. The proposed project management certificate is designed to encourage students to improve their problem solving, planning, and communication skills, as well as prepare them for the Certified Associate in Project Management (CAPM) exam through five 3-credit courses. Together, Mount St. Mary's University's heritage and mission statement create an ideal setting for students to pursue a path where they will gain the necessary management and leadership skills, ultimately leading to successful project delivery impacting communities and a wide variety of stakeholders.

The Mission Statement of Mount St. Mary's University is as follows:

As a Catholic university, Mount St. Mary's graduates ethical leaders who are inspired by a passion for learning and lead lives of significance in service to God and others.

The Mount St. Mary's University Undergraduate Mission Statement is as follows:

Mount St. Mary's is a Catholic institution of higher education dedicated to liberal learning in the pursuit of truth. Mount St. Mary's, mindful of its role in the Church's mission to the world and respectful of the religious liberty of all, affirms the values and beliefs central to the Catholic vision of the person and society, and seeks to deepen understanding of our faith and its practice in just and compassionate engagement with the world. In order to enable individuals to understand and to challenge or embrace the cultural forces operating on them, Mount St. Mary's, in all its curricular and co-curricular programs, encourages each student to undertake free and rigorous inquiry leading to a reflective and creative understanding of the traditions which shape the communities in which we live. Mount St. Mary's strives to graduate men and women who cultivate a mature spiritual life, who live by high intellectual and moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.

The concluding portion of the last sentence of the Undergraduate Mission — “graduate men and women...who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens” — is particularly important to the design and delivery of the project management certificate program. Its course design and certification preparedness have the purposeful intent of developing students to be critical thinkers and problem solvers.

As stated above, the Undergraduate Mission of MSMU emphasizes student inquiry to cultivate a reflective, creative understanding of the heritages and traditions that shape our local, global, and human communities. This emphasis is directly supported by the project management certificate, particularly the way in which it purposefully progresses a student's education from the basic foundations of project management to the specific knowledge domains as mapped out by the Project Management Institute (PMI). In support of the Institution Mission and Undergraduate

Mission, the MSMU project management certificate program seeks to graduate men and women who will enter a dynamic society in possession of the skills and understanding necessary to think and engage with skills, spirit, passion, and creativity in their individual, professional, and community-based pursuits. The proposed MSMU undergraduate (upper-division) project management certificate does not singularly focus on a specific industry segment of project management, as it strives to provide the knowledge which promotes success in a wide range of industries. Additionally, the certificate program will have an emphasis on the human element within a project, focusing on employee well-being, motivation, and fostering a collaborative team environment, rather than solely focusing on task completion and deadlines.

Supplementing the University's global and undergraduate missions are individual school and college mission statements, which correspond to the central themes important to the successful delivery of the project management certificate.

The Richard J. Bolte, Sr. School of Business Mission Statement is as follows:

The Richard J. Bolte, Sr. School of Business provides students with the knowledge and skills for professional excellence and ethical leadership through innovative programming, engaging teaching, and collaborative learning.

In this context, the Bolte School advances knowledge through quality scholarship, promotes responsible business practices, and develops future leaders who are ethical decision-makers and effective problem-solvers.

The proposed project management certificate embodies the fundamental principles of the university and the Bolte School of Business. From the examination of responsible business practices, the development of technical and leadership skills, and the enhancement of problem-solving abilities, the core goals inherent in the Bolte School of Business mission statement are achieved as important student learning outcomes within this certificate.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The upper-division project management certificate is designed to be in direct support of the MSMU 2018-2025 Strategic Plan. (*A new strategic plan is in the draft stage.)

<https://msmary.edu/about/university-leadership/strategic-plan.html>

The Strategic Plan identifies Student Success as its first strategic priority, with the first two goals and selected objectives described as follows:

From the MSMU Strategic Plan (2018-25)

Strategic Priority One: Student Success

Mount prepares a diverse student body to be ethical leaders who lead lives of significance in service to God and others. We do this by immersing students in a rigorous intellectual, social, and spiritual experience, grounded in the Catholic intellectual tradition. The Mount

prepares graduates for excellence in their lifelong pursuits through cultivating a zeal for learning.

Goal 1: Intellectual Excellence

The Mount graduates ethical leaders who demonstrate continuous growth in intellectual skills and understanding attained through the integrated Catholic liberal arts curriculum in order to achieve their lifelong pursuits and lead lives of significance.

- Objective 1.1: Improve Intellectual Growth • Increase to an even higher-level student attainment of learning outcomes, such as critical thinking and skills of analysis, interpretation, communication, and problem-solving.
- Objective 1.2: Premier Academic Programs • Develop distinctive, nationally recognized academic and instructional programs that prepare students for relevant careers consistent with the needs of changing job markets.

The project management certificate supports this strategic priority. While these certificate students will not go through the liberal arts curriculum/core, Goal 1 and its related objectives are accomplished through a course sequence that emphasizes foundational knowledge and core concepts, budgeting skills, agile methodologies, and analysis frameworks. The student's development should culminate in a skill set that positions them for a professional career in the project management field as well as preparation to be a contributor as a leader for community organizations.

Goal 2: Human Excellence

The Mount graduates ethical leaders dedicated to living our core values through a holistic academic, social and spiritual experience.

- Objective 2.3: Leadership Development • Expand opportunities for leadership practice and development consistent with our essential task to graduate ethical leaders.

The project management certificate's support of Goal 2 is accomplished through its proposed course sequence. There is both personal and professional value in earning a certificate that can be used in a variety of fields that is grounded in the development of ethical leadership skills. The integrated and consistent focus on developing ethical leaders is foundational not only to the project management certificate program, but to the Bolte School of Business, and the University as a whole.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

Mount St. Mary's is committed to adequately funding the proposed program for at least five years. MSMU has high-quality instructors teaching in its existing online graduate project management certificate program, as well as faculty teaching undergraduate courses in

areas of logistics/supply chain and project management who will directly support the program. The current staffing plan is sufficient to support the proposed certificate.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program.

The undergraduate project management certificate will receive administrative support from the chairs and dean in the Bolte School of Business, as well as the provost and president. The chairs and dean work closely with the faculty to enact a program mission and vision that aligns to the University Mission and strategic plan, as well as the business school's strategic plan. The chairs will collect and analyze data from key assessments as aligned with IACBE standards. An administrative assistant will provide the administrative support necessary for the program.

Financial support for program maintenance and viability will be provided by the Bolte School of Business. The Department of Communications and Marketing will provide the funds necessary to market the program.

Mount St. Mary's University employs its Center for Instructional Design and Delivery (CIDD) to provide students and faculty with support in instructional design and delivery including training in Canvas, the University learning management system. The Informational Technology Support Center will provide students and faculty with hardware support as well as assistance with login, multifactor authentication, email, etc.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The Bolte School of Business has clearly demonstrated the ability to design, implement and sustain programs. The president's signature on the proposal cover sheet indicates the University's confidence in the program's viability. University procedures for the discontinuation of programs, when necessary, include the preparation of teach-out plans and individual student program plans to ensure enrolled students have a pathway for program completion.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

Maryland (and the mid-Atlantic) is a dynamic hub of economic and industrial activity. The demand for skilled project managers is evident across various sectors, and obtaining a project management certificate can significantly enhance career prospects in this area.

1. Industry Demand for Project Managers

- **Diverse Economic Sectors:** The region's economy includes industries like government contracting, defense, finance, healthcare, information technology, biotechnology, and construction, all of which require proficient project managers. For instance, the construction sector in the Southeast Mid-Atlantic is projected to experience a surge in activity, necessitating effective project management to oversee infrastructure projects such as road expansions and bridge constructions ([GreenbergFarrow](#)). As of January 25, 2025, the job market for individuals with a Certified Associate in Project Management (CAPM) certification in the Mid-Atlantic region, particularly in Maryland, is active. A search on [Indeed.com](#) reveals 39 CAPM-related positions in Maryland, including roles such as Project Manager, Program Manager, and IT Project Manager.
- **Technology and Innovation:** The rapid adoption of digital transformation and emerging technologies, such as artificial intelligence and cybersecurity, has created a need for project managers that are adept in modern methodologies. The Project Management Institute (PMI) reports that the project management-oriented labor force is expected to grow by 33% through 2027, indicating significant opportunities in technology-driven projects. ([Project Management Institute](#))

2. Labor Market Data

- **Employment Growth:** Employment of project management specialists is projected to grow 7 percent from 2023 to 2033, faster than the average for all occupations. About 77,000 openings for project management specialists are projected each year, on average, over the decade. ([Bureau of Labor Statistics](#)). EAB states that in 2024 in the state of Maryland, 37,829 job postings listed project management as a sought-after skill (the number one ranking).
- **Salary Advantages:** Certified project managers often command higher salaries. In the U.S., professionals with a Project Management Professional (PMP) certification earn a median salary of \$123,000, compared to \$93,000 for those without certification—a 32% increase ([Forbes](#)). The proposed certificate program aims to fully prepare students to succeed in passing their entry-level professional certificate (CAPM) and provide the foundational knowledge to sit for the more advanced PMP certification. Additionally, the certificate program will provide all the 23 hours to sit for the CAPM exam, and 23 of the 35 necessary hours to sit for the PMP exam.

3. Addressing Educational Needs

- **Bridging Skill Gaps:** Employers in the mid-Atlantic region frequently seek professionals with skills in risk management, stakeholder engagement, and cross-functional team leadership. Project management certification programs provide structured training to develop these competencies.

- **Upskilling Opportunities:** Many professionals in industries such as healthcare, IT, and defense pursue certifications to remain competitive and advance their careers. Certifications (CAPM, PMP, etc.) are recognized for enhancing project managers' skills and increasing their earning potential. ([Forbes](#))

4. Preparing for Future Workforce Evolution

- **Emerging Industries:** Growth in green energy initiatives, AI integration, and advanced manufacturing will require project managers capable of navigating new, complex project landscapes. Certifications provide frameworks for adapting to these industries, ensuring professionals remain agile in their approach. ([Forbes](#))

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

According to PMI, project managers lead meaningful change that extends beyond the workplace. Through projects that innovate, solve problems, and address critical issues like climate change and social inequalities, project managers have a hand in shaping industries, improving communities, and making a lasting difference in the world. Additionally, the following demonstrates demand and need based on societal needs:

1. Addressing Educational Equity

- **Scholarships and Financial Support:** Organizations like the Project Management Institute (PMI) offer scholarships to students enrolled in project management programs, supporting underrepresented groups in accessing quality education. ([Unichrome](#))

2. Workforce Demand for Project Managers

- **Employment Growth:** The U.S. Bureau of Labor Statistics projects a 7% growth in employment for project management specialists from 2023 to 2033, indicating a robust demand for professionals in this field ([Bureau of Labor Statistics](#)). In the state of Maryland in 2024, Project Management Specialists ranked as the #4 sought after job ([EAB](#)).
- **Global Talent Gap:** PMI's talent gap analysis reveals that the project management-oriented labor force is expected to grow by 33% through 2027, highlighting the need for qualified project managers worldwide. ([PMI](#))

3. Benefits of Certification for Minority and Disadvantaged Students

- **Enhanced Employability:** Obtaining certifications such as the Certified Associate in project management (CAPM) can significantly improve job prospects for students, providing them with a competitive edge in the job market. ([PMI](#))

- **Higher Earning Potential:** Certified project management professionals often command higher salaries compared to their non-certified peers, contributing to economic advancement for individuals from disadvantaged backgrounds. (PMI)

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

N/A

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Post-Secondary Education.

The upper-division project management certificate is consistent with all priorities of the Maryland State Plan including:

Access: The project management certificate program affords access by ensuring equal educational opportunities for all Marylanders. The certificate will be offered in an asynchronous online modality, thus providing a distance learning option. MSMU will work with each degree-seeking student individually to construct a completion plan that aligns to their goals and financial resources. If students are registered as a non-degree seeking capacity, they may enroll in and pay for each course as it suits them.

Success: The project management certificate program will ensure individual student success through personalized attention and support. Courses will be taught by faculty who have a deep understanding of the field. Students can also build personal relationships with subject matter experts on our Bolte School of Business advisory board, which is made up of industry professionals who are committed to the success of our students and programs. The advisory board members make themselves available to students at regularly scheduled events on our Emmitsburg campus, and at times, virtually.

Innovation: Students completing the project management certificate program will have taken part in courses that help them excel in the field immediately upon entering industry. The final course in the sequence will prepare them for their CAPM certification exam.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

MSMU's proposed upper-division project management certificate program aims to provide students with the foundation to secure entry-level jobs in a variety of fields. The end goal is to prepare students to pass the Certified Associate in Project Management (CAPM) exam via the Project Management Institute (PMI). This certification can help one qualify for various project management roles. Here are some common paths that CAPM-certified professionals can pursue (PMI, 2025):

- Assistant Project Manager
- Project Administrator
- Project Analyst
- Project Coordinator
- Project Manager
- PMI Technical Project Manager

Foundations and a certification in project management provide highly transferrable skills across industries. This includes information technology (IT), biotechnology, construction, healthcare, finance, manufacturing, engineering, consulting, marketing, and any industry where project management skills are needed.

Forbes reports the average starting salary for a CAPM-certified project manager in the United States is \$72,000, while the Bureau of Labor Statistics reports that the entry-level top quartile earns \$79,098. They also list the number of entry level job postings over the last twelve months as being in the 92nd percentile.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

PMI projects that the global economy will need 25 million new project management employees to meet demand by 2030: 12 million due to the field's projected expansion and 13 million due to worker retirements. This amounts to 2.3 million project management job openings per year until 2030, indicating strong, steady growth for the field.

The Bureau of Labor Statistics (BLS) is now projecting a 7% growth rate for the project management labor force between 2023 and 2033, which is faster than the average. Using BLS data and their own proprietary algorithms, Grey & Associates state that there are 2.6 job openings for every graduate, which ranks project management in the 72nd percentile.

Lastly, due to the breadth of industries in which certificate holders can pursue a job, there are ample opportunities for employment. Of the industries previously mentioned (IT, construction, healthcare, finance, manufacturing, engineering, consulting, marketing), all of them are expected to grow through 2033 (BLS).

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

With a CAPM certification, one is able to successfully obtain entry-level jobs in various fields. In order to qualify to take the CAPM certification, one must have a secondary degree, such as a high school diploma, GED (general educational development), or global equivalent. One must also

complete a minimum of 23 project management education hours, which MSMU's upper-division certificate would provide. (To clarify, this is contact hours, not credit hours).

Typically, project management specialists coordinate the budget, schedule, staffing, and other details of a project. The entry level jobs have emphasis on the following important skills: analytical, communication, critical-thinking, interpersonal, organizational, problem-solving, time-management. According to the [BLS](#), 77,000 "Project Management Specialists" jobs are projected each year (on average) until 2033 in the United States. In total, over the next five years there will be about 385,000 Project Management Specialists jobs available. This number does not include the other specific careers (as noted above) that holders of this certificate are qualified to pursue. Worldwide, [PMI](#) indicates there will be 2.3 million project management job openings per year until 2030, indicating strong, steady growth for the field.

4. Provide data showing the current and projected supply of prospective graduates.

Currently, Google search volume for project management certificate programs is in the 86th percentile, indicating high public interest. The Google search YoY unit change ranks in the 87th percentile, reflecting consistent growth. Additionally, strong new student enrollment volume is in the 95th percentile, showing an increase in attraction among prospective students (Gray & Associates). Nationally, the program is in the 92nd percentile for enrollment; in Maryland, in the 93rd percentile.

Data from the [National Student Clearinghouse](#) indicates a growing trend in certificate program enrollments. Specifically, undergraduate certificate enrollment experienced a 5.5% year-over-year increase from spring 2022 to spring 2023. This surge reflects a broader interest in specialized, career-focused education pathways.

D. Reasonableness of Program Duplication

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*

There are two undergraduate upper-division project management certificate programs in the state of Maryland. They are outlined below:

Capitol Technology University

Similarities: Both Capitol Tech and MSMU are private institutions. There is an introduction-style project management course in the program. Both certificates are built on core processes defined in the Project Management Body of Knowledge (PMBOK).

Differences: Capitol Technology University is a STEM focused school, where Mount St. Mary's is a liberal arts institution. The Mount's proposed certificate program is 15 credits, with a mixture of 300 and 400 level sequential courses. CTU's program is 12 credits, with three 300-level courses, and a 200-level course. There are pre-

requisites that reside outside the required certificate coursework and the courses do not appear to be sequential. Lastly, MSMU's proposed certificate curriculum will put an emphasis on CAPM exam readiness in its final course.

University of Maryland Global Campus

Similarities: There is introductory-style project management coursework in the curriculum.

Differences: UMGC is part of a large, public University system. Mount St. Mary's University is a small, private, liberal arts school. UMGC's certificate is 18 credits; Mount St. Mary's University is 15. UMGC's certificate requires four 400-level courses and allows students to choose two electives from a list of 300 and 400-level courses. MSMU's certificate does not have any electives. MSMU's proposed certificate curriculum will put an emphasis on CAPM exam readiness in its final course, where UMGC's does not appear to.

2. *Provide justification for the proposed program.*

The proposed MSMU upper-division project management certificate program will provide the necessary education for aspiring entry-level project managers. As indicated above, there is a growing need for new professionals in the field and a healthy demand from students. With only two other upper-division project management certificates in the state, and with few similarities, we the MSMU program will provide interested students with a unique experience that not only provides them with the foundational education hours to be prepared for a career as a project manager, but also the training needed to achieve a CAPM certification via the Project Management Institute (PMI). Graduates of the certificate program will be provided with a competitive advantage as they enter or advance in the workforce.

The flexibility of an online asynchronous model will allow us to serve several populations, both degree seeking and non-degree seeking, with the same programming.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

There are currently no upper-division project management certificates offered at HBIs in our state.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed program should not have an impact on the uniqueness, institutional identities, and missions of the HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. *Describe how the proposed program was established and also describe the faculty who will oversee the program.*

When looking at student interest and industry needs, our faculty determined that we should provide more specialized training for those looking to enter certain careers within project management. Administrators and faculty from other schools at the university were also consulted, and it was determined that a certificate program such as this would be appealing and useful to a wide variety of students. We also recognized an educational gap in preparing project managers for entry-level jobs. Further, the project management program supports MSMU's mission to nurture ethical leaders in current and emerging fields. Finally, market analysis indicates significant demand for project management-related fields for the next decade and beyond.

The administrators and faculty below will oversee the project management program:

Rank	Full/Part-Time	Name	Year of Hire	Highest Degree	Field
Dean	Full	Farneti, Corinne	2012	PhD	Sport Mgmt & Project Mgmt
Asso Professor, Dept Chair	Full	Barry, Michael	2005	PhD, JD	Economics
Asso Professor, Dept Chair	Full	Butt, Donald	1996	MBA	Accounting

2. *Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.*

The MSMU upper-division project management certificate requires the successful completion of 15 credit hours of coursework (300 & 400 level courses). This program will be offered asynchronously online in an accelerated format (8 week courses in Fall & Spring; 7 weeks in Summer).

The proposed MSMU project management upper-division certificate's 15-credit hour requirement includes courses that are consistent with achieving the first priority (Student Success) of the MSMU Strategic Plan.

Consistent with successfully delivering the intended student learning outcomes

(ISLOs) for all majors delivered through the Bolte School of Business, courses were selected for inclusion based upon key desired student learning outcomes emphasized by the course's ability to facilitate:

- 1.The student's development of knowledge and technical skills in the project management field
- 2.The student's development of effective written and oral communication skills
- 3.The student's understanding of the global impact of financial management
- 4.The student's development as a decision maker and critical thinker
- 5.The student's understanding of the importance of being an ethical leader

The curriculum and learning outcomes were also designed to align with PMI's CAPM exam domains: Project Management Fundamentals and Core Concepts; Predictive, Plan-Based Methodologies; Agile Frameworks/Methodologies; and Business Analysis Frameworks. By doing so, we are giving our students the best chance to succeed in industry certification.

3. *Explain how the institution will:*

- a) *provide for assessment of student achievement of learning outcomes in the program*

Consistent with all programs within the Bolte School of Business, the project management certificate will be subjected not only to the evaluation of program goals by Bolte School leadership and faculty, but it will be subject to IACBE (International Accreditation Council for Business Education) standards and the related reporting. Bolte School leadership is experienced with the required IACBE reporting. This evaluation requires an annual program assessment of intended student learning outcomes with quantitative measurements of how many students performed relative to the following benchmarks:

- Students fully meeting desired outcomes (90%+ scoring)
- Students reasonably meeting desired outcomes (80 – 89% scoring)
- Students modestly meeting desired outcomes (70 – 79% scoring)
- Students not successfully meeting the desired outcomes (below 70% scoring)

In their final course in the certificate program, *Project Communication, Resource and Closing Management*, students will take an exam that will assess each learning outcome. The exam will also mirror the CAPM certification exam.

b) *Document student achievement of learning outcomes in the program*

The instructor of the designated course will report their student outcomes to the department chair, who will compile all data. The student learning outcomes are reported annually to Bolte School leadership and faculty, annually to university leadership and faculty via the Bolte School annual report, and as periodically required to IACBE.

Reporting to Bolte School faculty includes the identification of weaknesses in student learning success and the identification of necessary corrective actions.

4. *Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.*

Applicants to the upper-division Project Management certificate program at Mount St. Mary's must hold a high school diploma or its equivalent. The undergraduate project management certificate is a 15-credit program consisting of the following sequential courses:

Course Title			Hrs.	Status
1	BUS 375	Introduction to Project Management	3	Existing
2	BUS 405*	Project Scope and Time Management	3	New
3	BUS 406*	Project Cost and Quality Management	3	New
4	BUS 407*	Project Risk and Procurement Management	3	New
5	BUS 408*	Project Communication, Resources, and Closure	3	New
Total Required Project Management Certificate Hours			15	

**Proposed course numbers*

Descriptions for the Courses in the Upper-Division Project management Certificate

BUS 375: Introduction to Projection Management

Project management is a strategically integrative business approach to defining, developing, executing, and managing organizational projects for private and public sectors. This course provides an overview of project management principles, methodologies, and frameworks. Students will learn about the project life cycle, project management processes, the role of a project manager, and how to select a project.

BUS 405*: Project Scope and Time Management

This course focuses on defining and managing project scope and schedule. Students will learn techniques for creating work breakdown structures (WBS), developing project schedules, and managing project timelines. Key topics include the critical path method, Gantt charts, and PERT analysis.

BUS 406*: Project Cost and Quality Management

This course covers the principles and practices of project cost management and quality management. Students will learn how to estimate project costs, develop budgets, and ensure project quality.

BUS 407*: Project Risk and Procurement Management

This course provides a comprehensive overview of the strategies and practices essential for managing risks and procurement in project environments. Students will learn to identify, analyze, and respond to project risks to minimize their impact. The course also covers procurement processes, including planning, conducting, and controlling procurements, to ensure that project resources are acquired efficiently and effectively.

BUS 408*: Project Communication, Resources, and Closing

This course covers the essential aspects of managing project communications, resources, and closing processes. Students will learn to develop effective communication plans, manage project teams and resources, and ensure successful project closure. Additionally, the course includes comprehensive preparation for the Certified Associate in Project Management (CAPM) exam, equipping students with the knowledge and skills needed to achieve this certification.

5. *Discuss how general education requirements will be met, if applicable.*

N/A

6. *Identify any specialized accreditation or graduate certification requirements for this program and its students.*

Data from the project management certificate program will be included in regular reporting to and reviewed by IABCE (our Business School accrediting body). There are no certification requirements for students in this program — either to complete or obtain a job in the field. If students choose to take the CAPM certification via PMI at the completion of this certificate program, passing will increase their job prospects.

7. *If contracting with another institution or non-collegiate organization, provide a copy of the written contract.*

N/A

8. *Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree*

requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Clear, complete, and timely information regarding the curriculum, course sequence and requirements, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies will be provided in the Undergraduate Catalog. Additional information will be available on the MSMU website and will also be available in marketing materials. Creation of all Undergraduate Catalog and marketing content is under the supervision of the Dean of the Bolte School of Business, as well as its department chairs.

9. *Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.*

All electronic and print advertising, recruiting, and admissions materials clearly and accurately represent the program and services available. The admissions and recruitment staff are all knowledgeable about the programs. All materials are reviewed by program director/department chairs/deans prior to dissemination and list clearly the program, admissions requirements and contact information.

H. Adequacy of Articulation

This proposed certificate program is currently not included in an articulation agreement. If the need arises, there are existing articulation agreements with community colleges in which we could add this certificate program (i.e., Frederick Community College).

I. Adequacy of Faculty Resources

1. *Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.*

MSMU and the Bolte School of Business possess highly qualified faculty resources to deliver the project management certificate program. In addition to multiple full-time faculty available to teach in the program, highly qualified adjunct faculty with industry experience teach in the program and act as mentors to students. The following table highlights this expertise:

Rank	Status	Faculty Member	Year of Hire	Highest Degree	Cert	Field	Courses Taught in Project Management Certificate
Associate Professor	Full	Chacko, Josey	2015	PhD	CPIM	Management Science	BUS 375, BUS 405
Dean/Associate Professor	Full	Farneti, Corinne	2012	PhD	PMP	Sport Management	BUS 375, BUS 408
Adjunct Professor	Part	Crilly, Brian	2015	DBA	PMP	Business Administration	BUS 406
Adjunct Professor	Part	Holtz, Christina	2011	MS	BCF-FM	Logistics	BUS 408
Adjunct Professor	Part	Green, Jeff	2021	MBA		Business Administration	BUS 407

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a. Pedagogy that meets the needs of students:

The Center for Instructional Design and Delivery (CIDD) provides training in effective pedagogy for all faculty at MSMU.

b. Learning management system:

MSMU utilizes Canvas as its learning management system. The Center for Instructional Design and Delivery (CIDD) will provide mandatory Canvas training, including compliance and accessibility, with all instructors in the program.

c. Evidence-based best practices for distance education, if distance education is offered.

MSMU is an approved NC-SARA participating institution. In accordance with NC-SARA, the CIDD will provide pedagogical oversight to ensure best practices for delivering programs in a distance education format. This will include pedagogical training of all instructors, pre-course review and post-course evaluations. In addition, the department chairs of the Bolte School of Business will monitor all courses for content efficacy. The final layer of oversight related to best practices for distance education delivery will be completed by the Dean of the school, in accordance with C-RAC Guidelines.

J. Adequacy of Library Resources

Mount St. Mary's University's Phillips Library has adequate resources to support the introduction and continuation of the project management certificate program. Because this program is to be implemented within existing institutional resources, no additional library acquisitions are required. The Phillip's library maintains a

collection of 218,000 volumes with over 25,000 print and electronic journals. The Mount St. Mary's print collection in LC Class Q contains 8,330 titles and in R 2,013 titles.

Mount St. Mary's is a founding member of the Maryland Interlibrary Consortium of academic libraries with over one million titles that are easily accessible to faculty and students of each member institution. The Consortium developed a policy to avoid duplicate orders, and each partner school is responsible for specific title development. Paper materials are delivered to our users within 24 hours, as the Consortium members use a common library system, Voyager, and a daily courier service.

Additionally, Mount St. Mary's is a member of the Maryland Digital Library and Maryland Interlibrary Consortium which further expands resources to include a vast library of full-text electronic journals and books. The library's Consortium partners recently purchased the ESCO Discovery Service to provide simultaneous Google-like searching for all databases.

K. Adequacy of Physical Facilities, Infrastructural Equipment

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in technologies and sciences.

The project management certificate program will be delivered in an online, asynchronous modality. Both an institutional electronic mailing system and learning management system, Canvas, are available to support this distance education.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a. An institution electronic mailing system

All faculty, staff and students will have access to Outlook, the University's email platform. In addition, all faculty, staff and students will have access to J1, the University's platform for housing FERPA protected data.

b. A learning management system that provides necessary technological support for distance education.

MSMU uses Canvas as the LMS. All faculty, staff, and students will have access to and be trained in Canvas.

L. Adequacy of Financial Resources with Documentation

1. Complete **Table 1: Resources and Narrative Rationale**. Provide project management data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES					
Resources Categories	Year 1 (2025-2026)	Year 2 (2026-2027)	Year 3 (2027-2028)	Year 4 (2028-2029)	Year 5 (2029-2030)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g)	\$43,500	\$88,500	\$135,000	\$183,000	\$186,000
a. # F.T. Students (# credits)	0	0	0	0	0
b. Annual Tuition/R&B/ Fees (Avg Discounted rate)	\$26,515	\$26,515	\$26,515	\$26,515	\$26,515
c. Annual Full Time Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # Part Time Students	5	10	15	20	20
e. PT Credit Hour Rate	\$580	\$590	\$600	\$610	\$620
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$43,500	\$88,500	\$135,000	\$183,000	\$186,000
3. Grants, Contracts, and other external sources	\$0	\$0	\$0	\$0	\$0
4. Other sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$43,500	\$88,500	\$135,000	\$183,000	\$186,000

FT Students: While we anticipate full-time students to enroll in the certificate program, we

felt it was not prudent to include their anticipated numbers in this table because their credits would be covered in their standard tuition package. The credits would also be included in the standard 120 credit hours to graduate, thus not providing any additional revenue.

PT Credit Hour Rate: The credit hour rate is based on our planned rate for AY 26, and the usual \$10 rate increase annually.

PT Students: Based on current enrollments in our graduate Project Management certificate program and gathered market data, we anticipate a steady increase over the next five years, leveling off at about 20 part-time students.

Annual Credit Hours: The program is 15 credits and is offered sequentially. Courses are offered every 8 weeks. Students can finish the program in less than a year, provided they take each class as it is offered.

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

The Bolte School of Business currently offers one of the courses that is part of the proposed certificate program. We also offer a graduate Project Management certificate program, in which qualified industry professionals serve as adjunct faculty. Most of those same faculty will also teach in the proposed upper-division project management certificate program.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1 (2025-2026)	Year 2 (2026-2027)	Year 3 (2027-2028)	Year 4 (2028-2029)	Year 5 (2029-2030)
1. Faculty (b+c below)	\$21,000	\$21,000	\$21,000	\$17,500	\$17,500
a. # FTE	.24	.24	.24	.24	.24
b. Total Salary	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total	\$0	\$0	\$0	\$0	\$0

Salary					
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$4500	\$0	\$0	\$0	\$0
TOTAL (Add 1-7)	\$25,500	\$21,000	\$21,000	\$21,000	\$21,000

Total Faculty Salary: The five courses in the certificate program will be taught by adjuncts or by existing full-time faculty in an overload capacity. There are six sessions per academic year, with one course being offered per session. Payment for an adjunct or overload per course is \$3500. Six courses at \$3500 equates to \$21,000.

FTE Faculty: Instructors will be hired in an adjunct or overload capacity. The above-mentioned \$21,000 is about .24 of a standard full-time faculty's annual pay plus benefits.

Other Expenses: In year 1, three of the adjuncts will be required to go through an Online Asynchronous training with our Center for Instructional Design and Delivery (CIDD). The other two instructors have already gone through the training. The stipend for each instructor for going through the training is \$1500.

M. Adequacy of Provisions for Evaluation of Program

1. *Discuss procedures for evaluating courses, faculty and student learning outcomes.*

Each course will have tailored learning outcomes based upon the above-mentioned objectives. Courses will be approved by the faculty as part of the initial program approval

process. Faculty will be evaluated in accordance with MSMU's Shared Governance procedures including regular course evaluations and observations by the Chair. Student learning outcomes and department goals are aligned with the University's mission and strategic goals.

2. *Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost effectiveness.*

The Bolte School of Business engages in a cycle of continuous improvement. Student Learning Assessment Summary (SLAS) forms are completed annually by the Department Chair. In addition, student learning assessment data is reviewed annually by the Program Director, Department Chair, Dean, and the faculty. Data from the project management certificate will also be included in our annual reporting to IACBE. This comprehensive annual review includes data related to student retention, graduation rates, student satisfaction (as per course evaluations and program completer surveys), and cost effectiveness (as per program efficiency and effectiveness metrics provided by the provost).

N. Consistency with the State's Minority Student Achievement Goals

The proposed project management certificate is aligned to Maryland's Minority Achievement Goals and the goals and strategic plan of MSMU. MSMU is committed to recruiting and supporting minority and educationally disadvantaged students. MSMU has a long-standing commitment to diversity, equity, and inclusion. These needs include intentional efforts to diversify our candidates through targeted marketing, financial assistance, and ease of transfer credits from community colleges. As of Fall 2024, students of color make up 47% of traditional undergraduates and, for the first time, outnumber white students.

O. Relationship to Low Productivity Programs Identified by the Commission

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

P. Adequacy of Distance Education Programs

1. *Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.*

Mount St. Mary's University is an approved institutional participant with NC-SARA. See Appendix A.

2. *Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.*

Mount St. Mary's University is an institutional participant with NC-SARA. See appendices. Appendix A is our NC-SARA participation confirmation letter for the current academic year, and Appendix B is our Five-Year Strategic Plan for Distance Education.

APPENDIX A – NC-SARA Letter

October 8, 2024

Mount St Mary's University
16300 Old Emmitsburg Rd
Emmitsburg, Maryland 21727-7799
United States

On behalf of the National Council for State Authorization Reciprocity Agreements (NC-SARA), we are pleased to welcome Mount St Mary's University as an institutional participant in SARA for the current participation period 9/3/2024-9/2/2025. We are happy that you are part of the SARA community, and we look forward to working with you!

Your institution will be listed on our [website](#) as a SARA-participating institution. The attached [Institution Welcome Kit](#) walks you through important information such as:

- Who to contact
- The [SARA Policy Manual](#) and [Administrative Forms](#)
- Completing required annual data reporting
- Paying annual participation fees and billing
- Renewal details
- About SARA and NC-SARA
- And so much more

While the Institution Welcome Kit is a quick guide resource, the [SARA Policy Manual](#) contains all applicable SARA policies for participating institutions. Institutions are responsible for becoming familiar with SARA policy.

NC-SARA Website Listing and Use of SARA Institution Seal of Participation

Your institution will be listed on our [website](#) as a SARA participating institution.

Institutions are encouraged to use the State Authorization Reciprocity Agreements (SARA) Institution Seal of Participation as a simple way to inform students of participation in SARA. The seal is available in two versions: one with a light background and the other with a dark background. The institution seal may be downloaded at <https://nc-sara.org/seal-of-participation>.

Because the seal is an official symbol of SARA, the following language must always be used with the SARA Institution Seal of Participation:

(Name of institution) participates in the State Authorization Reciprocity Agreements.

There are several additional guidelines for using the seal that can be found at <https://nc-sara.org/seal-of-participation>.

If you have questions for your home state, your State Portal Entity (SPE) contact information can be found on the [State Portal Entity Contact page](#) of the NC-SARA website. If you have questions for NC-SARA staff please reach out to info@nc-sara.org.

Thank you for joining us in this work, and best wishes for your continued success.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Boeke". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Dr. Marianne Boeke
President, NC-SARA

APPENDIX B - Five-Year Online Strategic Plan

Our Vision:

The vision of online learning at Mount St. Mary's University aligns to the vision of the University.

By effectively, efficiently, and ethically leveraging the power of online learning, Mount St. Mary's University will be the No. 1 regional university in the Northeast by 2023, recognized for a relentless commitment to student success, financial sustainability and stewardship, and a faith- and values-based campus environment (that includes both F2F and online or distance education) that inspires graduates to lead lives of meaning and purpose.

Our Mission:

The mission of online learning at Mount St. Mary's University aligns to the mission of the University.

As a Catholic university, Mount St. Mary's graduates ethical leaders who are inspired by a passion for learning in all forms and lead lives of significance in service to God and others.

Our Values:

As members of the Mount St. Mary's community, we deeply value:

A Student-Centric Focus: Students, and their future success, are the reason our institution exists and are the focal point of all that we do. We recognize that students possess a wide variety of learning modalities and needs. As such, our student-centric focus informs the courses and programs that can be delivered online most effectively.

Our Catholic Identity: In a dynamic higher education environment, an enduring commitment to our Catholic mission inspires a fearless engagement with the world and a hospitality to all regardless of religious background. Our Catholic identity ensures that appropriate community will be constructed and maintained in online learning environments and that all participants are treated with dignity at all times.

Academic Excellence: Through the Catholic intellectual tradition we educate students, in all learning environments, to advance human understanding of our world and the human condition while cultivating in them an excellence in a chosen profession and a zeal for lifelong learning. Academic excellence is a strategic priority for all learning at Mount St. Mary's University. Excellence online is ensured through effective planning (selecting only those courses and programs anticipated to be most successfully delivered online), frequent evaluation (by faculty, students, and administration), and through on-going professional development of the faculty who teach online.

A Transformative Learning Environment: Together we create the caring and intellectually stimulating environment that inspires our students' desire to lead lives of meaning and purpose. At Mount St. Mary's University, we are committed to providing expertly constructed courses online that contribute to a learning environment that is transformative for both students and faculty.

Inclusion: We harness the energy created by diversity of thought and engendered by a richly diverse staff, faculty, and student body to ensure that all feel welcome and included at Mount St. Mary's University. By utilizing the most effective learning management technologies, Mount St. Mary's University ensures that our online learning environments are fully inclusive for and accessible to all students.

Honesty and Integrity: Our respect for others leads us to respond with honesty and integrity in our daily interactions. Academic integrity in online learning environments is achieved and maintained through careful interactions with students and by utilizing appropriate verification, monitoring and assessment applications.

Strategic Priorities, Objectives and Tactics

Mount St. Mary's strategic priorities articulate what we will do to achieve our vision and mission. To provide context for our strategic priorities, we have provided detailed objectives and strategies that are concrete and tactical in nature. We have not listed everything that we intend to do in the next five years. In fact, our need to be able to adjust to our rapidly changing environment dictates that we set unit-based and functional strategies annually in support of our strategic plan and review the progress and accuracy of these quarterly.

Strategic Priority 1: Student Success

Mount St. Mary's University prepares a diverse student body to be ethical leaders who lead lives of significance in service to God and others. We do this by immersing students in a rigorous intellectual, social and spiritual experience, grounded in the Catholic intellectual tradition. The Mount prepares graduates for excellence in their lifelong pursuits through cultivating a zeal for learning.

Objective: Embrace an unwavering commitment to academic quality, student learning, and Mount St. Mary's academic priorities in online learning.

Example Tactics

- Engage the Center for Instructional Design and Delivery (CIDD), the deans and provost in the construction of a joint learning strategy that addresses issues related to quality of online program development and delivery, the online student experience, and professional development
- Improve faculty onboarding and provide support services in collaboration with academic partners
- Assure high-quality instruction through rigorous faculty development programs, such as courses and mentoring programs, integrating with or augmenting other faculty development efforts

Strategic Priority 2: Faith– and Values–Based Campus Environment

Mount St. Mary's University is deeply passionate about cultivating an environment rooted in our values to create a welcoming and engaged community. As the oldest independent Catholic university, we are steadfast in our mission, inviting all people of faith to embark on their spiritual journeys. We continuously strive to provide an exhilarating academic and social university experience, focused on education, teamwork and inclusion. Fostering a culture of service in all that we do, we are energized to serve one another with love, dignity and respect. We recognize the importance of enhancing our student quality of life and the responsibility of maintaining a safe and secure environment for our students, faculty, staff and visitors.

Objective: Continue to grow our community by offering online academic opportunities to Catholic high school students.

Example Tactics

- Continue to offer Mount St. Mary's courses to academically talented Catholic high school students via distance learning and online.

Strategic Priority 3: Financial Sustainability and Stewardship

The Mount's institutional culture of stewardship manifests as disciplined people, thought and action to ensure the efficient and effective use of time, talent, treasure and environment. Comprehensive financial and human resource plans provide the framework for priorities and decision-making. As stewards we generate and deploy resources to serve students and to reinvest in the long-term excellence of the Mount.

Objective: Support the financial sustainability of online learning at Mount St. Mary's University by engaging in on-going research and continuous improvement.

Example Tactics

- A portion of student revenue will be allocated to ongoing research in effective pedagogy regardless of modalities and delivery systems.

