Brandon M. Mason

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Education

Franciscan University of Steubenville, Steubenville, OH — August 2025 – Present

Doctorate in Sacred Theology – Concentration in Systematic

University of Dallas, Irving, TX — August 2020 – December 2025

Master of Arts in Theology

Texas A&M University, College Station, TX — August 2013 – May 2018

Master of Science in Accounting—Tax & Entrepreneurial Leadership
Bachelor of Business Administration in Accounting

Work Experience

Franciscan University
Instructor of Accounting — August 2024 – Present

Nolan Catholic High School — April 2022 – August 2024
Moral Theology Teacher

Averett Financial — April 2020 – August 2021
Tax Accountant

First Cash Financial Services — August 2019 – January 2020
Internal Auditor

Weaver — February 2017 – August 2019
Tax Associate I, August 2018 – August 2019
Tax Intern, February 2017 – April 2017

Conference Presentation

"The Medicine of Immortality" at *The Holiness of God and the Mystery of the Eucharist Conference*

Presented a paper at Ave Maria University exploring the meaning behind St. Ignatius of Antioch's title for the Eucharist, the "medicine of immortality," within the wider context of the Catholic tradition.

Service

Learning Technology Committee

Serving on a committee dedicated to investigating and meeting the needs of professors to optimize their effectiveness in the classroom. This entails surveying faculty, analyzing data, discussing strategic implementation of resources, and budget.

CSFE Financial Investments Team

Leading a group of business students, along with two other professors in the department, to form a team which is capable of creating and maintaining a diverse investments portfolio.

St. Francis de Sales Committee

Founded a standing committee for faculty and staff of Nolan Catholic High School to discuss the challenges of encouraging students to embrace the Catholic faith and to propose solutions to these problems, ranging from simple practices that can be implemented by teachers of any subject to larger scale proposals to administration.

Courses Taught and Created

Undergraduate

- ACC 207 – Financial Accounting
- ACC 208 – Managerial Accounting
- ACC 303 – Advanced Cost Accounting
- ACC 304 – Intermediate Accounting I
- ACC 305 – Intermediate Accounting II
- BUS 407 – Corporation Finance

Online Course Creation

- ENT 301 – Finance and Accounting for Non-Business Majors

High School Level

- Moral Theology (Juniors)
- Theology of Loss and Hope – Eschatology (Senior elective course)

Educational Background – Theology Courses Studied

University of Dallas (Professor)

- Church History – 1300s to Present (Dr. John Norris)
- Paul & Acts (Dr. Mark Goodwin)
- Wisdom & Psalms (Fr. Rafael Martin Ramirez Gonzalez)
- Moral Theology (Dr. Irene Alexander)
- Spiritual Theology (Sr. Mary Angelica Neenan)
- Eschatology (Dr. Christopher Malloy)
- Patristic and Byzantine Theology (Dr. Gregory Cruess)
- The Synoptic Gospels (Fr. Thomas Esposito - Audit)
- Fundamental Theology (Fr. John Bayer)
- Pauline Literature (Dr. Mark Goodwin)
- Systematic Theology I (Dr. Christopher Malloy – Audit, Undergraduate level)
- Systematic Theology (Dr. Gregory Cruess – Online, Graduate level)
- History and Theology of Liturgy (Dr. Roland Millare)

Franciscan University of Steubenville

- Grace and Virtues (Dr. Patrick Jones)
- Greek and Patristic Fathers (Dr. Petroc Willey)

Research Interests

The nature of divine love in salvation history and eschatology, and the theology of Matthias Joseph Scheeben, SJ.

Languages

Greek – Reading proficient

Teaching Philosophy

Forming Seekers of Truth

It is important to recognize the dignity of the students as young men and women made in the image God, possessing an intellect capable of knowing the truth about the world around them. The task of a teacher, at any level and in any subject, is to love and serve students by not only guiding them to particular truths, but by guiding them to love and pursue the Truth itself. This is the goal of every human life according to the Catholic Church, and it is in living according to this Truth that every human being can experience a blessed happiness. Each person has strong inclinations toward learning truths about particular subjects, for some it is science, for others business, for others social studies, and so on. I believe that a great teacher is able to give students the truths they seek, push them to reach their potentials as students, and awaken new questions to pursue at higher levels as a result of growth in knowledge. The end goal is to cultivate students who are not only prepared to be competent employees, but who are also oriented toward becoming well-rounded and virtuous seekers of truth and lovers of goodness.

Teaching the Whole Person

I believe that one of the most foundational aspects of achieving this end goal is to form a strong teacher-student relationship with students. In my brief teaching career, I have had several successful experiences with this. I first discovered the importance of forming a healthy relationship with students as a tutor of student athletes at Texas A&M University. One student especially struggled with the class and was taking it for the second time. By getting to know him as a person—his background, his hobbies outside of sports, and his goals—I was better able to not only help him relax and receive the information more fruitfully, but could also then give better examples and analogies that made lasting connections in his mind. He ended up making a grade in the class that made him proud and we still keep in touch to this day. I have continued—to the best of my ability within time constraints—to implement this strategy with high school students as a theology teacher, to the effect that a number of students requested that I lead a philosophy club after school so that they could continue and expand on class discussions.

Humility and Student Questions

An integral part of forming strong teacher-student relationships is the practice of humility in taking questions. It can be a challenge for new teachers to field questions, sometimes due to a legitimate desire to stay on schedule for the lesson, but other times because it places a teacher in a vulnerable position in which he will likely encounter a question to which he does not yet have an answer. When I first began teaching, I experienced this intensely; the face-saving reflex to hastily offer an intelligent-sounding reply to a difficult question presented a roadblock to my effectiveness as a teacher. To resist this reflex, one needs to practice the virtue of humility, recognizing that he really does not know *every* answer, that he may not even be the most intelligent person in the room, and that thankfully, it is not necessarily his job to be either of those things. His job is to educate, leading students to find the truth.

Intentionally slowing down to consider a difficult question yields a number of benefits, even if the initial result of this consideration is admitting that one does not know the answer but that he will find out. It builds trust with students; they know that their teacher takes them and their questions seriously, and that he does not take himself excessively seriously and in so doing obscure the truth behind his ego. They are more inclined to trust that what you're telling them is true. They also see that questions followed up with research will produce intellectually satisfying results. If performed consistently, this practice enkindles in them a greater love of learning on their own. As anecdotal evidence of the effectiveness of this practice, many students have explicitly thanked me for taking their questions seriously and noted that it makes them more excited for class.

Designing a Course

Listening to students through their questions can also help in planning a semester. It informs a teacher of any weaknesses the students may have in their understanding of the material. I believe it is important to create a plan which is robust and rigorous, pushing students to learn challenging concepts—these are often the most clarifying and rewarding. Students should earn their grades, not back into them. However, I believe the teacher should be adaptable within his lesson planning so that he can meet struggling students where they are and push them to reach higher standards.